



**Charter Renewal Submission
2016-2021 Term**

January 27, 2016

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January 27, 2016

Superintendent Antwan Wilson
Oakland Unified School District
1000 Broadway
Oakland, CA 94607

Dear Superintendent Wilson,

As Executive Director of Vincent Academy Charter School and on behalf of the Board of Directors and the students, staff, and families at Vincent Academy, I hereby authorize the submission of the enclosed 2016 Charter Renewal Petition for the school charter term of 2016 - 2021.

From the very beginning, Vincent Academy has aspired to place respect, responsibility, persistence, caring, fairness and collaboration at the heart of all of our educational endeavors. In reflecting on the past charter term, we feel these foundational values have guided us well and expect that they will continue to do so as we engage the many opportunities to positively impact the lives of the wonderful children and families of West Oakland that lie ahead.

We are encouraged by your unifying message and enthusiastically embrace the Oakland Unified School District's intention to develop strong partnerships with the charter sector. Without a doubt, Vincent Academy is fully committed to working collaboratively towards a shared vision of quality school options for every child and family in this city of great promise. We look forward to what is to come in the years ahead!

With respect and appreciation,

Kate Nicol
Executive Director
Vincent Academy

Enclosures:

charter renewal petition
charter renewal school performance report (appendix n)
red-lined copy of petition (appendix o)
supporting appendices (a-m)

Cc: Silke M. Bradford

2501 Chestnut, Street, Oakland, CA 94607

info@vincentacademy.org

**VINCENT ACADEMY
PETITION FOR CHARTER**

**DATE SUBMITTED:
January 27, 2016**

**SUBMITTED BY:
PARTNERS IN OAKLAND EDUCATION**

**LEAD PETITIONER:
KATE NICOL, EXECUTIVE DIRECTOR
PARTNERS IN OAKLAND EDUCATION**

**SUBMITTED TO:
OAKLAND UNIFIED SCHOOL DISTRICT**

“Table of Contents of Legal Requirements:”

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

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AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Vincent Academy to be located at 2501 Chestnut Street, Oakland CA, is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.
7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).
9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.

10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.
11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school 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.”
14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (l).
15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).
16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.
17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).
19. Will submit required enrollment data each March to the OUSD Office of

Charter Schools by the required deadline.

20. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).
21. Will operate in compliance with generally accepted government accounting principles.
22. Will maintain separate accountings of all funds received and disbursed by the school.
23. Will participate in the California State Teachers’ Retirement System and other retirement systems, as applicable.
24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).
26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 *et seq.*)
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 *et seq.*).
31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate

of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

Kate Nicol, Executive Director

Date

INTRODUCTION

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities 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 accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provided vigorous competition within the public school system to stimulate continual improvements in all public schools.

Vincent Academy fully embraces the Legislative Intent of the Charter Schools Act, and its mandate.

Vincent Academy meets the Legislative Intent by improving pupil learning and increasing learning opportunities for all pupils with special emphasis on expanded learning opportunities for students from economically challenged communities. By having created a school that seeks to support the family as well as the pupils, Vincent Academy provides parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

EXECUTIVE SUMMARY

Partners in Oakland Education, a California nonprofit corporation, seeks to renew the charter for Vincent Academy, a public elementary charter school. In partnership with BRIDGE Housing Corporation and several other successful community organizations, Vincent Academy combines exemplary elementary education with a robust program of family education and services.

Mission Statement

The mission of Vincent Academy is to provide excellent education, grounded in scholarship, compassion and resilience. The school is founded on the belief that academic success is attainable for all students in the context of family support and community involvement. Our school combines a rigorous academic program, augmented by a rich offering of the arts, with a strong system of education and support services for parents, in partnership with other community organizations. Vincent Academy promotes the intellectual, social and emotional growth of our students, helping them to develop deep respect for, and clear sense of responsibility to themselves, their families, their cultures, and their communities. While striving for academic excellence, we place equal value on the character development and self-esteem of our students. Our robust curriculum prepares our students to be 21st century learners, and seeks to inspire and prepare them to participate actively as members and leaders of a democratic society.

Vision Statement

Vincent Academy is a safe, joyful, academically rigorous, and community-minded elementary school where children can develop their innate talents and skills, learn about the complex world around them, and receive the support necessary to truly thrive and become community leaders in a global context.

The development of our vision has been inspired by the leadership of those who have guided the St. Vincent's Day Home, a successful preschool in West Oakland, through generations of small children and waves of change in the community as well as the the work of Geoffrey Canada's Harlem Children's Zone. Canada's work in Harlem and the research associated with that work have shown that to change the trajectory of a disadvantaged child, one needs to: intervene early in life; continue to intervene through adolescence; give the child extra time in school and support outside of school; involve the child's parents and family; focus on improving cognitive skills but also nurture the child's non-cognitive, social and emotional skills.¹ Our vision for Vincent Academy is the creation of just such an integrated learning community.

Our vision is echoed in the U.S. Department of Education's Promise Neighborhoods initiative. The core idea behind the Promise Neighborhoods initiative is that providing both effective schools and strong systems of support to children and youth in poverty and, thus, meeting their health, social services, and educational needs, will offer them the best foundation for a successful future. The Promise Neighborhoods initiative promotes a continuum of effective community

services, strong family supports, and comprehensive education reforms to improve the educational and life outcomes for children and youths in high-need communities.

Vincent Academy's program is an outgrowth of the St. Vincent's Day Home's program and aims to provide wrap-around services for children and families, coupled with a state-of-the-art, research-based education program. It is the combination of excellent education and family services that makes Vincent Academy an extraordinary elementary school and an important community asset.

Target Population

Vincent Academy currently serves approximately 275 TK-5th grade children with a broad range of ethnic backgrounds and with the vast majority from low-income families living and working in Oakland. Vincent Academy strives to be a West Oakland neighborhood school and is seeking a priority preference in the second charter term for serving West Oakland students and families. For the 2016-2017 school year alone, Vincent Academy also wishes to expand the elementary grade span up through sixth grade while the school's leadership fully participates in the West Oakland Call for Quality Schools and supports the broader community's efforts to ensure equitable access to quality middle school options in the region. Vincent Academy wishes to provide a stable bridge year for current year fifth grade students while the regional school planning process is underway and then assist student's in making a smooth transition to their school of choice in the 2017-2018 school year.

Educational Philosophy and Approach

What it Means to Be an Educated Person in the 21st Century

The reality of the 21st century world demands of us all the knowledge and skills necessary to access, process and utilize the vast amount of information literally at our fingertips. Equally important is to acknowledge our increasing interdependence in a global context of rapid ecological, political and social change. Now, more than ever, the education that our students receive will have a lasting impact on our collective future.

Vincent Academy engenders in students the habits of mind and emotional intelligence necessary to meet the challenges of our time. The School's program places an emphasis on foundational knowledge, critical thinking skills, and learning applications within real-world contexts, while simultaneously nurturing each student's innate sense of responsibility, respect, caring, persistence, fairness and collaboration.

How Learning Best Occurs

Analysis of successful education programs suggest that three main factors are involved in assuring the optimal conditions for learning: *environment, expectations and experience*. The overall design of Vincent Academy has been time-tested and has been proven successful in the field by other school programs that adhere to the same basic tenets as Vincent Academy.

Environment

Significant environmental factors include a small school design, small class sizes, extended day and year-round programming, on-going education and wrap-around services available to families.

Expectations

The high-expectations held for all students, staff and families of Vincent Academy are only meaningful if those very expectations are met. Thus, various supports -- ranging from Individualized Learning Plans for every student to high quality professional development opportunities-- are put into place to ensure achievement of the School's goals. High standards are applicable to both academic and social/emotional realms.

Experience

Imperative to the Vincent Academy program is building the best team possible. Staff members are selected on the basis of their formal training, commitment to the vision and mission of the school, and their proven success with the population Vincent Academy aims to serve.

LEADERSHIP TEAM

The Vincent Academy Leadership Team consists of the Board of Directors of Partners in Oakland Education and Vincent Academy's Executive Director and Head of School.

Partners in Oakland Education

Partners in Oakland Education, a public nonprofit benefit corporation, began operating in Oakland, CA in 2009. Current and former members of the Board of Directors possess the following backgrounds and skills:

- Combined total of more than 70 years of teaching and school administration experience
- Combined total of 65 years of legal experience in the California judicial system, including the Federal District Court, the California Supreme Court and California State Court of Appeal
- More than 20 years in private and public finance
- More than 90 years of involvement in West Oakland community organizations
- Social entrepreneurship, with an emphasis on community investment and urban development

Current and former board members are or have been involved with numerous California organizations, including: St. Vincent's Day Home, California Teacher's Retirement System (STRS), Holy Names University, University of San Francisco, East Bay College Fund, Northern California Community Loan Fund, Oakland Public Ethics Commission, California Board of Common Cause, David and Lucile Packard Foundation, Head-Royce School, California Center for Judicial Education and Research, Urban Strategies Council, and Clausen House.

Members of the Board also have significant experience working and/or volunteering with the target student population in the West Oakland area. A description of each current member is listed below.

Krystal Bowen

Krystal Bowen is a partner in the San Francisco office of Sheppard, Mullin, Richter and Hampton LLP. As an experienced trial lawyer, Krystal focuses her practice on white-collar criminal defense, internal corporate investigations and complex commercial litigation. In addition to her work in private practice, Krystal served for nearly six years as an assistant United States attorney for the Central and Northern Districts of California. As an assistant United States attorney, she gained substantial trial and appellate experience, having conducted several trials in federal court and oral arguments before the Ninth Circuit Court of Appeals on a broad range of criminal matters, including white collar and other offenses. Krystal currently serves on the Board of the Lawyers' Committee for Civil Rights of the San Francisco Bay Area, and is a member of the Northern District of California Criminal Justice Act Panel. In addition, Krystal previously served as a Director of the San Francisco Bar Association (where she served as a member of the

Bar Association's Finance Committee, and Chair of its Judiciary Committee). Krystal has a BA from Hofstra University and a J.D. from U.C. Berkeley School of Law (Boalt Hall).

Natalie Compagni Portis

Dr. Compagni Portis is a licensed marriage and family therapist who has worked in public mental health and private practice since 1985. Dr. Compagni Portis works with adults, children and families dealing with trauma and loss, as well as with patients and their families dealing with cancer and other life threatening illness. Dr. Compagni Portis has a doctorate in clinical psychology from the Wright Institute in Berkeley. Dr. Compagni Portis is on the board of A Home Within, a national organization offering long term, pro bono psychotherapy for foster children. She coordinates the collaboration between the Wright Institute and A Home Within to train students to work effectively with children, their caregivers, and adults who are or have been in the foster care system. She has worked locally and nationally on matters of health policy, including issues related to breast cancer, and she lectures and consults with regard to optimal patient care, and the patient perspective in treatment and research.

Elizabeth Crabtree

Elizabeth Crabtree is president of SF Arts Media LLC, a company that provides arts media, including a monthly publication, an arts calendar-based website and applications for the iPhone and Droid, as part of San Francisco's Grants for the Arts' Arts & Tourism program. Ms. Crabtree formerly served as Board chair at Head-Royce School. She is a long-time supporter, and former Board chair, of Arts for Oakland Kids (formerly Oakland Fund for the Arts), a nonprofit that funds arts programs in Oakland public schools. She received a BA from New College in Sarasota, Florida. Ms. Crabtree serves as Secretary of the Board of Vincent Academy.

Jean Driscoll

Jean Driscoll is an adjunct professor of economics at Holy Names University and the University of San Francisco School of Business and Professional Studies. Ms. Driscoll worked as a finance and strategy consultant for more than two decades; first at McKinsey and Co., and later in her own practice, which served business, public and nonprofit clients. Her consulting engagements ranged from advising major financial institutions, including Wells Fargo and the Bank of America, on the development of new products and market strategies for real estate lending and retail banking, to financing land conservation projects and developing financing techniques for the David and Lucile Packard Foundation and other philanthropies. Ms. Driscoll has a BA in economics from the University of Massachusetts and an MBA from Columbia University. Ms. Driscoll is President of the Board of Vincent Academy.

Cathy Greenwold

Cathy Greenwold is Executive Vice President of TMG Partners, a real estate development company focused on urban infill projects in the San Francisco Bay area. Ms. Greenwold has been responsible for expanding the company's portfolio through strategic acquisition of projects with particular emphasis on development opportunities and value enhancement. Ms. Greenwold

has managed over \$2.7 billion in project financing and development activity for TMG. She has over 35 years of real estate and finance experience, and is a member of the TMG's Investment Committee. Ms. Greenwold holds a Bachelor's degree from the University of California Los Angeles. She was also a Sloan Fellow at Stanford Graduate School of Business, where she earned a Masters of Science degree in Business.

Crystal Land

Crystal Land is the Interim Head of School at the Head-Royce School. Crystal has held a variety of positions at Head Royce, including Assistant Head/Academic Dean, Director of Admissions and English teacher. She received her BA from UC Berkeley, an MA from Stanford in Education, and an MA in English from Middlebury College. Additionally, she serves on the editorial board of Independent Teacher, an on-line journal for independent school teachers, and works as a Lead Mentor for the East Bay College Fund. Her professional interests include supporting teachers through mentoring and professional development and developing school programs that effectively engage student learners. She also writes regularly on educational topics.

Gayle Quinn

Gayle Quinn has worked at the West Oakland Health Council for 39 years, and has served as the Director of Health Education there for 26 years. In addition to her work at WOHC, Ms. Quinn has served as assistant to three Alameda County Supervisors, and has been involved in the local faith-based community. Ms. Quinn earned a Master's Degree in public health from the University of California, Berkeley and a BA in Health Sciences from San Francisco State University. Ms. Quinn currently serves on the Advisory Board Member of the Allen Temple Robert C. Scott Wellness Center.

Laura Robell

Laura Robell is currently the Principal of Envision Academy, an Oakland charter high school and has over 15 years of teaching and leadership experience in the Bay Area. Prior to her work at Envision, Ms. Robell was the Managing Director of Programs for New Leaders for New Schools in the Bay Area. Previously, she taught English and journalism at San Lorenzo High School and was the principal at Elmhurst Community Prep (ECP), an Oakland Unified middle school. Ms. Robell joined ECP in its first year of operation as a founding administrator in 2006 as it converted from a large, comprehensive middle school into a small school and saw dramatic gains in student achievement. Ms. Robell holds a BA from Duke University and an MA in Education from Stanford and was a 2006 New Leaders for New Schools resident.

Maisha Wilson

Maisha Wilson is a CPA with more than 20 years of experience in accounting, financial operations, strategic planning and analysis. Since 2009, Ms. Wilson has been vice president of finance at Cartridge World North America, a global retail organization. Earlier in her career, Ms. Wilson spent six years as vice president at Edison Learning, Inc., a charter school operator based

in New York. She also has worked as a corporate controller and was a senior associate at PriceWaterhouseCoopers, LLP. Ms. Wilson has a BA from the University of California, Berkeley. Ms. Wilson is Treasurer of the Board of Vincent Academy.

Key Program Administrators

Kate Nicol, Executive Director

Kate Nicol served as lead designer of Vincent Academy's educational program, served as the Head of School for three years and now serves as the Executive Director for the school. Previous to this post, Ms. Nicol served as the Alameda County Regional Director for the California Charter Schools Association, where she worked at a systems-level to support and advocate for the fifty charter schools in the region. In prior years, Ms. Nicol received leadership training through New Leaders for New Schools and served as an elementary school principal in Oakland. She also taught in Philadelphia and San Leandro. Ms. Nicol holds a BA in Environmental Toxicology from UC Davis, a MA in Instruction from Drexel University and California Teaching and Administrative Credentials.

Drew Sarratore, Head of School

Drew Sarratore leads the Vincent Academy school team. Previous to this post, Mr. Sarratore served as principal of Rocketship Los Suenos, a Rocketship Network school in San Jose, where he worked successfully to increase achievement outcomes, expand enrichment opportunities and raise attendance and family participation rates. In prior years, Mr. Sarratore served as an Instructional Reform Facilitator in San Francisco and was a Teach for America Corps Member teacher and dean of students in South Los Angeles. Mr. Sarratore holds a BA in Kinesiology from Indiana University, a MA in Education from Loyola Marymount University, a MA in Educational Leadership and Policy from Cal State North Ridge and California Teaching and Administrative Credentials.

I. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.--California Education Code Section 47605 (b)(5)(A)(i).

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School Year	Grade Levels Served	Approximate # of Students³
2016-2017	TK-6	304
2017-2018	TK-5	300
2018-2019	TK-5	320
2019-2020	TK-5	354
2020-2021	TK-5	364

Vincent Academy's target student population currently reflects that of the West Oakland community. Vincent Academy intends to continue to enroll a diverse student population of African American, Hispanic, Asian, and Caucasian student subgroups, as well as a substantial number of English Learners. It is expected that the vast majority of those enrolled will continue to be students living in poverty: currently, 90% of our students qualify for free/ reduce lunch.

As required by law, the School will conduct outreach to gain a student body reflective of Oakland's general population. The School's demographic profile over the next charter term is expected to correspond broadly with the School's current demographic profile:

Percentage of Families Living Above, at or Below Poverty Level	
Above Poverty Level	10%
At or Below Poverty Level	90%

Ethnicities	
Asian	2%
Latino/Hispanic	16%
African American	76%
Two or More Races	3%
Caucasian	3%

Given the current and anticipated student population, Vincent Academy has identified specific educational needs for two primary student subgroups -- English Learners (EL) and Socio-Economically Disadvantaged (SED) students. In addition, the School views the diversity of its learning community as an asset that must be valued. To this end, Vincent Academy is dedicated to a shared perspective on educational equity, ensuring a program that is culturally relevant and employing educators who are culturally responsive to the School's students and families.

Educational Needs of English Learners

First and foremost, English Learners -- and all learners -- need to be supported day in and day out by teachers who employ best teaching practices. These practices include: setting clear learning objectives, designing predictable instructional routines, providing frequent opportunities to actively engage with peers and participate fully in learning tasks, and employing re-teaching when assessment results deem it necessaryⁱⁱ.

Beyond good teaching, there are three additional components that must be integrated into any program geared toward English Learners. First, students must receive **systematic instruction in English language development (ELD)**. Second, all content instruction must have built-in scaffolds to support access for English Learners in the form of **sheltered instruction** protocols and strategies. Lastly, English Learners must receive **focused language instruction** prior to instruction that matches the cognitive and linguistic demands of that specific segmentⁱⁱⁱ.

Vincent Academy strives to have multilingual capacity on staff to provide written and oral translation services.

Educational Needs of Socio Economically Disadvantaged Students

While there is much debate in the field of education about the particular needs of socio-economically disadvantaged students and the resulting "pedagogies of poverty"^{iv}, what is clear is that the vast majority of the School's students live at or below the poverty line. Vincent

Academy's leadership team and staff are familiar with the continuum of educational issues associated with poverty and have an articulated approach to working constructively with these phenomena.

As with English Learners, socio-economically disadvantaged students require daily doses of sound instruction to advance in their learning. Notwithstanding this, and without making any assumptions about particular economically disadvantaged students, the School recognizes the potential existence of an "opportunity gap" where students, due to their past circumstances, may not have been afforded full access to services and learning experiences more common to children of higher socio-economic status^v.

For this reason, the Vincent Academy program emphasizes family support in the form of wrap-around services. In this way, families have access to the services that will help meet the needs of children who might otherwise be hampered in their learning due to health, transportation or other important issues. The Student and Family Services Director at Vincent Academy is key to linking and assisting families in accessing the services beneficial to themselves and their children.

In addition, Vincent Academy offers an engaging and educational extended day program on a year-round schedule to ensure that students are provided with quality education and care for far more minutes and days than the traditional school year. Vincent Academy students receive 182 days of formal instruction, 182 days of before - and after -school programming, and 35 days of intersession academic and recreational programming, all on a daily schedule of 7:00 a.m. to 6:00 p.m. Daily enrichment opportunities, including field trips, arts education and participation in games and sports, are interwoven throughout the program to ensure that rich and varied learning experiences abound.

Rigorous academics, with adequate supports and tiered interventions for struggling students, are coupled with a tenacious plan to address learning issues until they are resolved. In the end, students learn best when the professionals directly responsible for their education communicate confidence about a student's learning abilities and an unwillingness to relent in the face of challenges^{vi}.

Finally, the School overcomes the predictable challenges to developing a strong home-school connection associated with homelessness, transiency and general struggle and exhaustion on the part of families dealing with "toxic stress."^{vii} Vincent Academy is always prepared to adhere to the McKinney-Vento Act^{viii} in response to homeless families, and to otherwise tactfully and resolutely reach out to families repeatedly and in multiple creative ways. Each interaction between home and school is meaningful as each has the potential to build bridges or further isolate. For this reason, Vincent Academy has chosen to invest in a Student and Family Services Director and will continually seek to ensure effective communication within the community.

Educational Needs of a Multicultural Community of Learners

The Leadership Team recognizes that the “institutional memory” of urban school systems is a powerful force^{ix}, and is aware of the challenges commonly faced by those who either have attempted or who currently operate schools in similar settings, with analogous populations and comparable funding levels. For this reason, the School explicitly integrates an equity perspective in all of its work.

This equity perspective has deep implications for the work of Vincent Academy and provides us with a container for opening and sustaining rich and challenging dialogues about the issues of inequities related to culture, class, race, and gender and their presence and effect within the school.

In order to formally engage in equity work, the School is committed to working with organizations, such as the National Equity Project, that engage in the explicit work of supporting and coaching school communities to effectively build equity into their school systems^x.

Mission and Vision Alignment with Student Population

The mission and vision of Vincent Academy are especially aligned with the needs of its student population. First, Vincent Academy provides a quality educational program that rests on best practices, tailored professional development, and an instructional framework that allows for a strong match between learning needs and teaching methods through differentiation. Second, the School has modeled the family services component of its program after the work of Geoffrey Canada and the Harlem Children’s Zone and frequently seeks to improve services by partnering with community organizations that add value and experience to the Vincent Academy program. The School provides its students and their families with wrap-around services in a program that extends throughout the calendar year. Lastly, the experience, perspectives and creative ideas within the School’s diverse community are viewed as the keys to running a successful school and the leadership and staff will continue to work reflectively and collaboratively to ensure that the cultural richness of the community is reflected throughout the program.

A crucial need of parents and students who reside in West Oakland is for quality, affordable school options. Two thirds of the students attending Vincent Academy live in the West Oakland neighborhood. With approximately 60% of students in West Oakland emigrating to attend school elsewhere, Vincent Academy is one component of an aligned community-based solution for revitalizing the neighborhood school base.

EDUCATIONAL PHILOSOPHY AND APPROACH TO INSTRUCTION

In accordance with SB 1290, Vincent Academy pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual

actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

Rationale for Vincent Academy Educational Philosophy and Approach

Given the legitimate need for quality school options in the broader community of West Oakland, the Leadership Team continues to implement and improve upon a school program intended to educate the School’s target population for 21st Century life.

What it Means to Be an Educated Person in the 21st Century

The 21st Century world demands of us all the knowledge and skills necessary to access, process and utilize the vast amount of information literally at our fingertips. Equally important is to acknowledge our increasing interdependence in a global context of rapid ecological, political and social change. Now, more than ever, the education that students receive will have a lasting impact on our collective future.

To be an educated person in the 21st Century means that one has a mature and multi-faceted intellect formed along social, emotional, and rational lines, capable of navigating today’s world. Experiential knowledge of our shared social fabric, of the human emotional landscape and of the freedom to be intellectually curious lays the groundwork for a sound education. Such knowledge must be accompanied by a skill set that allows for analysis, evaluation, and selection of information from multiple sources, and effective communication with a diverse array of people.

Due to the rapid rate of change in the world around us, an educated person must also be motivated to live a life of continual learning. A well-educated person will be open to new ideas, engaged in an ongoing process of inquiry and discovery, and be able to adapt to our rapidly changing world. Simultaneously, a well-educated person must use self-reflection as a tool to recognize one’s personal strengths and weaknesses, chart a self-directed course towards

achieving meaningful goals and proactively seek out the inspiration necessary to pursue his or her aspirations tenaciously.

It is the objective of Vincent Academy to enable its students to become self-motivated, competent, and lifelong learners. The School program takes into account the whole child and therefore emphasizes foundational knowledge, critical thinking skills, artistic exploration and learning applications within real-world contexts, while simultaneously nurturing each student's innate joy and sense of responsibility, respect, persistence, caring, fairness, and collaboration. Vincent Academy students are supported to engender the habits of mind and emotional intelligence necessary to meet the challenges of our time by engaging in a comprehensive life skills curriculum. In addition, the School program takes into account the ubiquities of modern technology and supports students in gaining and maintaining the skills necessary to keep pace.

Finally, an educated person in the 21st Century has been supported in his or her education by educators, family and community, and understands deeply the meaning of that support and the responsibility it implies. Vincent Academy is committed to helping its students recognize the importance of, and their personal responsibilities to their communities.

Education Philosophy: How Learning Best Occurs

Three main factors are involved in assuring the optimal conditions for 21st Century learning: *environment, expectations and experience*.

Environment

Environmental factors that influence learning outcomes range from the length of the school day to the classroom and broader school climate. Vincent Academy seeks to support students by offering a personalized program in a nurturing setting that results in an environment that is joyful, well maintained, visually appealing and, most significantly, conducive to learning.

A small school with small class sizes ensures that each child can be known by several caring school adults and can receive the individualized attention needed to grow and develop optimally^{xi}. Each student - is viewed as a unique individual with particular learning needs and is supported as such through the use of differentiation tools such as individualized learning plans and student-led goal-setting conferences.

A year-round program ensures that students are actively engaged and connected to their learning throughout the entire calendar year without the lengthy gaps where learning “slippage” can occur^{xii}. In this same vein, Vincent Academy is open for extended hours in the morning before school and in the evening after the day program has concluded, thus creating a “home away from home” sense for all Vincent Academy children. Academic support is built into the extended day program in the form of tutoring for underperforming students and enrichment classes and homework assistance for all students. Additionally, after school programming includes enrichment in the visual and performing arts, and is intended to build student confidence and enthusiasm for learning while fostering creativity^{xiii}.

Vincent Academy utilizes the Responsive Classroom Approach and Positive Behavioral Interventions and Supports (PBIS) to support the social and emotional development of all students. Through explicit instruction, students develop emotional awareness, conflict resolution and social skills, and the self-control necessary to play and work in harmony with others. As students gain these valuable life skills, they contribute to a positive school climate that encourages academic and social learning. Additionally, Vincent Academy contracts with the Alameda County Department of Behavioral Health to provide clinical support to students and families requesting services.

Finally, taking care of the physical and emotional wellbeing of students is important to maintaining a positive school culture that enables students to focus on learning. Healthy meals – breakfast, lunch, snack and supper – are provided daily to Vincent Academy students through Revolution Foods, via participation in the Federal Nutrition Program. Physical activities are emphasized during recess, in physical education classes, and through local field trips and the use of nearby community recreational facilities.

Vincent Academy provides an array of educational supports for parents, including a family literacy program, parenting classes, a financial education program and a health education

program. Additionally, Vincent Academy provides health prevention and screening services and, when appropriate, provides referrals for family support services and counseling.

Family and student input and engagement is a key factor in every aspect of the school's functioning.

Expectations

The second condition for optimal learning involves promoting a school culture of high expectations that encompasses students and staff members. Vincent Academy serves a diverse student population with a high proportion of English Learners and students living in poverty. Vincent Academy firmly believes that background, including home language, parent education levels, and family economic resources should not dictate the quality of a child's education; nor should it predict the present or future academic and personal success of any individual. To this end, Vincent Academy implements a program specifically designed to foster high expectations for *all* students.

In explicit and implicit communications, students are given the message that it is effective effort and not innate ability that determines success. In interactions with students, school staff convey the sense that student learning is of the utmost importance and is deserving of great attention and care. Furthermore, students see that learning issues are taken seriously and disturbances to learning receive an immediate response designed to redirect and maintain the order and integrity of the school program (*See Appendix A- Culture, Climate and Conduct Plan*).

The School's instructional model is built on the principles of cultural relevance and differentiation, and utilizes reliable and timely data from multiple measures of student learning progress to assess areas of effective and ineffective teaching practice. With this critical lens, teachers are supported to refine their practice and hone their instructional capacities through targeted professional development. All staff and students are expected to work cooperatively, diligently, and collaboratively to ensure a culture of continuous improvement for all. Progress is celebrated continually.

High expectations extend to non-core academic classes, as well. Students are expected to excel in life skills, visual and performing arts, physical education, technology and world languages. Students are given age-appropriate support and are expected to exemplify the qualities of responsibility, respect, persistence, caring, fairness, and collaboration.

Experience

Equally critical to learning is the opportunity for students to learn and staff to work within a professional learning community, consisting of qualified and experienced teachers and sound school leadership. A substantial body of research suggests that the quality of teachers is one of the most important school determinants of student achievement.

The leadership and instructional approaches employed at Vincent Academy – call for creativity, flexibility and the ability to collaborate. Leadership and teacher candidates are comprehensively

screened, vetted and selected in a rigorous hiring process to ensure that they are excellent matches for the school and its students. In addition to proper qualifications, prospective staff members are expected to have previously demonstrated success working with students and families similar to those of Vincent Academy in an educational setting or to demonstrate an aptitude for successfully navigating a steep learning curve. Prospective members of the school's educational team must view all manifestations of diversity as an asset and be eager to engage fully in the ongoing school dialogue about equity.

Approach to Instruction

In a strong school program, the instructional approach is adapted to the needs of the learners, and not vice versa. Five broad criteria must be applied instructionally to ensure consonance with the needs of the School's anticipated student population. The approach of Vincent Academy:

- ✓ Encourages culturally responsive teaching and culturally relevant resources
- ✓ Allows for differentiation to meet individual learning needs
- ✓ Relies on useful data streams to make instructional decisions and program improvements
- ✓ Links to on-going, high-quality professional development
- ✓ Promotes outreach and inclusion of a student's family

Each of these five cornerstones of Vincent Academy's educational approach is described below.

Cultural Responsiveness and Relevance

The School's instructional approach focuses on cultural responsiveness and relevance. It is critical that staff have the skill and enthusiasm for tapping resources within the community, developing positive and productive relationships with all parents, and respectfully learning significant information about students' lives.

Educators honor the important and personal knowledge gained about their students by selecting instructional materials that spark engagement, building on students' interests and linguistic abilities, using examples and analogies to which students can relate, and helping students to find meaning and purpose through deepening their personal connections to what is to be learned.

Finally, educators who exhibit cultural responsiveness know that it is imperative that students come to examine the world from multiple perspectives, and aid them in doing so by providing opportunities to engage with primary sources of information. Students are supported to construct their own meaning by organizing, elaborating and representing knowledge in a learning style that suits them well. In this way, teachers bring the curriculum to life for each unique student and prepare their students to effect change in the real world.^{xiv}

Emphasis on Individual Learning through Differentiation

An integral underpinning of Vincent Academy's program is differentiated instruction. Differentiation is built into the workshop structure for reading, writing and mathematics instruction. For example, in the reading workshop, teachers and students are able to select

literature by interest and text level. Writing workshop is differentiated by content, as the teacher confers with individual writers and provides targeted support in gaining a new skill. In mathematics, students are flexibly grouped to work on concepts and skills for which they show readiness. Differentiation ensures that students are not faced with the negative challenge of overcoming boredom, frustration or humiliation, but instead can focus on the positive challenge of learning beyond their current level^{xv}. Driven by assessment, teachers are able to match their instruction to each individual's developmental learning stage through flexible groupings and brief conferences to maximize the learning progress of each student^{xvi}. Beyond the workshop model, teachers employ scaffolding methods to their questioning techniques and the front-loading of content. Finally, teachers broadly apply the multiple intelligence and learning style theories to their planning and lesson execution to ensure student receptivity to learning experiences.

Each student at Vincent Academy will have an Individualized Learning Plan (ILP) (*See Appendix D - Individualized Learning Plan*) that will serve as a basis for an ongoing conversation between teachers and leaders, family members and an individual student. The ILP will take into account a student's dominant learning style and multiple intelligences and will serve as a record of learning milestones that assists in mapping a forward course. The ILP will provide insight for successive teachers beyond quantitative measures and is intended to accelerate student learning by assisting educators in quickly identifying approaches and strategies that are well matched with a particular student's learning needs. A student's ILP will be annotated on a trimester basis and will be shared with students and families at conferences to gain their input.

Assessment and the Use of Data to Drive Instruction

Vincent Academy's program explicitly values a data-driven instructional culture where quality assessments linked to effective data analysis practices are key to improving student performance^{xvii}.

Student learning is assessed through multiple measures, including, mandated state tests, interim benchmark assessments, formative probe assessments designed by teachers (exit slips, quizzes etc.), qualitative records (conference notes, observation logs, student reflections etc.) and projects and performances evaluated through established rubrics. Students, parents and teachers work collaboratively in the assessment of student learning.

A web-based platform with the capacity to handle multiple streams of data, Illuminate, is utilized to produce disaggregated reports on student progress. Teachers and leaders work with adopted tools and protocols to effectively analyze student data and make sound instructional decisions aimed at the continuous improvement of student performance. With coaching and support, teachers work in grade-level teams to review student data on a regular basis and develop instructional plans informed by the results of student progress. All instructional staff members conduct reviews of student progress in mixed grade-level teams in order to promote school-wide awareness of student achievement and to support vertical alignment of instruction throughout the grade span.

Continual Investment in Teacher Capacity through High-Quality Professional Development

Research shows that a high level of professional capacity within a school is a strong determinant of student academic success^{xviii}. Key to this capacity are both maintaining a qualified and effective instructional staff that shares the belief that schools can effect change, and providing the staff with ongoing opportunities to participate in high-quality professional development. The School's professional development plan takes into account four distinct areas: program elements, instructional strategies, equity perspective, and distributive leadership.

- Program Elements
First, it is very important to adhere faithfully to the School's educational program. In order to do this, there must be cyclical opportunities for new and returning staff alike to become familiar with, and master the instructional methods particular to the School's program.
- Instructional Strategies
Second, each educator brings a unique professional development background and personal kaleidoscope of instructional strengths and weaknesses. Differentiated support is required for each teacher to 1) identify instructional strategies that should be improved and 2) receive appropriately matched development resources for this purpose.
- Equity Perspective
Third, the collective ability of staff to act as social change agents in the context of urban schooling hinges on the emotional intelligence and relational skills accessible to and exhibited by the group. Development initiatives that support a growing awareness of bias in institutional policies and practices and skillful responses to emotionally challenging circumstances are crucial to bolstering staff capacity and resolve to address problems at a causal level.
- Distributive Leadership
Fourth, leadership must be developed from all quarters in order to facilitate collaborative decision-making on improvement efforts, active participation of staff and students' family members in school governance, shared staff accountability for student learning and involvement of all of these parties in the evaluation of the school's academic success over time. Providing avenues for leadership development for key members of each stakeholder group is imperative.

The following table describes the professional development plan for Vincent Academy:

Professional Development Activity	Participants	Content	Schedule
Program Elements Development Institute (PEDI)	All New Staff -and- Returning Staff Who a) desire a refresher course b) are referred by dint of	Development modules on classroom management and each of the instructional segments teachers are expected to faithfully carry out. Mix and match	Intersessions -and- Development following from intersession modules may

Professional Development Activity	Participants	Content	Schedule
	annual evaluation	depending on educator's development needs.	continue through the year as necessary. Includes coaching/modeling sessions, readings, related conferences and workshops cycle of inquiry research and focused peer, coach and administrator observations and reflections.
Instructional Strategies Development (ISD)	All instructional staff	In conjunction with the Marzano framework, teachers collaborate with administrators and coaches to determine 3 strategies to focus on over the course of the year	On-going development throughout the course of the school year. Includes coaching/modeling sessions, readings, related conferences and workshops, cycle of inquiry research and focused peer, coach and administrator observations and reflections. Development initiative carried out weekly during class and early release time
Equity Perspective Development (EPD)	All staff	Annual equity retreat attended by all staff. School leadership ultimately determines the equity focus for school with input from all members of the community. Ongoing development activities include reflections on and sharing of personal experience, discussion, videos, readings, panels, and cycle of inquiry projects. Professional development geared towards the needs of focal groups such as ELs and SED students occur here.	Development initiative carried out weekly during early release time
Distributive Leadership Development (DLD)	School leadership, PTAC	Formulation of school improvement plan.	Development initiative carried out during regularly scheduled leadership team meetings and additional release times for retreats and conferences.

In addition to the formalized professional development plan above, the following conditions and practices are critical supports in the development of a professional learning community:

- **Maintenance of a culture of continual improvement**

Members of a professional learning community hold one another accountable for their collective and individual progress towards achievement goals. To this end, there is an explicit focus on data-driven instruction. Data collection, analysis and usage in

decision-making assist in identifying and amplifying effective practice. Instructional staff are further supported in carrying on productive and extended dialogues about student learning by having significant time blocks reserved and structured for these purposes in the form of grade-level collaboration time, weekly professional development activities, peer review and extended retreats and workshops.

- **Consistent opportunities to receive timely and insightful feedback aligned to the adopted instructional framework on classroom teaching**

A streamlined system for delivering and receiving feedback on instruction is employed.

- **Collaboratively developed, individualized teacher professional development plans which are customized to each teacher's growth areas**

Teachers self-identify their growth areas within the broad areas of classroom management and instructional methods and strategies. Based on these selections, individualized development plans are created; these include in-service dates, coaching and observation schedules, and accessible resources.

- **Provision of quality resources for teachers to address growth areas which are clearly related to the instructional framework**

Teachers have access to video, books and research articles tailored to their development needs. Outside developers will be brought in to share expertise related to annual development initiatives. Additionally, administrators, coaches and peers provide support.

- **Encouragement, support and resources for teachers' ongoing skill development in teaching English Learners**

On a regular basis, staff members are engaged in ongoing development within the equity perspective. This includes professional development on cultural relevant teaching and strategies specific to target populations, such as English Learners.

- **Providing teachers access to experts in the field who can:**

- Model effective classroom practices
- Offer guidance in lesson development, assessment practices and material selection
- Assist with strategies for meeting the needs of English Learners
- Promote multi-grade communication and peer learning (peer observation, peer lesson review etc.)
- Support family literacy development

- **Formal and informal opportunities for teachers to share expertise and collaborate with peers and leadership**

Teachers are invited to provide development and support for peers and administration during weekly development sessions. The professional development plan allows for flexibility in groupings from week to week.

- **Schedules, calendars and budgets with significant time and financial resources built-in for development activities**
Weekly development and collaboration time is built into the schedule. Funding for professional development is prioritized in the budgeting process.
- **Annual review and/or training on educational program elements with specialized modules for new and returning staff**
Regularly scheduled in-services on management and instructional methods and strategies are held during intersessions with follow-up throughout the trimester(s).
- **Opportunities for teachers to contribute to the evaluation and improvement of the professional development program**
Annual teacher satisfaction survey includes a section for feedback on professional development. Teacher leaders are integral to forward planning efforts and will have decision-making powers (*See Appendix B – Human Resources: Teacher Satisfaction Survey*).

Family Outreach and Participation in School Program

The families of Vincent Academy students are regarded as full partners in the education of their children. Thus, many avenues for meaningful participation in the life of the school must be immediately apparent and readily accessible to a student's family. To this end, the School intentionally creates an environment where families are welcomed into the school, literally and figuratively, and encouraged to make their unique contribution to the positive school culture^{xix}. To accommodate a variety of schedules, many opportunities are made available for parent involvement in school activities and efforts that take place during and outside of school hours. In addition, awareness of schedule constraints is taken into account when scheduling key school events (i.e. offer two events at different time slots etc.) so that the maximum number of families may participate.

In addition to informal opportunities for involvement, parents are invited to take an active role in the school's Parent Teacher Advisory Council (PTAC). Representatives for the PTAC are elected by their peer group and serve a one-year term. The PTAC provides a forum for parents to request information and provide feedback on School policy, and facilitates effective communication among parents, teachers and administration. The Parent-Teacher Advisory Council meets regularly and provides feedback and recommendations to the Head of School and Executive Director. The Executive Director is charged with sharing PTAC recommendations with the Board of Directors, as appropriate

Upon entry to the school, each family is connected with the Student and Family Services Director (SFSD). The SFSD works to establish a friendly point of contact and help to partner the new family with a buddy family already settled within the School. Each new family is encouraged to attend an annual orientation event for the School and is supported by the SFSD and buddy family to receive satisfactory answers to questions and/or concerns.

Regular communication with parents regarding the school program and their children's individual progress takes place informally through written notes, phone calls and brief face-to-face interactions and formally through trimester report cards, interim progress reports and academic conferences. In all cases, the communication norms at Vincent Academy are intended to support a productive dialogue in the service of greater student achievement.

As a final component, the School's program includes parent education in the areas of parenting, health and nutrition, childhood development and learning, and financial literacy. Vincent Academy expands and updates offerings on the basis of identified needs within the parent community.

Alignment of Instructional and Curricular Framework to Vincent Academy Mission and Vision

Vincent Academy's educational philosophy and approach are closely aligned to its mission and vision. The School's mission is to provide an excellent educational program in the context of a full family services model toward a vision of students of strong character who apply their critical thinking and artistic expression for the collective good. The philosophy and approach employed are robust, research-based and up to the task of bringing our mission and vision to life.

Benefits of Educational Philosophy and Approach to Target Population

The School's educational philosophy rests on three pillars: a healthy **environment** conducive to learning; high **expectations** for *all* students coupled with the adequate resources to meet them; and educators with successful and demonstrated **experience** working in learning partnerships with students and families.

Vincent Academy's instructional approach is culturally responsive and relevant, differentiated, data-driven, supported by high-quality professional development and intertwined with a student's family system.

The students of Vincent Academy thrive within the School's educational model for two reasons. First, the educational approach is supported by research and case studies. On the national scale, programs such as Canada's Promise Academies and the North Star Academies of Newark, New Jersey embrace similar principles of intentional environments, high expectations, and experienced educators in relation to similar populations, and are making significant gains.

Second, families are provided tangible supports with the understanding that children are not separate from their family system. While many schools have drawn an invisible divide between home and school in an attempt to focus their efforts on what they can control, Vincent Academy is approaching the endeavor of schooling very differently. Families are their children's first and most influential teachers. A family that is struggling to make ends meet or is suffering from emotional turmoil will be significantly less able to give children needed time and attention; a family that is less burdened is more available to contribute to its child's healthy growth and development and also to the greater community. Therefore, the definition of school is

intentionally altered at Vincent Academy to include built-in family services and robust community partnerships.

INSTRUCTIONAL and CURRICULAR FRAMEWORK

The key components of the School's instructional and curricular framework are highlighted in this section. A more detailed treatment is included in the appendix. (*See Appendix C-Instructional Framework*).

Adoption of Common Language and Model of Instruction

Key to building a shared understanding of professional practice within Vincent Academy is the adoption, from the outset, of a common language of instruction. A shared framework allows for meaningful conversation and dialogue about teaching and learning, reasoned selection of pedagogical strategies, targeted data collection, and effective feedback loops with minimal energy and effort wasted on translation between various systems of thought.

Vincent Academy works within Robert Marzano's framework while acknowledging that there are many other legitimate and articulated languages and models of instruction (Skillful Teacher, Danielson Group etc.). Due to the presence of high-quality companion tools aimed to support professional development and instructional observation and evaluation efforts, the Marzano framework is the School's preference. (*See Appendix C - Instructional Framework: Common Language and Model of Instruction*).

Instructional Format, Curriculum and Materials

The high-quality program resources detailed herein are a starting point from which Vincent Academy intends to adapt and refine over time in order to better meet the educational needs of its students. The School's curriculum is tightly aligned to the content standards and to rigorous grade-level benchmarks and performance standards. Supplemental materials will be utilized to augment official program resources when California Common Core Standards implementation and/or student needs dictate that further resources are necessary.

Language Arts: Vincent Academy utilizes a three-block workshop model that includes a reading workshop, writing workshop and a language and word study block. The balanced literacy model places a premium on developing engaged readers, proficient writers and skilled oral communicators with mastery of the English language. Instructional and independent reading texts are matched to a student's interest and instructional level in guided reading. Students are provided with daily opportunities to write for authentic purposes about their life experiences with support for developing their craft as writers. Vincent Academy's program systematically develops student facility with the complexities of the English language through the English Language Development (ELD) curriculum and additional activities in the language and word study block. Core curricular resources are a comprehensive and leveled guided reading library, *Continuum of Literacy Learning* (Fountas and Pinnell), *Writing Units of Study* (Calkins), *Words Their Way* and *Phonics and Word Study* (Fountas and Pinnell), *Systematic ELD* (Dutro).

Rationale: The five pillars of comprehensive literacy instruction (phonemic awareness, phonics, vocabulary, comprehension, and fluency) are fully accounted for in the three instructional blocks of writing workshop, reading workshop and language and word study. As students move through the grades, the workshop format remains familiar and anchors students in a predictable learning routine. However, the content focus within the workshop shifts to match the applicable standards for a particular grade level. For example, Kindergarteners working in the Language and Word Study block would work on generating original rhymes to develop their phonemic awareness. By fifth grade, students in this block are studying word lists to identify prefix patterns and determine meanings of new vocabulary.

This literacy model allows for the presentation of culturally relevant, high-interest texts for guided teaching and independent reading. Students have a measure of choice in what they read and how they respond to their reading selections^{xx}. Collaboration skills are explicitly taught and working together to achieve academic ends is encouraged. Students do not work in isolation, but instead are arranged in flexible and fluid grouping structures that are formed to meet particular learning needs (whole group lessons, ELD instruction, intermediate readers etc.). Writing and reading instruction are interpenetrating as students write about their responses to reading material and study literature to become better writers.

Finally, teachers have the opportunity to grow in knowledge and skill through this model. To successfully carry out the reading, writing and language and word study instructional blocks, teachers work regularly with all students, individually and in small groups, to gain a clear sense of student strengths and needed growth areas. Through these interactions and with the support of ongoing professional development, teachers become skilled diagnosticians, and have a flexible framework in which to apply the necessary teaching to bolster a student's learning to grade-level standards. Since there is not a prescribed one-size-fits-all curriculum, teachers are compelled to make instructional decisions based on the actual learning needs of their students.

Mathematics: The mathematics program balances the need to teach students the California Common Core Standards with experiences that maintain their natural curiosity and develop their proficiency in using mathematics to understand the world that surrounds them. The Common Core Eureka Math Curriculum, *A Story of Units*, comprises the backbone of the Vincent Academy mathematics program. ST Math is a game-based supplemental curriculum in use that increases conceptual development through visual learning.

Rationale: Students must build their mathematical knowledge and skill systematically over the course of years through a logically sequenced introduction of new concepts and distributed practice of material previously learned. Anything less is in contradiction to the discipline itself, as mathematics is a logical pursuit. Students must come to see the purpose and application of mathematics in the real world, and not mistake mathematics to be isolated computational skills applied only to worksheets. The introduction of algorithms should be appropriately matched to the sophistication and depth of students' conceptual understandings. Students maintain their knowledge and skills by putting them to use. The program will incorporate the Story of Units curriculum, as it provides a thoughtful sequence of lessons that build logically within and throughout the grades, spiraling skills practice, and opportunities for daily problem solving. The

mathematics instruction is differentiated through guided math, a format in which teachers work with small groups of students that have similar mathematical learning needs. Students also engage in brief daily practice with math facts in order to build automaticity. Throughout the math program, students have opportunities to engage with their peers in the exploration of math concepts, providing a social context conducive to learning.

Social Studies: The history and social science program is designed to help students develop a foundational understanding of the components of a respectful and nurturing community, an understanding which then becomes the basis for grappling with the challenges and opportunities our moment in history affords us as global citizens of the world community. The core curricular resource is *Social Studies Alive!* ((K-5th))

Rationale: Dramatic reminders of our increasingly complex and interdependent world are commonplace these days. In order to make sense of the events on the world stage and their impact on our daily lives, students must gain useful knowledge within the history-social science disciplines. This foundational knowledge forms the basis for thoughtful consideration of the choices we face as individuals and as a local and global society, and facilitates active citizenship. Vincent Academy will use the *TCI: Social Studies Alive!* as its primary curricular resource because it combines rich standards-based content with teaching strategies that promote critical thinking and active student engagement. Formative assessments are employed to monitor and adjust teaching to ensure successful learning outcomes for all students. TCI also provides teachers a web-based subscription service with resources for multi-sensory presentations and learning extensions to aid in differentiation practices.

Science: The science program is based on studies of physical, life and earth sciences along a continuum of investigation and experimentation. Over the K-5 grade span, students gain increasingly complex knowledge and skill related to observation, inquiry, hypothesis-testing and experimentation techniques. The core curricular resource is the full set of grade-level *FOSS* modules.

Rationale: Over the past 250 years, science and technology have dramatically transformed our world, from the rise of computers to the specter of oil spill cleanups. In order to participate in the important social, ecological and ethical dialogues of the 21st Century, students must first establish a solid understanding of the basic scientific principles in constant operation around them. Such a foundation of scientific knowledge and the development of a complementary set of analytical skills will allow students to make meaningful connections to new discoveries and to join the community of scientific advancement.

Vincent Academy's science program incorporates the modular FOSS curriculum resources, which are standards-based, logically sequenced, and rigorous, yet readily accessible to both students and teachers. The FOSS materials engage students in hands-on learning experiences, provide teachers with the comprehensive resource kit to necessary for effective teaching, and incorporate formative assessment practices to maximize student learning. FOSS also provides extensive resources in Spanish and a web-based supplemental resource matrix for teachers.

Visual Art: The visual arts program is carried out in conjunction with the Museum of Children's Art (MOCHA) through their Artist in Residence program. The focus of the program is on: 1) increasing students' understanding of and skills in visual art in accordance with California state standards; (2) providing students with school-day arts experiences that support the core curriculum; (3) building students' confidence, self-esteem and self-expressive abilities through engagement with various art processes; (4) engaging students in a range of visual arts disciplines representing various periods, styles and cultures; and (5) supporting classroom teachers through continuing professional development on effective arts-integration practices.

World Languages: The World Language Program, in grades 3-5, offers Spanish; funding permitting, one Asian language will be added in the future, at which point students will have a choice of foreign language. The program is based on communicative language learning and aims to generate student and family excitement for learning and discovering a new language within a rich cultural context of heritage, customs and celebrations. The program includes aural immersion, and the development of speaking, reading and writing skills. Students practice newly acquired language skills through whole group and partner activities, and games, songs, skits and native speaker community involvement.

Physical Education: Vincent Academy's physical education program leads to fitness, sport-specific skills, and a positive sporting ethic through the use of cooperative games and lively fitness activities that integrate the five components of health-related fitness: aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. In addition, the physical education program is considered an important component of the Coordinated School Health Program (CSHP) as outlined by the Center for Disease Control (CDC). The core curricular resource is the *SPARK* curriculum.

Music and Performing Arts: Vincent Academy includes music as part of the weekly curriculum for all grade levels. Music specialists provide weekly instruction and plan units and lessons that are integrated with the general education program.

Technology: Vincent Academy provides students with technology as part of the weekly curriculum. Technology specialists provide weekly instruction and plan units and lessons that are integrated with the general education program.

Integration of Multidisciplinary Content and Skills Through Service Learning

Vincent Academy is committed to guiding students to apply their knowledge and skill to the real-world contexts in which they live. The School utilizes the methodology of service-learning to integrate core content learning with authentic community needs into signature service-learning projects for each grade level. Science and social studies content anchor the projects, with language arts and mathematics concepts interwoven where applicable. Service learning projects are key to inspiring students to actively engage with the surrounding community and engender, even at a young age, a sense of caring and responsibility for the greater good.

Cycle of Inquiry

The School engages in cycles of inquiry to understand student progress and adapt the teaching plans to advance student learning.

Additionally, support structures and processes are in place to quickly identify student learning difficulties and provide targeted resources to overcome them. The Student Study Team (SST) and Response to Intervention (RtI) are two such supports for student learning.

Student Study Team (SST)

A first step for addressing student learning needs is the SST process (*See Appendix F – Special Populations: SST Process and Referral*). The purpose of the SST process is to bring together all of the key members of a student’s support system; parents, teacher(s), administrators, counselors, and specialists. This group becomes the “team” that works together to understand the root causes of a student’s learning issue and to propose solutions. Any plan derived from the SST process should be implemented for a minimum of 6-8 weeks before reconvening to determine progress and make further recommendations.

Parents, teachers and administrators may submit an SST referral at any time to the school’s SST coordinator. The SST process is intended to address a range of learning issues, from low-achievement to high achievement and/or issues that impact learning, such as behavior.

Response to Intervention (RtI)

Response to Intervention is a systematic, tiered approach intended to resolve student-learning challenges by systematically providing the necessary level of support and intervention^{xxii}. RtI includes both academic and behavioral systems.

The following table explains the programming implications of RtI at Vincent Academy:

Academic Systems				Behavioral Systems	
	Students served	Example	Tier	Students served	Example
Tier 3	Individuals	One-on-one work with resource specialist	Tier 3	Individuals	One-on-one work with behavioral paraprofessional
Tier 2	At-risk, small groups, some individualizing	Small group reading intervention	Tier 2	At-risk, small groups, some individualizing	Social skills group work

Tier 1	All Students, core curriculum	Individualized learning plan that takes into account dominant learning style	Tier 1	All students, preventative and pro-active, suffices for 80-90% of student population	Positive incentives for reaching class learning goals
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The RtI program at Vincent Academy is able to match supports to individual students so that there is a systematic plan to address the needs of all students.

SPECIAL POPULATIONS: STUDENTS WITH DISABILITIES

Overview

Vincent Academy complies with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”).

Special Education

California law gives the school various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. During its first four years of operations, the School functioned as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). In the fifth year of operations, Vincent Academy joined the El Dorado County Office of Education Charter SELPA as a member local education agency (LEA).

LEA Member in EDCOE Charter SELPA

The School will continue to participate as a LEA member of the El Dorado County Office of Education Charter SELPA for the purposes of special education. The School assumes full responsibility for the provision of special education and related services to eligible students as a LEA member of the El Dorado County Office of Education (EDCOE) Charter SELPA.

Specifically, the School assumes all responsibility for any and all costs associated with the provision of special education and related services and accommodations under Section 504, of the Rehabilitation Act, for all students who are enrolled in the School, over and above state or federal funding received for such purposes. As such, State and Federal funding shall be allocated directly to the School per the allocation plan of the Charter SELPA.

The School shall assume responsibility for the general education contribution that may be necessary for the provision of special education services to identified students and shall meet the annual Maintenance of Effort Requirement.

EDCOE LEA Assurances

As required of LEA members within the EDCOE Charter SELPA, the School provides the following assurances:

- Free Appropriate Public Education (FAPE): The School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find: The School will assure that all students with disabilities are identified.
- Full Educational Opportunity: The School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE): The School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.
- Individualized Education Program (IEP): The School will assure that an IEP is developed, reviewed and revised for each child who is eligible.
- Assessments: The School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards: The School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards: The School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- State Assessments: The School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The School complies with all requirements of the Federal Individuals with Disabilities in Education Act (IDEA), State laws and the EDCOE Charter SELPA Local Plan, and will perform all corrective actions deemed necessary by Vincent Academy, the Charter SELPA and/or CDE. The Vincent Academy Executive Director will involve the School team in the development of the budget, hiring necessary staff, contracting for appropriate services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. Vincent Academy works with an EDCOE Charter SELPA Program

Specialist to support the School and to provide coaching support to the school's special education team to ensure that all requirements of IDEA are met, and each child is well served.

Section 504 of the Rehabilitation Act

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. 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 is assembled by the Head of School and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews 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 IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team, which evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes 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 including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence 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 IDEA, a referral for assessment under the IDEA is made by the 504 team.

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

Plan, the 504 team considers 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 describes 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 site administrator ensures 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 - is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

SPECIAL POPULATIONS: ENGLISH LEARNERS

Vincent Academy English Learner Statistics

Currently, twenty-three percent of the School population is comprised of English Learners. Of that percentage, approximately sixty percent are Spanish speakers and the remaining forty percent include speakers of Arabic and Afro-Asiatic languages.

Identification and Reclassification of English Learners

Home Language Survey

The School administers the home language survey upon a student's initial enrollment in the School (on enrollment forms).

Family Contact

Upon entry to the school, each family is connected with a staff liaison with home language compatibility. In addition to reaching out to the family to establish a friendly point of contact, the staff member 1) provides explanation and support for completion of the home language survey, and 2) provides literature in the student's home language (if available) that explains the School's plan for meeting the specialized needs of English Learners.

CELDT Testing

All students who indicate that their home language is other than English are given the California English Language Development Test (CELDT) within 30 days of enrollment⁵ to evaluate their listening, speaking, reading and writing abilities in English. This test is

⁵ 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.

given at least annually between July 1 and October 31 until the student is re-designated as fluent English proficient. The School notifies all parents of its responsibility for CELDT testing and of CELDT results within 30 days of receiving test results from the publisher. The CELDT is used to fulfill the requirements under the No Child Left Behind Act for English proficiency testing.

English Learner Reclassification

Vincent Academy utilizes multiple criteria (*See Appendix F – Special Populations: English Learner Reclassification Form*) in determining whether to reclassify a pupil as proficient in English, including but not limited to all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the student's classroom teachers and any other certified staff with direct responsibility for teaching or placement decisions of the student to evaluate the student's mastery of grade-level standards.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure.
- Comparison of the student's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient students of the same age that demonstrate that the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
- The use of the achievement data also drives the instruction and professional development as it relates to English Learners. The School analyzes achievement data by this subgroup, and continues to assess the students through teacher-designed assessments.

Access to Core Educational Program

English Learners have full access to Vincent Academy's educational program. The School is committed to the success of its English Learners and supports are offered both within academic classes and in supplemental settings for students who need additional support for English language learning. With provision of help and support as needed, Vincent Academy's English Learners are expected to meet School standards in all academic and non-academic areas of the instructional program.

Second Language Acquisition - Instructional Approach

Vincent Academy's instructional blueprint for English Learners has three components: systematic English Language Development (ELD), content front-loading across subject areas and instructional settings and integration of research-based sheltered English instructional strategies throughout the educational program.

- Systematic ELD refers to instructional blocks dedicated to explicit English language instruction that follows a scope and sequence of language skills. The specific content is dependent on a student's EL designation.
- Content front-loading equips students with the language necessary to easily access a particular subject matter.
- Sheltered English strategies (SDAIE) are integrated throughout the program in multiple forms:
 - Read-alouds, songs, and poems accompanied by text
 - Explicit modeling of reading, writing, listening and thinking
 - Realia
 - Visuals and graphic organizers
 - On-going and meaningful recognition and validation of various culture, traditions and language
 - Field experiences and exposure to the world outside the school-building through speakers, demonstrations etc.
 - Collaborative work structures (peer discussion, think-pair-share, small group work etc.)

All relevant forms of assessment data are disaggregated for the EL student subgroup to determine areas of strength and weakness in the educational program as it pertains to the needs of English Learners. The results of this analysis are utilized to make necessary adjustments to the program over time to ensure that EL students are successful within the School's program.

Academic Intervention for English Learners

ELs who do not make the minimum expected growth of one EL level per year will be referred to the SST process through the SST coordinator (lead contact). In addition, parents, teachers and administrators may also refer an EL to the SST process due to a perceived lack of adequate progress at any time.

Through the SST process, a student becomes eligible for intervention services through the tiered RtI program. Within RtI, there are specific supports tailored to ELs, including inclusion in Leveled Literacy Intervention and additional ELD services.

Vincent Academy meets all applicable legal requirements for English Learners related to annual notification to parents, student identification, placement, program options, reclassification of fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The School implements policies to assure proper placement, evaluation and communication regarding English Learners and the rights of students and parents.

SPECIAL POPULATIONS: STUDENTS ACHIEVING ABOVE GRADE-LEVEL EXPECTATIONS

With parental consent, Gifted and Talented Education (GATE) Testing will be conducted to ensure that students with heightened intellectual abilities and/or asynchronous development are

identified and served accordingly and appropriately. Students identified as GATE remain in the general education program, but receive tailored instruction that meets their specific needs. In addition, and whenever possible, high-achieving students are assigned to classrooms that have multiple high-achieving/GATE students in order to assist with their social and emotional development.

The Vincent Academy program relies on differentiation to ensure that students who are consistently achieving above grade-level expectations continue to expand the breadth and depth of their knowledge and skill base. The workshop model employed in math and language arts is tailored to the instructional levels of all students. Through the use of curriculum compacting, tiered assignments, extension activities and carefully selected groupings, students who are beyond grade-level benchmarks can continue to progress within their current grade-level by going into greater depth in areas related to the current unit of study.

While grade acceleration may be warranted for some individuals (*See Appendix C - Instructional Framework: Promotion and Retention Policy*), the preference is for students who are high-achieving or identified as “Gifted and Talented (GATE)” through testing to receive satisfactory support for their learning needs within the grade-level that best supports their overall healthy growth and development.

II. PUPIL OUTCOMES AND PROGRESS MEASURES

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program

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

AND

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured.

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

In accordance with SB 1290, Vincent Academy pupil outcomes will be set related to increases in pupil academic achievement both school-wide 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 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.

Vincent Academy shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.

The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of

the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

PUPIL OUTCOMES

Alignment of Pupil Outcomes to Vincent Academy Mission and Vision

Vincent Academy aims to provide students with a sound education that helps to open the many doors awaiting them in their promising futures. No matter the setting, whether it be college, work or the ins and outs of everyday life, the graduates of Vincent Academy will be equipped with the skills and knowledge necessary to make productive contributions to the communities they touch, and to take the next steps on their personal journeys with confidence.

Broadly, the educational program is designed to ensure that all students: 1) master grade-level competency in mathematics, English language arts, science and social studies, and to apply that knowledge and skill to complex tasks, problems and real-world experiences; 2) understand their unique role within their local and global community, and develop and demonstrate the life skills that aid them in making valuable contributions to society; and 3) cherish and utilize their unique capacity for creative expression for the collective good.

In collaboration with the Oakland Unified School District, Vincent Academy has adopted the Collective Measureable Pupil Outcomes (MPOs) to serve as reliable and comparable measures of student academic and school-wide program success.

Methods to Measure Pupil Outcomes

Vincent Academy's pupil outcomes, related to increases in pupil academic achievement both school-wide 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, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:

Focus Area	Measureable Pupil Outcomes	Instrument	Targets
Chronic Absenteeism: All Students	% Students missing more than 10% of school days	P1, P2, Annual Attendance Rate	6% or less annually
Chronic Absenteeism: Statistically Significant Subgroups	% Students missing more than 10% of school days	P1, P2, Annual Attendance Rate	6% Low Income 6% African American 6% Latino 6% Special Education 6% English Learners
Student and Family Satisfaction	% Positively rate academic program	Student & Family Surveys	90% or more annually

Student and Family Satisfaction	% Positively rate input into decision-making	Student & Family Surveys	90% or more annually
Student and Family Satisfaction	% Positively rate school safety	Student & Family Surveys	90% or more annually
Special Populations: English Learners	% ELs progressing 1 or more proficiency levels on CELDT	CELDT	70% annually
Reading Proficiency All Students	% Progress at least one grade level	Fountas & Pinnell Reading Assessment	75%
Reading Proficiency Statistically Significant Subgroups	% Progress at least one grade level	Fountas & Pinnell Reading Assessment	75% Low Income 75% African American 75% Latino 75% English Learners Per IEP Goals Special Education
CCSS English Language Arts All Students	% Proficient or Advanced	SBAC	48% or more over charter term
CCSS Mathematics All Students	% Proficient or Advanced	SBAC	48% or more over charter term
CCSS English Language Arts Statistically Significant Subgroups	% Proficient or Advanced	SBAC	48% Low Income 48% African American 48% Latino 48% English Learners Per IEP Goals Special Education
CCSS Mathematics Statistically Significant Subgroups	% Proficient or Advanced	SBAC	48% Low Income 48% African American 48% Latino 48% English Learners Per IEP Goals Special Education

State Assessments

Pursuant to California Education Code Section 47605(c), Vincent Academy conducts state pupil assessments, including the Smarter Balanced Assessments, California English Language Development Test (CELDT), California Fitness Exam and any other assessments as mandated by the State of California. Vincent Academy is subject to all state (API) and federal (AYP) assessment and accountability requirements.

The results of these state assessments serve as indicators of overall school wide performance, class performance, grade-level performance, and subgroup performance. These tests are included in the MPOs and - serve as one of multiple assessment methods used to document and monitor student growth on a continuum of achievement.

School-Wide Performance Targets and Methods of Measurement

The matrix below details school-wide performance targets and methods of measurement that will be pursued by Vincent Academy:

School-wide Measures and Goals	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
AYP	Yes	Yes	Yes	Yes	Yes
ADA	95%+	95%+	95%+	95%+	95%+

State Assessment Modifications and Accommodations

Students with disabilities under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized testing and are afforded the appropriate accommodations or modifications where necessary and appropriate.

Target Performance Levels

Vincent Academy is committed to setting rigorous, yet reasonable targets that steadily move greater and greater percentages of students towards proficiency and beyond. Taking into consideration the performance of students from neighborhood schools, national schools, and innovative local schools that serve a similar demographic, these targets reflect what Vincent Academy believes is possible in the second term of the charter given an experienced staff, strong school program with a system of multi-faceted academic supports, and a comprehensive professional development plan. The School's targets are set between average neighborhood school scores and the national examples of "90-90-90" schools and are indicative of scores that other established charter schools demonstrate as feasible. For the sake of comparison, below are the 2015 SBAC percentage advanced or proficient scores for three schools in neighboring West Oakland and two additional Oakland schools with demographically similar student populations.

Place at Prescott	
ELA: 11%	Math: 10%
Martin Luther King	
ELA: 13%	Math: 14%
Lafayette	
ELA: 4%	Math: 5%
Parker	
ELA: 22%	Math: 13%
Aspire Triumph	
ELA: 14%	Math: 10%

PUPIL PROGRESS

Pursuant to the transition to California's Common Core and the accompanying shift in the state accountability testing system, Vincent Academy will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

If Vincent Academy does not test (i.e., SBAC) with the District, Vincent Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Assessments

Range of Assessments

Vincent Academy employs a range of formative and summative assessments to gauge student progress toward program objectives and provide targeted instruction where needed, as indicated by the data.

Formative Assessments

- Fountas and Pinnell Reading Assessment
- Heinemann Writing Assessment
- Vincent Academy Interim Assessments
- Teacher-created probe assessments

Summative Assessments

- SBAC
- Report Cards
- CELDT

Rationale for Assessment Choices

Vincent Academy has adopted quality assessments that are aligned with standards-based learning objectives. Each assessment provides teachers with useful information about student progress towards articulated grade-level learning goals in core and non-core areas. In core subject areas, interim assessments are utilized to ensure that standards-based teaching results in learning outcomes consistent with the performance standards expected at each grade level..

Improvement of Instruction

The School is mindful of the need for a balance between assessment and learning experiences, and understand that student learning must not be over-assessed, under-assessed or assessed with faulty instruments. For this reason, the School employs a cyclical assessment plan that includes a combination of formative and summative assessments, with an intentional skewing towards formative assessment meant to drive ongoing instructional improvement efforts. While summative assessment results are also useful in improvement efforts, they are generally utilized in big- picture review and planning processes such as drafting the annual school improvement plan (*See Appendix C – Instructional Framework: Assessment Calendar*).

Cycles of Inquiry

As members of a professional learning community, teachers and administrators are engaged in on-going cycles of inquiry into their practice and its connection to student learning outcomes. At Vincent Academy, teachers and administrators review student data in weekly collaboration meetings to note trends and make instructional decisions. Teachers employ one of several analysis protocols to the data at hand, depending on the nature of the data itself and the types of instructional decisions that will result from the analysis.

Reporting and Accountability to Authorizer

Vincent Academy will continue to promptly meet all reasonable inquiries for data from the District or other authorized agency and assure timely scheduled data reporting to the District in compliance with the law; further Vincent Academy hereby grants authority to the State of California to furnish copies of all test results directly to the District, as well as to the School.

Use and Reporting of Data to School Stewards and Stakeholders

Vincent Academy utilizes multiple streams of data to review program effectiveness and inform programmatic decisions on a regular basis. Sources of data include, but are not limited to, API scores, SBAC results, interim benchmark assessment results, unit assessment results, student, staff and family satisfaction surveys, discipline referrals, attendance rates, and student/family attrition rates.

Where appropriate, the data is broken out by school, target subgroups, grade-level, individual class, and individual student, and is collected, analyzed, and disseminated in a transparent

manner to promotes accountability and continuous improvement amongst members of the school community.

Academy utilizes the web-based platform, Illuminate, to produce timely disaggregated reports for use in school data review processes.

Vincent Academy continuously reviews academic content and instruction in light of the data produced in accordance with this section, and will make improvements in curriculum, instruction and professional development as appropriate. To this end, a school improvement plan is and will continue to be developed each year with the input of the PTAC and approval of the Vincent Academy Board.

Use and Reporting of Data to the Vincent Academy Board

Charged with stewardship of public school funds, the Vincent Academy Board systematically reviews school data in order to monitor trends in student learning outcomes and ensure that there are sufficient and appropriate financial and human resources to properly enact the School's program and remain true to the charter. The Board works in conjunction with the Vincent Academy leadership and community to make necessary changes in response to identified needs as reflected in the School's data streams.

Use and Reporting of Data to Vincent Academy Staff

All staff, including non-teaching staff, are included in the process of school data review in order to ensure that all practices and policies are supportive and in alignment with the overall goals of the School program. Staff engage in cycles of inquiry at regular intervals throughout the school year to identify areas of relative strength and challenge within the school program, both in design and implementation, and make appropriate adjustments to maintain a course of continuous improvement.

Use and Reporting of Data to Vincent Academy Students and Families

Students and families are directly apprised of individual assessment results during twice-yearly academic conferences, and through trimester report cards and interim progress reports. Working as a team, students, parents and teachers utilize an individual student's data to review progress towards stated goals and formulate future action steps within the student's learning plan.

Teachers engage students in data review and goal setting within the context of their classroom learning community. Through this process, teachers reinforce the notion that effective effort, as opposed to innate ability, is what leads to academic success. Students are explicitly taught and encouraged to work collaboratively, and not competitively, to meet collective and individual learning goals.

In accordance with Title III, Vincent Academy adheres to all mandated reporting guidelines in relation to English Learners, including notification to parents regarding CELDT results and

reclassification. In accordance with IDEA, Vincent Academy will continue to comply with all state and federal laws regarding reporting requirements for students with IEPs, including, at a minimum, trimester reports to a disabled student's parents on progress towards goals stated within the IEP.

Reporting to Broader Community

Vincent Academy annually publishes achievement results the School Accountability Report Card (SARC) as required by state and federal law.

III. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement—California Education Code Section 47605 (b)(5)(D)

Non-Profit Public Benefit Corporation

As an independent charter school, Vincent Academy, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Vincent Academy operates 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 the School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts or obligations of Vincent Academy, or for claims arising from the performance of acts, errors, or omissions by Vincent Academy, if the District has complied with all oversight responsibilities required by law.

Included as appendices are the Articles of Incorporation and Corporate Bylaws for Vincent Academy (*See Appendix G – Articles of Incorporation and Bylaws*), which can be amended from time to time by the Board of Directors in accordance with the bylaws.

Vincent Academy shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Vincent Academy amends the bylaws, Vincent Academy shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

Vincent Academy shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Vincent Academy shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Vincent Academy's website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Board of Directors

Vincent Academy is governed by a corporate Board of Directors who govern the School in accordance with their adopted corporate bylaws, which are maintained to align with the terms of this charter and applicable law. Partners in Oakland Education, a California nonprofit public benefit corporation, is the statutory member of Vincent Academy and is responsible for, among other things, appointing the Board of Directors of Vincent Academy as outlined in the Vincent Academy bylaws.

A roster of the current members of the Vincent Academy Board of Directors are included as Appendix H.

Board Duties

The Vincent Academy Board of Directors is responsible for the operation and fiscal affairs of the School, including but not limited to:

- Approval of the annual school budget, calendar, salary schedules and major fundraising events;
- Negotiation and approval of an MOU or other contracts with the District;
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law;
- Long-term strategic planning for the School;
- Participation as necessary in dispute resolution with the District;
- Monitoring overall student performance;
- Filling the position of Executive Director, as necessary;
- Evaluating the Executive Director;
- Monitoring the performance of the School and taking necessary action to ensure that the School remains true to its mission, charter, and applicable laws;
- Monitoring the fiscal solvency of the School;
- Participation in the School's independent fiscal audit;
- Participation in the School's performance report to the District;
- Participation as necessary in student expulsion matters;
- Increasing public awareness of the School; and
- Fundraising efforts

The Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with its charter, governance documents, and any applicable law and which is not in conflict with the purposes for which charter schools are established.

Board Meetings

The Board of Directors meets monthly (except for the months of January and July) to review and act on its responsibilities. All meetings of the Board of Directors are and shall continue to be held in accordance with the Brown Act.

The Board of Directors has adopted and will continue to annually reaffirm a conflicts code that complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code and any conflicts statutes or regulations that may be adopted in the future as applicable to the School.

The Board of Directors meetings are headed by the President of the Board, who is elected annually by the Board of Directors.

Board Delegation of Duties

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 or contractor of the School any of those duties with the exception of employment of the Executive Director, dismissal of key employees, approval of Board policies, approval of the budget or budget revisions or unbudgeted purchases over \$50,000. 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 present Board members.

Executive Director

The Board of Directors hires the Executive Director who is responsible for overseeing the School in all of the aspects of its operations, working with the Board of Directors, the District, key staff members and the school community (*See Appendix I – Organization Chart*). The Executive Director is the leader of the school organization. The Executive Director reports directly to the Board of Directors, and s/he is responsible for the orderly operation of the School and the oversight of all employees in the School.

The Executive duties shall include, but are not limited to, the following:

- Supervise and evaluate the professional performance of the Head of School.

- Provide support in developing and carrying out a professional development plan for the Head of School.
- Ensure that each board committee is appropriately staffed.
- Work with the Board in developing a long-range strategy for the organization; take lead responsibility for implementing the strategy. Provide leadership in developing and implementing sustainable financial plans for the organization.
- Supplement annual fundraising budget through additional development efforts.
- Develop and implement organizational systems that ensure optimal functioning.
- Serve as a system level contact and disseminate information to the school as necessary.
- Complete annual reports and progress measures and ensure that all applicable standards of practice are met.
- Coordinate, provide leadership, and facilitate the process in curriculum alignment.
- Provide leadership in the expansion of program through resource procurement and partnership development.
- Serve as contact for and provide leadership in coordinating special projects and initiatives.
- Cultivate relationships with city and state level elected officials, stakeholders and influential community members in order to position the organization favorably.

The above duties may be delegated as approved by the Board of Directors to another employee of Vincent Academy or to an appropriate third party provider as allowed by applicable law.

Parent Participation in Governance

Vincent Academy parents have an opportunity to participate in governance of the School through involvement in the Parent Teacher Advisory Council. The Parent Teacher Advisory Council (“PTAC”) includes parent representatives from each grade served by the School. The PTAC provides a forum for parents to request information and provide feedback on School policy, and works to facilitate effective communication among parents, teachers and administration. The Parent Teacher Advisory Council meets regularly and shall provide information feedback and makes recommendations to the Executive Director, who is charged with sharing PTAC recommendations with the Board of Directors as appropriate.

Legal and Policy Compliance

Vincent Academy shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Vincent Academy shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Notification of the District

Vincent Academy shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Vincent Academy shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Vincent Academy shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

Student Records

Upon receiving a records request from a receiving school/school district, Vincent Academy shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Vincent Academy shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Vincent Academy closes, Vincent Academy shall comply with the student records transfer provisions in Element 16. Vincent Academy shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Vincent Academy acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Vincent Academy to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Vincent Academy and of the District. Vincent Academy further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Vincent Academy does not have that Vincent Academy needs in order to meet its obligations, the District shall provide the same to Vincent Academy in a reasonably timely manner upon request under Education Code section 47604.3.”

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

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

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

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

To the extent that Vincent Academy is a recipient of federal funds, including federal Title I, Part A funds, Vincent Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Vincent Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

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

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

Equal Employment Opportunity

Vincent Academy acknowledges and agrees that all persons are entitled to equal employment opportunity. Vincent Academy shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB and Credentialing Requirements

Vincent Academy shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Vincent Academy shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Vincent Academy shall maintain current copies of all teacher credentials and make them readily available for inspection.

As part of the Fall Information Update, Vincent Academy will notify the District in writing of the application deadline and proposed lottery date. Vincent Academy will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

IV. HUMAN RESOURCES

Qualifications of School Employees

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

In accordance with Charter School health and safety policies, described below, all employees shall be fingerprinted and background checked and receive background clearance and tuberculosis clearance prior to commencing employment with Vincent Academy.

Vincent Academy's key staff members (Executive Director, Head of School and Teachers) will meet the following qualifications:

Executive Director Qualifications:

Education and/ or Experience

- Minimum Master's degree (MA or MS) preferably in Education or Special Education;
- Minimum 3 years successful classroom teaching experience and 5 years successful school directorship experience in urban public school environment.
- Demonstrated budget/ financial skills
- Clear California Teaching and Administrative Credentials.

Other Qualifications

- Experience working in both traditional and innovative school environments, with exceptional management skills.
- Organizational development and systems management experience
- Experience teaching and working with students from urban communities, with specific knowledge and understanding of the needs of students from all experiences, languages and backgrounds.
- Ability to provide leadership to principals and serve as a mentor.
- Sense of humor, high ethical professional standards, equity perspective and deep enjoyment of children.
- Flexibility and adaptability to change with the necessary skills to work in a creative and demanding learning environment, including the ability to problem-solve and manage ambiguity and adversity.
- Excellent organization, time management and follow-up skills; high sense of commitment; demonstrated ability to successfully handle multiple projects simultaneously; ability to work as part of a team.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.

Head of School Qualifications:

Vincent Academy's Head of School is the instructional leader at the School and is responsible for helping the School and students achieve the outcomes outlined in this charter petition. The Head of School will have the following qualifications:

Education and/ or Experience

- Minimum Master's degree (MA or MS) preferably in Education or Special Education;
- Minimum 3 years successful classroom teaching experience and 3 years successful instructional leadership and/or administrative experience in urban public school environment.
- Clear California Teaching and Administrative Credentials.

Other Qualifications

- Experience working in both traditional and innovative school environments, with exceptional management skills.
- Passion for teaching and working with students from urban communities, with specific knowledge and understanding of the needs of students from all experiences, languages and backgrounds.
- In-depth experience in staff development.
- Demonstrated ability to improve academic performance of all students
- Sense of humor, high ethical professional standards, equity perspective and deep enjoyment of children.
- Flexibility and adaptability to change with the necessary skills to work in a creative and demanding learning environment, including the ability to problem-solve and manage ambiguity and adversity.
- Excellent organization, time management and follow-up skills; high sense of commitment; demonstrated ability to successfully handle multiple projects simultaneously; ability to work as part of a team.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.

Teacher Qualifications:

Education and/or Experience

- Bachelor's degree (BA or BS) from four-year college or university preferably in Liberal Arts
- Appropriately credentialed; NCLB compliant.

Other Qualifications

- Passion for teaching and working with students from urban communities, with specific knowledge and understanding of the needs of K-5 students from all backgrounds.
- Enthusiasm and commitment to innovate in service of high achievement of all students
- Commitment to the vision, mission and guiding principles of the School.
- Dedication to working closely and cooperatively in a community-based organization with diverse staff, students, families and partnerships.
- CLAD Certification required; BCLAD preferred.

- Ability to provide leadership and serve as a mentor.
- Sense of humor, high ethical and professional standards, equity perspective and deep enjoyment of children.
- Adaptability to change with the necessary skills to work in a creative and demanding learning environment, including the ability to problem-solve and manage ambiguity and adversity.
- Working knowledge of Spanish, Cantonese or Vietnamese appreciated.

Non-certificated staff will have qualifications appropriate to their positions, including but not limited to: high ethical and professional standards; enthusiasm and commitment to participating in a cooperative effort to launch Vincent Academy; dedication to working closely and cooperatively with diverse staff, families and partnerships; adaptability to change; and sense of humor. Key employees included in this category are the operations manager and the family and student services director.

Required Educational Level / Credentialing:

Vincent Academy's core teachers will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Education Code section 47605(*I*), and shall meet applicable "highly qualified" requirements required by the No Child Left Behind Act. The California Charter Schools Act gives charter schools "flexibility with regard to noncore, noncollege preparatory courses," which is applicable to Vincent Academy's specialty teachers in music, art and foreign language.

Vincent Academy will maintain auditable files of teacher credentials on site in compliance with applicable law.

Teacher Recruitment

Vincent Academy maintains a comprehensive teacher recruitment policy to attract highly-qualified, credentialed teachers. The Vincent Academy recruitment strategies for employing highly qualified teachers include using established teacher recruiting services, such as EdJoin, ApplicantPro, college employment fairs, posting on educational listserves and networking, among other generally acceptable strategies.

Professional Development

Professional development is and will continue to be provided on an ongoing basis and built into the school calendar. Professional development workshop days include:

- An intensive one- to two-week Summer Institute to implement and develop curriculum and instructional strategies that address the needs of the School's targeted student population.
- Weekly two-and-a-half hour professional development sessions.
- Other designated professional development days scheduled during intersessions.

Professional development needs are and will continue to be assessed through analysis of student assessment data, annual teacher surveys, and formal staff discussions on recommended modifications to the educational program. (See further detail on professional development plan above, in Educational Philosophy and Approach to Instruction.)

Personnel Policies

The Board maintains personnel policies which are included in a personnel manual. This manual is provided to all employees upon commencing employment.

Compensation and Benefits

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. —California Education Code Section 47605 (b)(5)(K)

Vincent Academy maintains and will continue to maintain an employee compensation plan in a manner that will attract candidates with the necessary skills and experience.

Vincent Academy teachers participate in the State Teacher Retirement System ("STRS"). All employees, except for those participating in STRS, shall participate in the Social Security system. Vincent Academy offers 403(b) retirement benefits to eligible non-teaching staff.

The Executive Director shall coordinate and ensure appropriate participation in applicable retirement programs.

Employee Representation

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.—California Education Code Section 47605 (b)(5)(O)

Vincent Academy is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Vincent Academy shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from OUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Rights of School District Employees

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school—California Education Code Section 47605 (b)(5)(M)

No public school district employee shall be required to work at the School. Persons employed by Vincent Academy are not considered employees of the District for any purpose whatsoever. Employees of the District who choose to leave the employment of the District to work at Vincent Academy shall have no automatic rights of return to the District after employment at Vincent Academy unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Vincent Academy will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Health, Safety and Emergency Plan

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237—California Education Code Section 47605(b)(5)(F)

Vincent Academy shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Vincent Academy each school year.

Vincent Academy shall ensure that all staff members receive annual training on Vincent Academy's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Vincent Academy shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

The following is a summary of the health and safety policies of Vincent Academy:

Criminal Background Clearances and Fingerprinting

Vincent Academy shall comply with all requirements of Education Code sections 44237 and 45125.1. Vincent Academy shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Vincent Academy shall maintain on file and available for inspection evidence that (1) Vincent Academy has performed criminal background checks and cleared for employment all employees prior to employment; (2) Vincent Academy has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Vincent Academy has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Vincent Academy shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by

staff. Upon request, Vincent Academy shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

Role of Staff as Mandated Child Abuse Reporters

Vincent Academy shall provide all employees, and other persons working on behalf of Vincent Academy who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Immunization Requirements

Vincent Academy shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Medication in School

Vincent Academy shall adhere to Education Code Section 49423 regarding administration of medication in school. Vincent Academy shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Health Screening Requirements

Vincent Academy shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Vincent Academy shall maintain immunization, health examination, and health screening records on file.

Head Injuries

Vincent Academy shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Vincent Academy.

Emergency Preparedness

Vincent Academy shall adhere to an Emergency Management 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, and hostage situations. (See Appendix J – Emergency Management Plan)

Bloodborne Pathogens

Vincent Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board of Directors 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, students and staff should follow current medical protocol for disinfecting procedures.

Safe Place to Learn Act

Vincent Academy shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Gun-Free Schools Act

Vincent Academy shall comply with the federal Gun-Free Schools Act.

Drug Free/Alcohol Free/Smoke Free Environment/Tobacco Use Prevention

Vincent Academy shall function as a drug, alcohol and tobacco free workplace and shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.

Facility Safety

Vincent Academy shall utilize facilities that are compliant with the Americans with Disabilities Act and meet the California Building Standards Code and local building codes. Vincent Academy 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. The School shall conduct fire drills as required under Education Code Section 32001.

Family Educational Rights and Privacy Act (FERPA)

Vincent Academy, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Comprehensive Sexual Harassment Policies and Procedures

Vincent Academy is committed to providing a school that is free from 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. Vincent

Academy shall adopt a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Vincent Academy (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 Vincent Academy sexual harassment policy, included in the Employee Handbook.

Dispute Resolution

Governing Law: The procedures to be followed by the Vincent Academy and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605 (b)(5)(N)

The School 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. The School is willing to consider changes to the process outline below as suggested by the District.

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

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

Charter School 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School 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.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, 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.

Disputes Between the School and the Charter-Granting Agency

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

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Vincent Academy, c/o School Director:

Vincent Academy
2501 Chestnut Street
Oakland, CA 94607

To Coordinator, Office of Charter Schools:

Office of Charter Schools
Oakland Unified School District
1000 Broadway, 6th Floor, Suite 639
Oakland, California 94607

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

Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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

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

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

Documentation of Admissions and Enrollment Processes

Vincent Academy shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Vincent Academy is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Vincent Academy complies with all applicable legally required minimum and maximum age requirements.

In order to ensure that all students are placed appropriately and benefit fully from Vincent Academy, parents are invited to participate in a pre-enrollment meeting and a school tour. Upon admission, parents are required to attend a family orientation.

Parent Engagement

Parents are encouraged to attend parent workshops conducted over the course of the school year regarding the educational program in order to learn about the school's program and further a their child's learning at home.

Vincent Academy shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Vincent Academy.

Enrollment forms to Vincent Academy must be completed and returned to the School no later than the deadline published for that school year to be included in Vincent Academy's random public lottery.

Upon admission to Vincent Academy, the registration process is comprised of the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, e.g. birth certificate;

- Authorization for the school to request and receive student records from schools the student has attended or is currently attending;
- A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided;
- A copy of any existing 504 or Individual Education Plan (IEP) for the student shall be provided.

All students who wish to attend Vincent Academy are admitted, up to capacity. Admission to Vincent Academy is not be determined by the place of residence of the student or his or her parent in the State, except as provided in Education Code Section 47605(d)(2).

If the number of students who wish to attend the school exceeds the School's capacity, admission, except for existing students of Vincent Academy, is determined by a public random drawing. In the case of a public random drawing, the following are given preference for admission to the school in ranked order⁶:

1. Siblings of students currently enrolled
2. Children of Vincent Academy employees
3. Students residing within the boundaries of the West Oakland neighborhood
4. Students residing within the boundaries of the Oakland Unified School District.

All applications drawn after reaching capacity are placed on a wait-list, in order in which they are drawn.

Non-Discrimination

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.—California Education Code Section 47605 (b)(5)(G)

Vincent Academy shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Vincent Academy may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Vincent Academy shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Homeless and Foster Youth

Vincent Academy shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Vincent Academy shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Vincent Academy is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Vincent Academy shall comply with all applicable provisions of Education Code sections 48850 – 48859.

Vincent Academy will continue to implement a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the District in the West Oakland region:

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District
- Outreach meetings that include prospective parents of all racial and ethnic backgrounds.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the District.

Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend Vincent Academy. —California Education Code Section 47605 (b)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

Suspension/Expulsion Procedures

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

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

instruction. This Policy shall serve as Vincent Academy's policy and procedures for student suspension and expulsion; it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The School will use preventive measures to reduce these incidents, such as use of the PATHS curriculum to help students avoid conflict escalation and carefully consider their actions and potential outcomes.

This Policy and its Procedures is printed and distributed annually as part of the Family/ Student Handbook and clearly describes discipline expectations. Vincent Academy administration ensures that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice states that the Pupil Suspension and Expulsion Policy is provided in the Family/ Student Handbook.

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.

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

Vincent Academy shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the School under its disciplinary procedure, as an "expulsion" under the Education Code.

In the case of a special education student, or a student who receives 504 accommodations, Vincent Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

Grounds for Suspension and Expulsion of Students:

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time 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 of 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 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 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 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 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 pre-initiation 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 5, inclusive.
- t) Caused, attempted to cause, threaten 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 5, 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 5, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- 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).

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, knife, explosive, or other dangerous object 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 Head of School's or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be expelled 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 of 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 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 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 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 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 pre-initiation 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 5, inclusive.

- t) Caused, attempted to cause, threaten 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 5, 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 5 inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- 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).

4. Non -Discretionary Expellable Offenses: Students must be expelled 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, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School's or designee's concurrence.

If it is determined by the Governing Board 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 Head of School or the Head of School's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Head of School.

The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians:

At the time of the suspension, 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 school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion:

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Head of School or the Head of School's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Head of School or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Vincent Academy Board following a hearing before it, or by the Vincent Academy Board 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 either a teacher of the pupil or a member of Vincent Academy's 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 Head of School or designee determines that the Pupil 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 pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of Vincent Academy's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Vincent Academy 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 Vincent Academy 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 pupil.

1. 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.
2. Vincent Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. 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.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person 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.
6. 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 person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. 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.
8. 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.

9. 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.
10. 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If an Administrative Panel is used, the Administrative Panel shall provide written findings of fact and a written recommendation to the Board, which 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. The Decision of the Board is final.

If the decision is made not to expel, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

Following a decision of the Board to expel, the Executive Director or designee 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: Notice of the specific offense committed by the student; and 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 Vincent Academy.

Vincent Academy shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Vincent Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Vincent Academy 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, pursuant to Education Code Section 47605(d)(3).

Disciplinary Records

Vincent Academy shall maintain records of all student suspensions and expulsions at the school. 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 Vincent Academy, as the Vincent Academy Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Vincent Academy shall work cooperatively with parents/guardians as requested by parents/guardians or by the District of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

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

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or Vincent Academy shall be in the sole discretion of the Board following a meeting with the Head of School and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School'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 SELPA:

Vincent Academy shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who

Vincent Academy or SELPA 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, Vincent Academy, 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:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Vincent Academy, 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 Vincent Academy, 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:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Vincent Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and Vincent Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If Vincent Academy, 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 Vincent Academy may apply the relevant disciplinary procedures to children 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 child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or believes that maintaining the current placement of the child 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 the School, 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 the School agree otherwise.

5. Special Circumstances:

Vincent Academy personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Head of School 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:

- a) 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;
- b) 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
- c) 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 IDEA and who has violated Vincent Academy's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Vincent Academy had knowledge that the student was disabled before the behavior occurred.

Vincent Academy shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) 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 School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other school supervisory personnel.

If Vincent Academy 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 IDEA-eligible children with disabilities, including the right to stay-put.

If Vincent Academy had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Vincent Academy shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the school pending the results of the evaluation.

Vincent Academy 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.

VI. FINANCIAL REPORTING AND ACCOUNTABILITY

Budget and Cash Flow

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

- California Education Code Section 47605(g).

Please see Appendix L for the School's financial projections and cash flow as required by Education Code Section 47605(g). These documents are based upon the best data available to the Petitioners at the date of submission.

Cash Reserves

Vincent Academy acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Vincent Academy shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Internal Fiscal Controls

Vincent Academy will develop and maintain sound internal fiscal control policies governing all financial activities.

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Vincent Academy shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Financial Reporting

Vincent Academy shall provide reports to District and the County Superintendent of Schools in accordance with Education Code Section 47604.33. In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply:

- *September 1 – Final Unaudited Financial Report for Prior Year*
- *December 1 – Final Audited Financial Report for Prior Year*
- *December 1 – First Interim Financial Report for Current Year*
- *March 1 – Second Interim Financial Report for Current Year*
- *June 15 – Preliminary Budget for Subsequent Year*

Office of Charter Schools Audit and Inspection of Records

Vincent Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Vincent Academy is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Vincent Academy.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Vincent Academy to meet generally accepted accounting principles or if Vincent Academy engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Vincent Academy books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Vincent Academy's financial information,
- Vincent Academy's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Vincent Academy's enrollment process,
- Compliance with safety plans and procedures, and

- Compliance with applicable grant requirements.

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

Insurance

Vincent Academy shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District and the District Governing Board shall be named as additional insured on all policies of Vincent Academy.

Administrative Services

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

The Executive Director will assume the lead responsibility for administering Vincent Academy under the policies adopted by Vincent Academy's Board of Directors.

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

Special Education Revenue Adjustment/Payment for Services

In the event that Vincent Academy owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Vincent Academy, Vincent Academy authorizes the District to deduct any and all of the in lieu property taxes that Vincent Academy otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Vincent Academy further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Vincent Academy. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Vincent Academy agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Facilities

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

Vincent Academy has entered into a long-term lease with Chestnut Campus, Inc., a subsidiary of BRIDGE Housing Corporation for the school site located at 2501 Chestnut Street, Oakland, CA 94607 and intends to utilize the site as a permanent home.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

If Vincent Academy fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with

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

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Vincent Academy reserves the right to apply to the District for an appropriate school facility under Proposition 39. It shall utilize California Building Standards Code compliant facilities in accordance with Education Code Section 47610.

If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, renewal petition, or request for material revision, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use

agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - i. Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - ii. Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than

Charter School)), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:

- i. Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- ii. Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance and Operation Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- i. Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- ii. Sole-Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance series and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.

Transportation

No transportation to and from school will be provided for students by Vincent Academy except as required by law for students with disabilities, according to their Individualized Education Plans.

Independent Fiscal Audit

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

An annual independent fiscal audit of the books and records of Vincent Academy will be conducted as required under the Charter Schools Act, Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Vincent Academy will be kept in accordance with generally accepted accounting principles, 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 Controllers K-12 Audit Guide.

An audit committee of the Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller's Office on its published list as an educational audit provider. 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.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Vincent Academy Board of Directors with recommendations on how to resolve them. 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 same. Any appeals or requests for summary review of audit exceptions shall be made to the Education Audit Appeals Panel.

The independent fiscal audit of Vincent Academy is a public record to be provided to the public upon request.

Revocation of the Charter

The District may revoke the Charter if Vincent Academy commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of

Charter School if the District finds, through a showing of substantial evidence, that Vincent Academy did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Vincent Academy in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close Vincent Academy, either by the governing board of Vincent Academy by the OUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Vincent Academy votes to close Vincent Academy; or the Charter lapses.

Closure Procedures

Governing Law: 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 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))

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Vincent Academy shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Vincent Academy will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Vincent Academy shall send written notice of its closure to:

1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE.

These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

VII. IMPACT ON THE DISTRICT

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

Potential Civil Liability Effects

Intent

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

Civil Liability

Vincent Academy is the fictitious business name of Partners in Oakland Education, Inc., a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purposes of this corporation are to: (1) establish, oversee and maintain a California public charter school that provides quality education primarily to California low-income youth in any primary and secondary grades, as determined by the Corporation, and (2) provide such other services, including, but not limited to, the provision of educational programs and health services, to the population served by the California public charter school as determined by the Corporation to be appropriate. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated charitable and public purposes, or in any other charitable activities

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. Vincent Academy's Articles of Incorporation and bylaws are attached as Appendix G. Vincent Academy shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of Vincent Academy.

Further, Vincent Academy and the District shall enter into a memorandum of understanding, wherein Vincent Academy shall indemnify the District for the actions of Vincent Academy under this charter.

The corporate bylaws of Vincent Academy shall provide for indemnification of Vincent Academy's Board of Directors, officers, agents, and employees, and Vincent Academy will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. The District shall be named an additional insured on the general

liability insurance of Vincent Academy. Insurance amounts will be determined by recommendation of Vincent Academy's insurance company for schools of similar size, location, and student population.

The Board of Directors of Vincent Academy will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Vincent Academy must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of Vincent Academy in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Vincent Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

Vincent Academy is subject to District oversight.

The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Vincent Academy. The District is authorized to revoke this charter for, among other reasons, the failure of Vincent Academy to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

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

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

Vincent Academy shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice Vincent Academy.

When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

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

VIII. CONCLUSION

By approving this charter, the Oakland Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; 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 set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a renewal charter. Vincent Academy's charter term shall begin on July 1, 2016 and shall expire on June 30, 2021. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and Education 47607 as applicable.

ⁱⁱ Goldenberg, C. (2008) Teaching English language Learners, What the Research Does - and Does Not Say . Washington, DC: American Educator (Summer 2008).

ⁱⁱⁱ Susana Dutro and Carrol Moran (2003) Rethinking English Language Instruction: An Architectural Approach . Chapter 10 in G. Garcia (Ed.) English Learners: Reaching the Highest Level of English Literacy. Newark, DE: International Reading Association.

^{iv} Haberman, M. (1991). The pedagogy of poverty versus good teaching. Phi Delta Kappan, 73, 290-294.

^v Akiba et al. (2007) Teacher Quality, Opportunity Gap, and National Achievement in 46 Countries. Educational Researcher, 36: 369-387

^{vi} Sapp, J. (2006) Rigor + Support = Success, *Teaching Tolerance*, 29 (Spring 2006)

^{vii} "Toxic Stress." CenterForYouthWellness Burke-Harris, Nadine, 2015.

^{viii} Subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.)

^{ix} Gordon, R. "Facing the Consequences: An Examination of Racial Discrimination in U.S. Public Schools" Applied Research Center. March 2000.

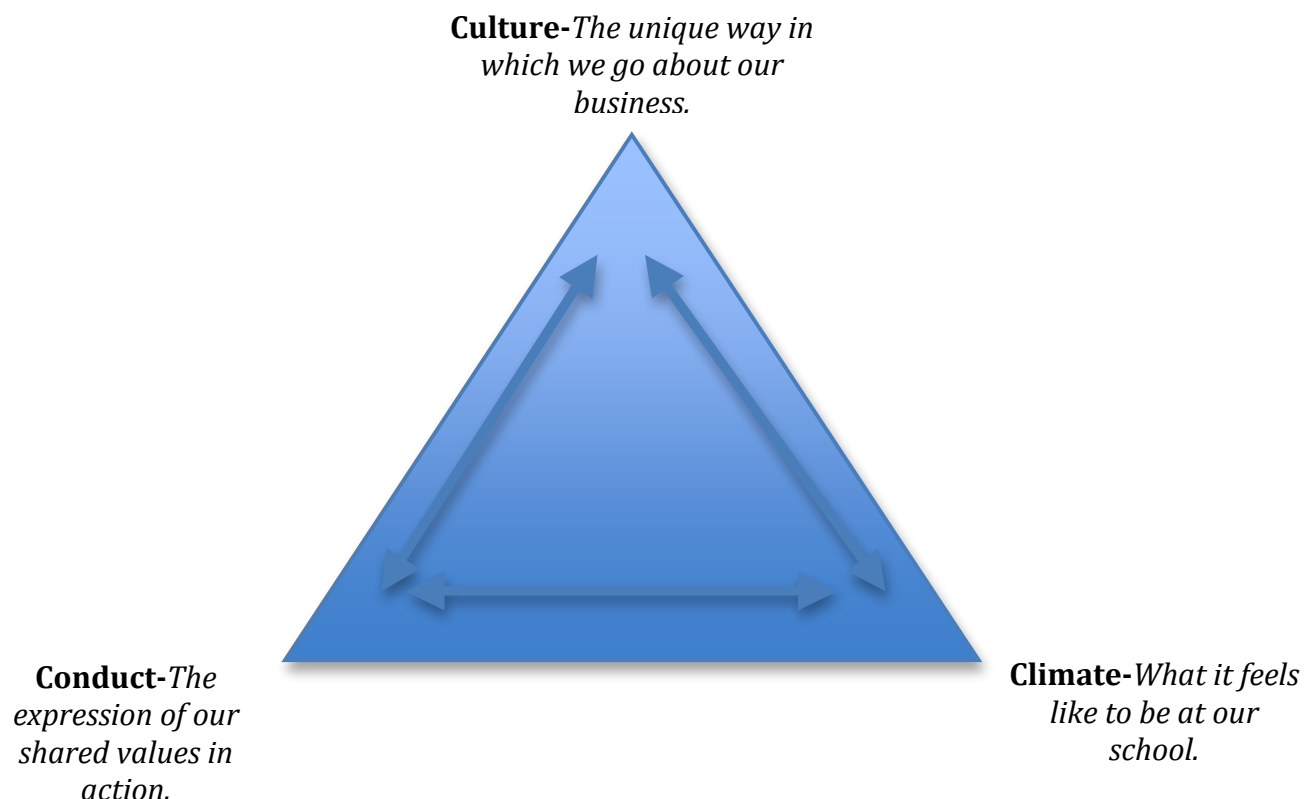
^x BayCES: Impact Report (2007) *Transforming Urban Schools*: <http://www.bayces.org/article.php?story=impreport>

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- ^{xi} “The ‘Why’s’ of Class Size: Student Behavior in Small Classes” by Jeremy Finn, Gina Pannozzo, and Charles Achilles, *Review of Educational Research*, Fall 2003 (Vol. 73, #2, p. 321-368)
- ^{xii} “Halting the Summer Achievement Slide: A Randomized Field Trial of the KindergARTen Summer Camp” by Geoffrey Borman, Michael Goetz, and Maritza Dowling in *Journal of Education for Students Placed at Risk*, April-June 2009 (Vol. 14, #2, p. 133-147)
- ^{xiii} “Empowered – After School” by Susan Neuman in *Educational Leadership*, April 2010 (Vol. 67, #7, p. 30-36)
- ^{xiv} Gay, G. *Culturally Responsive Teaching: Theory, Research and Practice* (2000).
- ^{xv} Tomlinson, C.A. *The Differentiated Classroom: Responding to the needs of all learners*. (Alexandria: Association of Supervision and Curriculum Development, 1999).
- ^{xvi} “Research on Reading: A Cautionary Tale” by Gregory Camilli and Paula Wolfe in *Educational Leadership*, March 2004 (vol. 61, #6, p. 26-29)
- ^{xvii} “Classroom Assessment Minute by Minute, Day by Day” by Siobhan Leahy, Christine Lyon, Marnie Thompson, and Dylan Wiliam in *Educational Leadership*, November 2005 (Vol. 63, #3, p. 18-24)
- ^{xviii} “What We Know and Don’t Know About Improving Low-Performing Schools” by Daniel Duke in *Phi Delta Kappan*, June 2006 (Vol. 87, #10, p. 728-734)
- ^{xix} “The Salience of the Subtle Aspects of Parental Involvement and Encouraging That Involvement: Implications for School-Based Programs” by William Jeynes in *Teachers College Record*, March 2010 (Vol. 112, #3, p. 747-774)
- ^{xx} Allington, R. (2005) The Other Five ‘Pillars’ of Effective Reading Instruction, *Reading Today*, 22:3.
- ^{xxii} “Embracing ‘Response to Intervention’” by Christina Samuels in *Education Week*, Jan. 23, 2008 (Vol. 27, #20, p. 22-24)

VINCENT ACADEMY
Culture, Conduct and Climate Plan

At Vincent Academy, we are firmly committed to creating and upholding an environment that is conducive to the highest levels of learning for all students. To this end, we focus our attention on three interrelated components of school dynamics to ensure that that our overarching goal is met with success.

- ❖ **Culture** is defined as the *unique way in which we go about our business*. The philosophies, beliefs and ideas underlying our school culture are reflected in our articulated expectations, rules, policies, processes, incentives and consequences and the manner of their implementation.
- ❖ **Conduct** is defined as *the expression of our shared value system in actions towards others and ourselves*. We highlight the six values of **respect, responsibility, persistence, caring, collaboration, and fairness** by explicitly teaching the expression of these core values in an everyday context that all members of the Vincent Academy community can relate to and appreciate. By virtue of community membership, we all share the positive identity of the **Vincent Academy Victors** and can take pride in our efforts to live up to that ideal.
- ❖ **Climate** is defined as *what it feels like to be at Vincent Academy*, as a student, parent, teacher, administrator or visitor. How people are feeling may be communicated in a variety of ways, from facial expressions and body language, to the general content and tone of conversation to the quality of work on the walls. All of these indicators matter greatly and are imparting valuable information that can be used to refine our school program.



I. EXPECTATIONS

In recognition of the fact that meaningful and lasting learning experiences are based on both the quality of the content delivered and received and the nature of the relationships between community members, we hold mutually supportive expectations for staff and students and families of Vincent Academy.

Vincent Academy Staff

- ✓ Be fully prepared for all daily lessons and special events (assemblies etc.)
- ✓ Lead a morning meeting to welcome all students to class
- ✓ Participate in home visits and other critical community building activities
- ✓ Hold high expectations for ALL students and family members
- ✓ Provide adequate support for ALL students and families to meet expectations
- ✓ Be appreciative and explicit when noting successes
- ✓ Be proactive and solutions-oriented when handling challenges
- ✓ Take responsibility for the systemic nature of schooling (i.e if you are not part of the solution, then you are part of the problem!)
- ✓ Communicate and model Vincent Academy core values at all times (in conversation, in attitude, in attire etc.)

Vincent Academy Students and Families

- ✓ Come to school prepared for learning (on time, rested, with necessary supplies etc.)
- ✓ Complete all assignments and projects with great care
- ✓ Participate in the life of the school by attending conferences and special events, supporting school initiatives, and engaging with other members of the community
- ✓ Practice and reinforce behavior expectations at home
- ✓ Seek and be open to assistance from school staff and/or other community members if any of the above pose challenges
- ✓ Communicate and model Vincent Academy core values at all times (in conversation, in attitude, in attire etc.)

II. POLICIES



Vincent Academy School Uniform Policy

Students are expected to wear approved school uniform clothes everyday to promote our shared identity as Vincent Academy Victors. The following items are required uniform items:

Girls	Boys
<ul style="list-style-type: none">✓ Navy blue skort, pants or shorts (no jeans, cargo pants or corduroys)✓ Red short or long-sleeved polo shirt with school logo✓ Navy blue cardigan sweater or sweatshirt with school logo✓ Stud earrings only✓ Close-toed, rubber-soled shoes	<ul style="list-style-type: none">✓ Navy pants or shorts (no jeans, cargo pants or corduroys)✓ Red short or long-sleeved polo shirt with the school✓ Navy blue cardigan sweater or sweatshirt with school logo✓ Close-toed, rubber-soled shoes

- If accessories distract from learning (jewelry, headbands etc.), they are required to be removed.
- If a student is out of uniform, the following consequences will be imposed:
 - 1st Offense: Issuance of loaner uniform and family contacted by the Student and Family Services Director.
 - 2nd Offense: Issuance of loaner uniform and family contacted or student may be sent home to change.
 - 3rd Offense: Student sent home to change into appropriate attire, parent to meet with Student and Family Services Director to work out permanent solution to the uniform situation.

The uniform dress code is required for **all students**. Please make note of the above consequences should a student be out of uniform. **There are no opt outs**. If the administration determines that students have earned a free dress day you will be notified at least **one week in advance**. On free dress days, students must wear attire that is respectful and age-appropriate (CLOTHING WITH OFFENSIVE LOGOS, LANGUAGE OR INSIGNIA IS NOT ALLOWED). If a student comes dressed in that attire they will be given a loaner uniform to wear for the day.



Vincent Academy Birthday Celebration Policy

Student and staff birthdays are considered to be special days worth celebrating communally. In order to ensure meaningful celebrations that minimally displace valuable instructional time, Vincent Academy has adopted the following policy:

- Each month, community members' birthdays will be posted on a designated bulletin board.
- On the actual day of student's birthday (or closest school day), he/she will have the privilege of choosing a "Birthday Book" and having that book read to his/her class by the teacher.
- Each child will take home a book of their choosing to mark the special occasion.
- If parents desire to arrange a special class snack, this must be arranged with the classroom teacher at least one week prior. Only healthy snacks with ingredient labels, such as fruit cups or granola bars, or simple favors, such as pencils or stickers, are allowable. Snacks and favors will be shared with students in the last twenty minutes prior to dismissal time.



Vincent Academy Cell Phone Usage Policy

- Students are not permitted to use cell phones during school hours.
- If students wish to bring a cell phone to school, they may, as long as they turn it off and store it for the day in one of two ways: 1) Turn the cell phone into their teacher at the beginning of the

day for retrieval at the end of the day or 2) Store the cell phone in their backpack for the duration of the day.

- If a cell phone is brought to school and not turned off and/or stored improperly, it will be confiscated until retrieval by a student's parent/guardian.
- Student's who repeatedly fail to adhere to the cell phone policy will not be allowed to bring cell phones to school.



Vincent Academy Arrival and Dismissal Policy

- Students may arrive as early as 7:00 a.m., but must be to school no later than 8:25 a.m. A parent/guardian must meet students for pick up no later than 6:00 p.m.



Vincent Academy Conflicts, Concerns, and Complaints Policy

Resolving Conflicts

All Vincent Academy community members are encouraged and expected to handle the natural conflicts that arise in the course of day-to-day interactions in a constructive manner. Students will be expected to approach conflicts with their peers and other community members in a prescribed manner that will be taught through various social-emotional learning programs. Staff and families can greatly assist students in this process by modeling the same approach when issues arise. This approach to conflict resolution will include:

- Identifying the underlying emotion(s) that a situation has brought forth
- Communicating those feelings responsibly through the use of I-Statements (as opposed to accusations)
- Proposing solutions
- Choosing and implementing a viable solution.

Sharing Concerns

Outside of incidental conflicts, valid concerns may arise that need be addressed or attended to. If this is the case, we invite open communication with the staff member you feel can best handle the concern in the following manner:

- Contact the staff member and set up a mutually agreeable time to discuss the concern at hand.
- If for any reason you are unable to take this first step **or** in the case that after you have taken this step you still feel as though the concern has not been satisfactorily addressed, please make an appointment with the Head of School.
- The Head of School will investigate the concern and determine a course of action within 7 days.

Lodging Formal Complaints-Community Complaint Process

Vincent Academy is committed to providing a safe and positive school environment that is conducive to learning for all students. In the event that a parent/guardian feels that this commitment is not being upheld and in the event that a conflict is unable to be resolved informally, the complainant should proceed in the following manner:

- Fill out the Vincent Academy formal complaint form
- Submit the complaint to the designated ombudsman
- The ombudsman will acknowledge the complaint in writing within 3 school days and propose a formal solution in writing within 10 days of the formal complaint submission. If the complaint is still unresolved, the complainant is advised to submit the complaint to the Vincent Academy Executive Director and Board (vaboard@vincentacademy.org). The Vincent Academy Executive Director and Board will formally acknowledge the complaint within 3 school days and set up a complaint hearing within 10 school days. After the hearing, the Vincent Academy Board will consider the evidence and a written decision will be sent to the Executive Director and to the complainant within 10 school days.

If the complainant is still unsatisfied with the decision of the Vincent Board, they may forward their complaint on to the Oakland Unified School District (OUSD) Office of Charter Schools. The following is the applicable link to the OUSD Complaint Procedures webpage:

http://www.weebly.com/uploads/4/1/6/1/41611/ousd_charter_school_complaint_procedures_v5.pdf

Reporting Unlawful Harassment and Actions-Uniform Complaint Procedures

Vincent Academy maintains a zero tolerance policy that prohibits harassment in any form against any person involved in the operations of Vincent Academy. This prohibition includes sexual harassment.

Vincent Academy maintains a strict policy of prohibiting sexual harassment and harassment because of gender, race, color, age, national origin, ancestry, religious creed, marital status, sexual orientation, political belief or activity, veteran status, pregnancy or medical condition, physical or mental disability, or any other characteristic protected under federal and state laws and regulations. Our non-harassment policy applies to **all persons involved in the operations of Vincent Academy**, including all agents, company vendors, suppliers and customers. Harassment in any form, including verbal, physical and visual conduct, threats, demands and retaliation, is prohibited. It is a violation of this policy for males to harass females or other males, and for females to harass males or other females.

Harassment defined:

Harassment includes, but is not limited to, the following forms of offensive behavior:

- Verbal conduct such as making or using derogatory comments, offensive jokes, slurs, and inappropriate comments about an employee's body or attire;
- Verbal sexual advances or propositions; verbal abuse of sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations; visual conduct such as leering or making gestures;
- Displaying sexually suggestive objects or pictures, derogatory posters, photography, cartoons, drawings or gestures; web-surfing sexually explicit sites;
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work;
- Threats and demands to submit to sexual requests in order to retain employment or avoid some other loss; offers of job benefits in return for sexual favors;

- Flirtation and sexual innuendoes which could be perceived as sexual harassment even when well intended;
- Retaliation for having reported or threatened to report harassment; making or threatening reprisals after receiving a negative response to sexual advances.
- Using peer pressure to discourage harassment victims from complaining

Uniform Complaint Process

If you are the victim of, or a witness to, harassment you are required by Vincent Academy to take the following applicable step:

- 1. Report the harassment to the Executive Director via the *UNIFORM COMPLAINT PROCEDURE as indicated in the Family Student Handbook*)**
- 2. If the complaint is against the Executive Director, report the harassment to the ombudsman via the *UNIFORM COMPLAINT PROCEDURE as indicated in the Family Student Handbook*)**

Vincent Academy shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements.

Vincent Academy acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or Executive Director's designee on a case-by-case basis.

The Executive Director or the Executive Director's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Executive Director or Executive Director's designee.

Vincent Academy prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Vincent Academy recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the Executive Director or Executive Director's designee shall initiate mediation. The Executive Director or Executive Director's designee shall ensure that mediation results are consistent with state and federal laws and regulations.

This policy shall be disseminated annually to students, employees, parents or guardians of hits students, school and district advisory committee, and other interested parties. Vincent Academy designates the school’s Operations Manager the compliance officer. The compliance officer shall receive and forward complaints to the proper authority to initiate an investigation, if needed.

II. RULES

Rules, true at all times, are important for creating a baseline of desirable behaviors. Vincent Academy believes in the utility of rules when they, and the consequences of not following them, are clear to everyone in the community. Here rules are broken out by common area and/or event.

Area/Event	Posted Rules
Recess	<ul style="list-style-type: none"> ✓ Embody Vincent Academy values while playing ✓ Share equipment and include anyone who wants to play ✓ Freeze at the whistle ✓ Use conflict resolution skills to deal with problems ✓ Follow directions at all times
Restroom	<ul style="list-style-type: none"> ✓ Embody Vincent Academy values while utilizing the restroom ✓ Give and expect privacy ✓ Flush the toilet and wash your hands ✓ Place paper towels in the trash ✓ Follow directions at all times
Hallways	<ul style="list-style-type: none"> ✓ Embody Vincent Academy values while moving through the hallways ✓ Walk at all times ✓ Keep hands, feet and objects to yourself ✓ Go directly to your destination ✓ Use whisper voices and do not disturb others’ learning ✓ Follow directions at all times
Assemblies	<ul style="list-style-type: none"> ✓ Embody Vincent Academy values while participating in assemblies ✓ Remain in your designated seat/spot ✓ Show courtesy to those performing and applaud or respond appropriately ✓ No side conversations ✓ Follow directions at all times
Dining Room	<ul style="list-style-type: none"> ✓ Embody Vincent Academy values while having lunch together

	<ul style="list-style-type: none"> ✓ Allow anyone to sit by you ✓ Pick up all your garbage +1 piece extra ✓ Follow directions at all times
Classroom	<ul style="list-style-type: none"> ✓ Embody Vincent Academy values while engaging in classroom learning ✓ Follow classroom agreements at all times ✓ Follow directions at all times

Note of Classroom Rules: We value collaboration in the rule-making process and recognize the importance of student participation in generating and upholding classroom agreements. For this reason, we have a subset of “rules” we call “classroom agreements” which are to be developed at the beginning of each year in each classroom. These agreements are to be developed using a common process and then posted in each individual classroom. Below is the process:

Process for Creating Classroom Agreements

1. Prior to the second week of school, teachers work to establish general routines that help students acclimate to their new classroom culture. (Examples of routines that need to be taught and practiced in the first week are entering and exiting the classroom, putting away backpacks, quiet signal(s), morning meeting etc.)
 - Teachers demonstrate and model the way and give feedback on student progress
 - Students practice until comfortable in the routine
2. In the second week of school, once basic routines are established, teachers should assemble the class for a morning meeting and elicit student’s individual ideas for a successful school year and a positive classroom environment. This can be done verbally with the teacher or designee recording student thoughts *or* in writing prior to the morning meeting with the meeting used as a space for sharing what was previously written.
3. After students have shared their ideas, the teacher poses a thinking question: *What agreements do you think we should make as a class in order to best support everyone to have a successful year full of learning?* The teacher records student’s answers to this question.
4. In a separate session, teachers facilitate students in grouping like agreements and condensing the agreements down to three to five general agreements stated in the affirmative (i.e. “Walk” instead of “Don’t run!”)
5. Discuss, refer to, revisit often and post the classroom agreements in order to make them a living and meaningful document.

Below are sample age-appropriate classroom agreements for lower (K-3) and upper grades (4-5):

Sample Classroom Agreements

First Grade

1. Share materials with everyone
2. Clean up all of our work
3. Be friendly and give put-ups

Fourth Grade

1. Treat classroom materials with respect.
2. Be respectful of others' learning style.
3. Be inclusive and help classmates to feel welcome.
4. The Golden Rule- Treat others the way you would like

III. INCENTIVES

We believe the most straightforward and effective way for encouraging desirable behaviors is by focusing energy and attention on those very behaviors. In this way, there is an incentive to adhere to the rules, as doing so results in recognition and reward. Our positive incentive system recognizes both small and sustained efforts, is non-competitive and is designed to ultimately encourage students to strive for greatness regardless of a tangible reward.

DAILY

Positive Incentive	How does it work?
Victor Value Draw	Students are noticed and rewarded with tickets for exhibiting victor values. There is a daily raffle for prizes.
Dojo Classroom Team Points	Classes are teams and can earn Dojo points for working well as a team. At various point levels, classes earn rewards such as a pizza party or a pajama day.

WEEKLY

Uniform Check	Random class check to see if everyone is in uniform. Classes that have 100% of students in uniform earn prizes.
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MONTHLY

Monthly Community Meetings	Celebrate Student of the Month and Parent of the Month.
Value of the Month	Each month has a Victor Value focus and a giant poster that is filled in with the tickets that students earn. When the poster is filled up, students earn a free dress day.
Monthly Special Event	Students who have not been sent to the office for a behavioral referral are eligible to attend the special event.

ANNUALLY

Victor Awards	Students are nominated by their peers and teacher to receive recognition at the promotion ceremony.
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IV. CONSEQUENCES

The behavior of the school community is governed by the school value system and the rules specific to any area/event. In the case that a particular person or group of people are struggling to adhere to the rules, we have prescribed tools to assist in remedying the situation. While the word “consequence” can sometimes have a negative connotation, we use it in the pure sense to simply mean, “what happens when something occurs.” We make a sharp distinction between the responsible delivery of a consequence and a punishment aimed to hurt and degrade. In our system, consequences *and the manner in which they are delivered* are intended to align future actions with the school value system and to promote learning and expansion, as opposed to fear and contraction. Thus, those receiving the consequence must also understand and buy-in to the purpose behind them.

Logical Consequences

The consequences laid out for a particular situation need to be a good fit and make sense for the situation. The following logical consequences are ranked from least to most serious. In some cases it will be appropriate to progress through a series of consequences if a behavior continues and in other cases, it would only be appropriate to levy a discipline referral. This determination must be made on a case-by-case basis and should be subject to calibration and review by the administrative team and the staff as a whole. As consequences are meted out, so too are specific supports that are aimed at providing students with the necessary assistance to interrupt negative behaviors.

Consequence	Explanation
Redirection	Firmly guiding a student’s behavior in a more productive direction.
Refocusing dialogue	Privately dialoguing with a student or group of students about their behavior to understand why it has emerged and determine a course to get back on track.
Immediate Time Out	Taking a break away from an activity to stop an undesired behavior, reflect and create a plan to rejoin the activity within the behavior parameters for the activity. The time out can be taken in class or in a buddy classroom depending on the nature of the situation. A time-out maximum is 5 to 10 minutes, depending on the grade level.
Call Home	Calling home to explain the arising situation and brainstorm ideas to get back on track.
Loss of Privilege	Removal from activity for specified period of time until readiness is assured through teaching and practice.
Apology of Action	Reserved for serious situations that have resulted to damage in peer-to-peer or student-adult relationship trust. Student engages in “apology” that is an action that fixes a broken bond of trust.
Discipline Referral	Reserved for severe or chronic issues that have already been sufficiently addressed at the classroom level. See Discipline Referral Form.

Management Plans

A clear and consistent management plan is expected to be in place for every area/event at school.

Below are sample management plans:

Classrooms
Preconditions for Enacting the Classroom Management Plan <ul style="list-style-type: none"> ✓ Routines and classroom procedures have been thoroughly taught and practiced until all students are clear on what is expected of them. ✓ Classroom set- up is attuned to student needs ✓ Classroom rules and agreements have been discussed and are understood by all students. ✓ Consequences have been explained and posted and are understood by all students. ✓ High expectations are held for ALL students. ✓ Communication between teacher and students is clear, respectful and empowering.
Classroom Management Plan <ul style="list-style-type: none"> ✓ 1st Offense: Formal Verbal Warning ✓ 2nd Offense: In-Classroom Time-Out w/ Refocusing Dialogue ✓ 3rd Offense: Phone Call Home (in classroom or office) ✓ 4th Offense: Emergency “Plan B” ✓ 5th Offense: Discipline Referral

Recess
Preconditions for Enacting the Recess Management Plan <ul style="list-style-type: none"> ✓ Routines and procedures have been thoroughly taught and practiced until all students are clear on what is expected of them. ✓ Staff and students know the agreed upon rules each recess game (soccer, kickball etc.) ✓ Classroom rules and agreements have been discussed and are understood by all students. ✓ Consequences have been explained and posted and are understood by all students. ✓ High expectations are held for ALL students. ✓ Communication between staff and students is clear, respectful and empowering.
Recess Management Plan <ul style="list-style-type: none"> ✓ 1st Offense: Formal verbal warning ✓ 2nd Offense: Removal from game ✓ 3rd Offense: Remain seated for the remainder of recess ✓ 4th Offense: 4th Offense: Emergency “Plan B” ✓ 5th Offense: Discipline Referral

Specialist Classes
Preconditions for Enacting the Specialist Class Management Plan <ul style="list-style-type: none"> ✓ Routines and procedures have been thoroughly taught and practiced until all students are clear on what is expected of them. ✓ Specialist class agreements have been discussed and are understood by all students. ✓ Consequences have been explained and posted and are understood by all students. ✓ High expectations are held for ALL students. ✓ Communication between staff and students is clear, respectful and empowering.
Specialist Class Management Plan <ul style="list-style-type: none"> ✓ 1st Offense: Formal verbal warning ✓ 2nd Offense: In-Class Time Out w/ refocusing dialogue

- ✓ 3rd Offense: In-Class Time Out w/ reflection sheet to be given to classroom teacher
- ✓ 4th Offense: 4th Offense: Emergency “Plan B”
- ✓ 5th Offense: Discipline Referral

Discipline Referrals

Discipline referrals are reserved for two cases: 1) severe behaviors and 2) chronic misbehavior that has been first addressed by the hierarchy of classroom consequences.

Severe behaviors are considered to be physically or emotionally dangerous and must not be allowed to continue. Examples of severe behaviors are biting, hitting, kicking, punching, pinching-*all with the intent to hurt or maim another or oneself*. Other types of examples include issuing true threats, vandalism, stealing, violent or lewd language and/or gestures, sexual harassment, and the use of furniture or other objects to hurt or scare others (kicking desks, throwing chairs etc.).

To issue a discipline referral, completely fill out the referral form and send it to the office with a student messenger in an enclosed envelope. An escort will come to the classroom and pick up the student. Make sure the student has all their belongings, assigned homework and a work packet for the remainder of the day ready to go. In the event of a severe situation, call the office and send a student messenger for immediate assistance.

Once a student is sent to the office on a discipline referral, there is a specific set of steps followed to ensure consistency and fairness.

1st Referral:

- Student reflection
- Administrator conference with student
- In-school suspension for remainder of the school day
- Student completes problem solving form that must be completed and turned into the classroom teacher before entering class the next day

2nd Referral:

- Student reflection
- Administrator conference with student
- Phone call to student’s family
- Parent supports student in the classroom
- ALSUP is completed by the classroom teacher
- “Plan B” conversation between teacher and student resulting in behavior plan
- Student sent home with problem solving form that must be completed and turned into the classroom teacher before entering class the next day

3rd Referral:

- Student reflection
- Administrator conference with student
- Phone call to student’s family
- Parent supports student in the classroom
- “Plan B” conversation between teacher and student resulting in behavior plan
- Student sent home with problem solving form that must be completed and turned into the

classroom teacher before entering class the next day

4th Referral:

- Student reflection
- Administrator conference with student
- Phone call and conference with student's family to develop 2-4 week behavior contract
- Out-of-school suspension
- Family member required to attend school with student for following three days

SEVERITY CLAUSE: In any case where a student violates California ed code (i.e. weapons etc.), mandatory suspension and expulsion protocols will override the progressive discipline of referral hierarchies. Likewise, severe offenses may warrant an immediate out-of-school suspension (see Vincent Academy Suspension and Expulsion Policy)

Discipline referral copies will be kept on file in a student's behavior file, held in the main office. All staff involved in the incident will receive copies, as well, and should keep them on file for future reference. Finally, a copy will be mailed home to a student's family.

Discipline referrals will receive the following follow-up actions:

- ✓ Log in electronic student record
- ✓ Administrator check-in with student(s) within 5 days of incident
- ✓ Positive teacher contact with student's family within 5 days of incident via phone or e-mail

CLIMATE

School climate is viewed as inseparable from student achievement. The Vincent Academy Behavior Management Plan is the primary tool used to guide behavior norms within the school. In order to effectively monitor and make needed adjustments to the over time, the Head of School, in conjunction with the PTAC shall conduct a climate review annually and report findings to the staff, community and Vincent Academy board. The climate review will consist of 1) administering and analyzing the results of satisfaction surveys for teachers, students and families; 2) conducting informal and formal walkthroughs to observe climate indicators such as body language and facility upkeep; and 3) analysis of disaggregated discipline data on referrals, suspensions and expulsions. These findings will be incorporated into the inquiry cycles at the organization, school and classroom levels.

VINCENT ACADEMY COMMUNITY COMPLAINT FORM

NAME: _____

Address: _____

Phone(day)_____Phone(evening/other)_____

1. Who is your complaint against?

Name: _____

Title: _____

2. Has this been discussed with him/her? YES _____ NO _____ Date: _____

3. Has the complaint been discussed with the Manager/Sup/Principal? YES _____ NO _____ Date _____

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

What remedy of action do you suggest?

Signature; _____ Date: _____

Date Received by Vincent Academy Head of School or Omsbusdman: _____

VINCENT ACADEMY
Educator Screening and Selection Process

I. Head of School

Screening Process

1. Accept only resumes, cover letters and letters of recommendation that meet position announcement specifications
2. Hiring committee to review application materials from viable candidates and rank according to screening rubric
3. Top 6 candidates will be contacted by the Hiring Committee (board members and PTAC representatives) via telephone for an initial screening
4. Successful candidates will participate in separate panel interviews¹ with three stakeholder groups (teachers, administration, and parents), participate in a instructional walk-through, and conduct a simulated instructional coaching conference
5. Viable candidates will advance to formal interview with Hiring Committee members
6. Final candidates will be placed in an eligibility pool and contacted for follow-up interviews/actions if necessary

Candidate Selection

Head of School finalists will be considered by the Hiring Committee. Follow up interviews will be conducted as needed.

II. Core Classroom Teacher

Screening Process

1. Accept only resumes, cover letters and letters of recommendation that meet position announcement specifications
2. Hiring committee to review application materials from viable candidates and rank according to screening rubric
3. Top 6 candidates for each position will be contacted by member of the Hiring Committee via telephone for an initial screening interview
4. Successful candidates will be invited to 1) conduct a demonstration lesson and 2) participate in a formal panel interview with members of the hiring committee and parent representatives from PTAC
5. Viable candidates will be placed in an eligibility pool and contacted for follow-up interviews/actions if necessary.

Candidate Selection

¹ All Panelists will be thoroughly trained and must agree to interview all candidates for the sake of evaluation consistency.

Potential teachers who pass through the screening process and are thus eligible for employment at Vincent Academy will be matched with available teaching positions through careful consideration of the needs of the staff as a whole, and the preferences of the teacher candidates. Follow-up interviews will be conducted as needed.

Note: Eligible candidates who are ultimately not offered positions will have the option of keeping their candidacy “live” in the case of a future opening.

Vincent Academy	1	2	3	4	5
Teacher Survey	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Leadership					
1) The school leadership communicates clear expectations to students, parents, faculty and staff ____					
2) The faculty are committed to helping every student learn ____					
3) There is an atmosphere of trust and mutual respect within the school ____					
4) Teacher performance evaluations are handled in an appropriate manner ____					
5) Teachers feel comfortable raising issues and concerns that are important to them ____					
6) The school leadership team makes an effort to address teacher concerns about:					
a) Leadership issues ____					
b) Facilities and resources ____					
c) The use of time in my school ____					
d) Professional development ____					
e) Empowering teachers ____					
f) New teacher support ____					
7) Overall, the school leadership in my school is effective ____					
8) Which position best describes the person who most often provides instructional leadership at your school? ____					
a) Principal or school head					
b) Assistant or vice principal					
c) Department chair or grade level chair					
d) School-based curriculum specialist					
e) Director of curriculum and instruction or other central office based personnel					
f) Other teachers					

Vincent Academy	1	2	3	4	5
Teacher Survey	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
g) None of the above					
PD					
1) Sufficient resources are available to allow teachers to take advantage of professional development activities ____					
2) Teachers are provided opportunities to learn from one another ____					
3) Professional development provides teachers with the knowledge and skills most needed to teach effectively ____					
4) In this area, additional support is available to effectively teach your students:					
a) Special Education (disabilities) ____					
b) Special Education (academically gifted) ____					
c) LEP ____					
d) Closing the achievement gap ____					
e) Your content area ____					
f) Methods of teaching ____					
g) Student assessment ____					
h) Classroom management techniques ____					
i) Reading strategies ____					
Facilities & Resources					
1) Teachers have sufficient access to appropriate instructional material and resources ____					
2) Teachers have sufficient access to instructional technology, including computers, printers, software, and internet access.					
3) Teachers have sufficient training and support to fully utilize the available instructional technology ____					
4) Teachers have adequate professional space to work productively ____					

Vincent Academy	1	2	3	4	5
Teacher Survey	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5) Teachers and staff work in a school environment that is safe ____					
Empowerment					
1) Teachers are centrally involved in decision making about important educational issues ____					
2) Teachers are trusted to make sound professional decisions about instruction ____					
3) In this school we take steps to solve problems ____					
4) The faculty has an effective process for making group decisions and solving problems ____					
5) Teachers have a large role at your school in each of the following areas:					
a) Selecting instructional materials and resources ____					
b) Devising teaching techniques ____					
c) Setting grading and student assessment practices ____					
d) Determining the content of in-service professional development programs ____					
e) The hiring of new teachers ____					
f) Establishing and implementing policies and student discipline ____					
g) Deciding how the school budget will be spent ____					
h) School improvement planning ____					
Time					
1) Teachers have reasonable class sizes affording them time to meet the educational needs of all students ____					
2) Teachers have time available to collaborate with their colleagues ____					

Vincent Academy	1	2	3	4	5
Teacher Survey	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3) The non-instructional time provided for teachers in my school is sufficient ____					
4) In an average week of teaching, how much non-instructional time do you have available?					
5) In an average week of teaching, how many hours do you spend on school related activities outside the regular school work day?					

Degree of Candidate Match with Vincent Academy



VINCENT ACADEMY Teacher Screening Rubric		APPLICANT			
SCREENING SEGMENT	Criteria	(1) Low	(2) Medium	(3) High	Score
SUBMITTED MATERIALS	Resume	<ul style="list-style-type: none"> Proper Credentials (Valid CA Teaching Credential, CLAD) 2 years teaching experience 	All of Column 1 and at least one of the following: <ul style="list-style-type: none"> BCLAD National Board Certified (or in process) Bilingual in Spanish, Mongolian or other Asian languages Extensive professional development/experience with workshop instructional model Significant leadership/development experience 	All of Column 1 and two or more of the following: <ul style="list-style-type: none"> BCLAD National Board Certified (or in process) Bilingual in Spanish, Mongolian or other Asian languages Extensive professional development/experience with workshop instructional model Significant leadership/development experience 	
	Cover Letter	<ul style="list-style-type: none"> Evidence of poor writing skill Incomplete/unaligned answers to questions 	<ul style="list-style-type: none"> Evidence of average writing skill Complete/partially aligned answers to questions 	<ul style="list-style-type: none"> Evidence of excellent writing skill Complete/fully aligned answers to questions 	
	Recommendations	<ul style="list-style-type: none"> Of 3 recommendations, at least 1 is compelling and from reputable source 	<ul style="list-style-type: none"> Of 3 recommendations, 2 are compelling and from reputable sources 	<ul style="list-style-type: none"> Of 3 recommendations all three are compelling and from reputable sources 	
TELEPHONE INTERVIEW	Core Beliefs/Values	<ul style="list-style-type: none"> Provides no compelling and/or concrete examples that demonstrate belief that all students can learn. 	<ul style="list-style-type: none"> Provides a minimum of compelling and/or concrete examples that demonstrate belief that all students can learn. 	<ul style="list-style-type: none"> Provides a persuasive set of compelling and/or concrete examples that demonstrate belief that all students can learn. 	
	Management Philosophy	<ul style="list-style-type: none"> Conveys limited understanding of importance of rigor, relevance and relationship 	<ul style="list-style-type: none"> Conveys partial understanding of importance of rigor, relevance and relationship 	<ul style="list-style-type: none"> Conveys deep understanding of importance of rigor, relevance and relationship 	
	Instructional Framework	<ul style="list-style-type: none"> Has had limited experience working within instructional framework similar to VA's. 	<ul style="list-style-type: none"> Has had some experience working within instructional framework similar to VA's. 	<ul style="list-style-type: none"> Has had extensive experience working within instructional framework similar to VA's. 	

Degree of Candidate Match with Vincent Academy



		<ul style="list-style-type: none"> Is unfamiliar with successful data-driven instructional practices. 	<ul style="list-style-type: none"> Can articulate challenges and benefits of such a framework. Is somewhat familiar with successful data-driven instructional practices. 	<ul style="list-style-type: none"> Can articulate challenges and benefits of such a framework. Can elaborate on successful classroom experiences attributable to framework. Embraces successful data-driven instructional practices. 	
	Family Outreach	<ul style="list-style-type: none"> Limited ideas on how to create/maintain a strong home-school connection. 	<ul style="list-style-type: none"> Some ideas about and experience creating / maintaining strong home school connections. 	<ul style="list-style-type: none"> Compelling ideas about and experience creating / maintaining strong home school connections. 	
	Contribution to Staff	<ul style="list-style-type: none"> Does not envision role beyond the classroom 	<ul style="list-style-type: none"> Envisions limited role beyond the classroom. 	<ul style="list-style-type: none"> Envisions expanded role beyond the classroom. Can articulate the systemic nature of a school's dynamic. 	
Score Total					

VINCENT ACADEMY

Observation, Supervision and Evaluation

The observation, supervision and evaluation processes for Vincent Academy are comprehensive, integrated and cyclical. The ultimate goal of these processes is to maintain a productive work environment conducive to learning, and identify and provide the needed supports for the professionals carrying out their work within it.

Definition of Terms

Observation refers to the act of actively watching an educator *in action*. This could mean a Head of School observing a **teacher** instruct a lesson, a Board member viewing the Head of School facilitate a staff meeting, or an outside developer witnessing a discussion at the annual Board retreat. Observation can be informal or formal, planned or spontaneous, lengthy or brief, but should be frequent enough to paint a clear picture of an educator's practice.

Supervision is defined as the monitoring of the day-to-day functioning of staff. Monitoring includes noticing patterns, asking questions, and giving suggestions and directions. The Head of School is supervised by the Executive Director, and the school staff is supervised by the Head of School. Supervision activities are conducted as needed.

Evaluation combines supervisory and observational functions to result in a clear evidence-based appraisal of current performance intended to support professional growth and development. Staff members are evaluated at least once and at most twice annually. Performance factors to be included in an evaluation will be provided to staff members prior to their beginning work at Vincent Academy. Updated versions will be disseminated to returning staff prior to the beginning of a new school year. The performance factors are articulated in rubric form by performance band to provide detailed information on staff expectations.

Processes

Observation

Staff will be observed multiple times per year, three of which will constitute formal observations. Formal observations include a pre-observation meeting to discuss the upcoming observation, the observation itself, and a post-observation conference to review the notes generated from the observation, discuss what occurred during the observations and establish logical next steps. Formal observations last a minimum of 30 minutes and will be conducted by the Head of School, Academic Coach or administrative designee of the Head of School.

Each step of the formal observation is associated with specialized protocols and forms.

Informal observations will take place at least three times per year. Informal observations will include at least one of the follow-up action by the observer listed here, presentation of notes and a brief conference.

The purpose of observations is to hone program implementation skills and develop instructional/leadership capacities. Thus, the observation will focus on areas of program implementation and instructional/leadership strategy that need improvement.

Supervision

All work activities and/or activities that affect work are subject to supervision. Supervisory functions are carried out as needed. The degree of employee supervision ascends progressively in response to difficulties. Most issues requiring direct supervisory intervention will be handled privately and informally through brief conversations or corrections. In instances of chronic or egregious employee difficulties, the Head of School and Vincent Academy Board will utilize the Performance Improvement Plan (PIP) model.

Evaluation

Staff evaluations are conducted in light of the supervision and observation processes detailed above. Evaluations are based on a set of performance factors that pertain to a staff member's roles and responsibilities. Initial evaluation conferences will be held annually in the fall to review the evaluation tools, determine evaluators and set goals for the evaluation cycle. To ensure balance, staff members will conduct a self-evaluation, as well as be evaluated by the Head of School.

VINCENT ACADEMY
Instructional Framework

Instructional Framework

Every moment in a child's education is precious and therefore every moment should be intentional. Toward this end, our instructional framework synthesizes the professional experience of a wide range of educators with the current findings in educational research. The intention behind the framework is to begin with the broad strokes and work down to the very level of detail needed to successfully teach students through the Vincent Academy educational program. Our program is grounded in an instructional approach that is differentiated, culturally relevant, data-driven, supported by quality professional development, and embedded within a strong home-school connection. The instructional framework is the architecture that the approach lives within.

- I. Common Language and Model of Instruction
 - a. Instructional Segments and Strategies
 - b. Sample Strategy Implementation Rubrics
- II. Instructional Guidelines
 - a. Frequency and Time Allotments
 - b. Sample Weekly Schedule (1st Grade)
 - c. Sample Weekly Educator Schedule
 - d. Sample Mastery Timeline (5th Grade)
 - e. Lesson Planning Template
- III. Instructional Block Descriptions
 - a. Reading Workshop
 - b. Writing Workshop
 - c. Language and Word Study
 - d. Mathematics Workshop
 - e. Science
 - f. Social Studies
 - g. Physical, Health, Life Skills and Technology Education
- IV. Assessment of Teaching and Learning
 - a. Sample Assessment Calendar
 - b. Promotion and Retention Policy

I. Adoption of a Common Language and Model of Instruction

Overview

Key to building a shared understanding of professional practice within Vincent Academy is the adoption of common language and model of instruction, from the outset. This component of our instructional framework is borrowed from the work of Robert Marzano and based on tools from his book Art of Teaching and Learning and includes:

1. Categorization of instruction into three main types: routine segments, content-specific segments and segments enacted on-the-spot
2. Forty-one research-based instructional strategies that align to specific types of instruction
3. Rubrics detailing the implementation curve for each of the forty-one strategies

This shared language and model allows for meaningful conversation and dialogue about teaching and learning, reasoned selection of instructional strategies, targeted data collection, and effective feedback loops with minimal energy and effort wasted on translation between various systems of thought¹. While we believe that there are many other legitimate and articulated languages and models of instruction (Skillful Teacher, Danielson Group etc.), we are choosing to incorporate Marzano's work into our larger framework due to the presence of high-quality companion tools that effectively streamline professional development and instructional observation and evaluation efforts.

A. Lesson Segments and Key Instructional Strategies Aligned to Lesson Segments

The three categories of lesson segments are *routine segments*, *content-specific segments* and *segments enacted on-the-spot*. Any given instructional moment or sequence belongs to one of these three segments. For example, at the beginning of the year, teachers typically spend time teaching and reviewing classroom rules and procedures. This type of teaching would be designated as a *routine segment*. Three months later, however, when a student has forgotten an important classroom procedure and the teacher intervenes to guide the student back on track, the teacher has exhibited a different kind of instruction classified as an *on-the-spot segment*. The strategies employed for a *routine segment* are distinct from the strategies called for in an *on-the-spot segment*. The point of classifying instruction this way is to assist educators in recognizing both the type of instruction and the range of appropriate and effective instructional strategies needed in any given instructional situation in order to achieve successful learning outcomes.

The core 41 instructional strategies form the basis for instructional delivery. Each of these strategies is research-based and, as mentioned above, linked to a specific type of instruction². For example, in a routine lesson segment intended to *communicate learning goals to students*, a teacher might employ the strategy of *tracking student progress* by assisting students to track their

¹ Marzano, R. (2010) *Whitepaper: Creating an Aligned System to Develop Great Teachers within the Federal Race to the Top Initiative*. Englewood, Co: Marzano Research Laboratory.

² Haystead, M., Marzano R. (2009) *Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies*. Englewood, Co: Marzano Research Laboratory.

group progress towards a learning goal. Here, it would be inappropriate and ineffective to apply a strategy suited for a *content-specific segment*, such as *previewing new content*, yet this occurs frequently, especially in the situation where a school or grade-level team is attempting to implement a particular teaching strategy in an effort to create coherence.

In relation to specific instructional strategies, it is also important to note that if a strategy is to have a positive impact on student learning, it must first be appropriately matched with a lesson segment and then, further, it must be implemented correctly and skillfully.

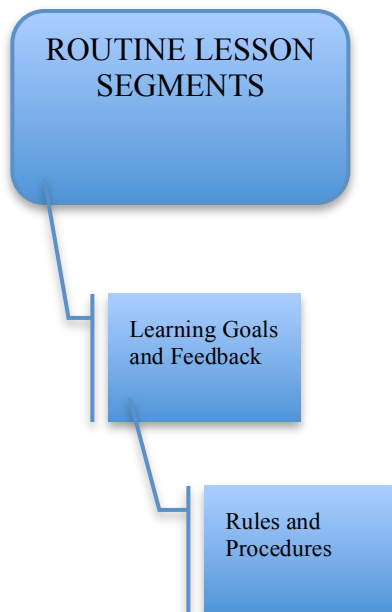
B. Instructional Strategy Implementation Rubrics

Implementation rubrics (*See Figure 2*) have been developed for each strategy to support leaders, teachers and coaches in identifying current skill levels with a particular strategy, either on an individual or cohort basis, and creating an incremental path toward facility and improvement. The use of implementation rubrics is crucial in assisting educators to systematically identify strengths and growth areas in relation to specific strategies. By using a consistent rating scale from 0(Not Using) – 4 (Innovating) with descriptors for each rating, educators are supported in alignment and calibration efforts.

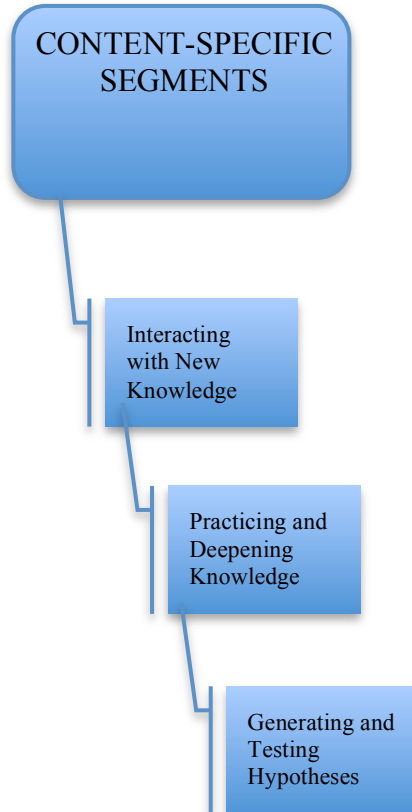
Continual work with these instructional strategies is a key component of our professional development plan.

Item 1. Categorization of Instruction into Lesson Segments and Related Instructional Strategy Groupings (Adapted from Marzano/iObservation)

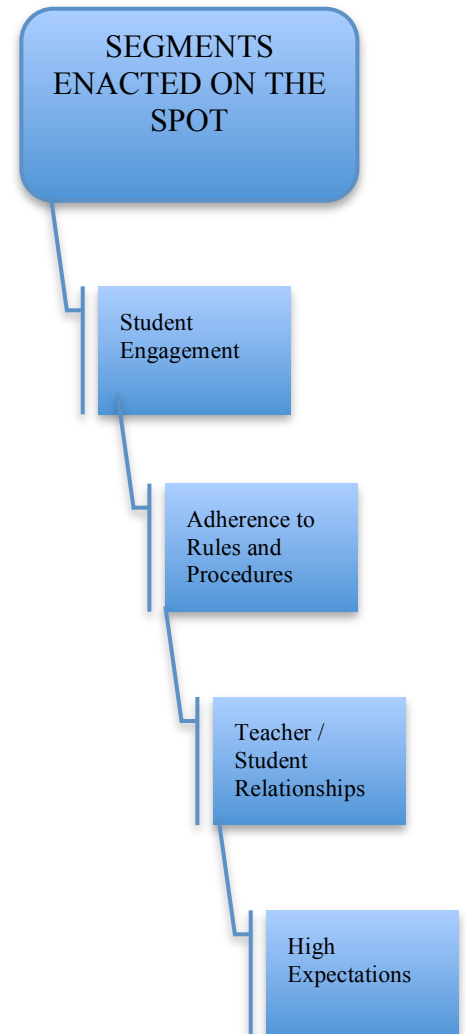
I.



II.



III.



Item 2. Complete Set of Core Instructional Strategies Organized by Lesson Segments and Strategy Groupings (Adapted from Marzano/iObservation)

41 Key Instructional Strategies by Lesson Segment		
ROUTINE SEGMENTS	CONTENT-SPECIFIC SEGMENTS	ON-THE-SPOT SEGMENTS
<p><u>Learning Goals and Feedback</u> <i>What will I do to establish and communicate learning goals, track student progress, and celebrate success?</i> Research-based strategies:</p> <ol style="list-style-type: none"> 1. Providing Clear Learning Goals and Scales (Rubrics) 2. Tracking Student Progress 3. Celebrating Success 	<p><u>Interacting with New Knowledge</u> <i>What will I do to help students actively interact with the new knowledge?</i> Research-based strategies:</p> <ol style="list-style-type: none"> 1. Identifying Critical Information 2. Organizing Students to Interact with New Knowledge 3. Previewing New Content 4. Chunking Content into “Digestible Bites” 5. Processing New Information Elaborating on New Information 6. Recording and Representing Knowledge 7. Reflecting on learning 	<p><u>Student Engagement</u> <i>What will I do to help students to become and stay engaged?</i> Research-based strategies:</p> <ol style="list-style-type: none"> 1. Noticing when Students are Not Engaged 2. Using Academic Games 3. Managing Response Rates 4. Using Physical Movement Maintaining a Lively Pace 5. Demonstrating Intensity and Enthusiasm 6. Using Friendly Controversy 7. Providing Opportunities for Students to Talk about Themselves 8. Presenting Unusual or Intriguing Information
	<p><u>Practicing and Deepening Knowledge</u> <i>What will I do to help students practice and deepen their understanding of new knowledge?</i> Research-based strategies:</p> <ol style="list-style-type: none"> 1. Reviewing Content 2. Organizing Students to Practice and Deepen Knowledge 3. Using Homework 4. Examining Similarities and Differences 5. Examining Errors in Reasoning Practicing Skills, Strategies, and Processes 6. Revising Knowledge 	<p><u>Adherence to Rules and Procedures</u> <i>What will I do to recognize and acknowledge adherence and lack of adherence to rules and procedures?</i> Research-based strategies:</p> <ol style="list-style-type: none"> 1. Demonstrating “Withitness” 2. Applying Consequences for Lack of Adherence to Rules and Procedures 3. Acknowledges Adherence to Rules and Procedures
	<p><u>Generating and Testing Hypotheses</u> <i>What will I do to help students generate and test hypotheses about new knowledge?</i> Research-based strategies:</p> <ol style="list-style-type: none"> 1. Organizing Students for Complex Tasks 2. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing 3. Providing Resources and Guidance 	<p><u>Teacher/Student Relationships</u> <i>What will I do to establish and maintain effective relationships with students?</i> Research-based strategies:</p> <ol style="list-style-type: none"> 1. Understanding Students’ Interests and Background 2. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 3. Displaying Objectivity and Control
		<p><u>High Expectations</u> <i>What will I do to communicate high expectations for all students?</i> Research-based strategies:</p> <ol style="list-style-type: none"> 1. Demonstrating Value and Respect for Low Expectancy Students 2. Asking Questions of Low Expectancy Students 3. Probing Incorrect Answers by Low Expectancy Students

Item 3. Sample Instructional Strategy Implementation Rubric (Adapted from Marzano/iObservation)

Strategy Implementation Rubric for the Strategy: <u>Interacting with New Knowledge</u> <i>Identifying Critical Information</i>				
4	3	2	1	0
Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and creates new strategies for unique student needs and situations.	Uses the strategy and monitors student behavior to determine if strategy is having desired effect.	Uses strategy, but in a mechanistic way.	Uses strategy, but incorrectly or parts are missing.	Strategy was called for, but not exhibited.
Supporting Movement to the Next Stage of Strategy Implementation Coaching Questions				
4	3	2	1	0
Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
<p>As you plan other lessons, what insights are you gaining about how to present new information to students?</p> <p>What insights are you gaining from your students regarding the presentation of new information?</p>	<p>How might you vary the methods or strategies use to present new content and identify critical versus non-critical information?</p> <p>How might you vary the methods or strategies that students use to explain or describe new content?</p>	<p>In presenting new content, how might you help students distinguish between critical and non-critical information?</p> <p>What are some ways that students distinguish critical and non-critical content important to attain specific learning goals?</p>	<p>What can you do regularly to help identify critical versus non-critical information for students?</p> <p>What do you see or hear students doing that tell you they can identify when new content is being presented?</p>	<p>What steps can you take at the beginning of the lesson to identify critical content?</p> <p>How do students know that critical information has been presented?</p>

II. Instructional Guidelines

The instructional guidelines presented in this section include the allotment and frequency of core and non-core instruction, sample student and educator schedules, a sample scope and sequence, and planning and overview templates. The documents included in this section are representative of the type of structural supports regarded as necessary to carry out the Vincent Academy program successfully.

A. Frequency and Time Allotments

Item 4. Allotment and Frequency of Core and Non-core Instruction

Instructional Allotment and Frequency (K-2)

Instructional Block	Frequency	Allotted Time
Reading Workshop	Daily	60-90 Minutes
ELD/ AED	Weekly	90 Minutes
Writing Workshop	Daily	60-90 Minutes
Mathematics Workshop	Daily	45-60 Minutes
Language and Word Study	Daily	20-40 Minutes
Investigations and Journeys	3x/week	60-90 Minutes
Specialist Classes	4x/week	45 Minutes
P.E./ Health / Life Skills	Daily	45 Minutes

Instructional Allotment and Frequency(3-5)

Instructional Block	Frequency	Allotted Time
Reading Workshop	Daily	90-110 Minutes
ELD / AED	Weekly	90 Minutes
Writing Workshop	Daily	60-90 Minutes
Mathematics Workshop	Daily	60 Minutes
Language and Word Study	Daily	20-40 Minutes
Investigations and Journeys	4x/week	60-90 Minutes
Specialist Classes	4x/week	45 Minutes
P.E./ Health / Life Skills	Daily	45 Minutes

B. Sample Weekly Schedule-1stGrade Student Weekly Schedule

1 st Grade Weekly					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:30	Before School Program	Before School Program	Before School Program	Before School Program	Before School Program
8:30-10:00	Morning Meeting, Reading Workshop and Language & Word Study	Morning Meeting, Reading Workshop and Language & Word Study	Morning Meeting, Reading Workshop and Language & Word Study	Morning Meeting, Reading Workshop and Language & Word Study	Morning Meeting, Reading Workshop and Language & Word Study
10:00-10:15	Recess				
10:15-11:45	Math Workshop, World Language	Math Workshop, Music	Leveled ELD Classes / Poetry Workshop	Math Workshop, Visual Art	Math Workshop, Music
11:45-12:15	Lunch		Read to Me & School Assembly	Lunch	
12:15-1:45	Writing Workshop, Life Skills	Writing Workshop, P.E.	After School Program	Writing Workshop, Health or Technology	Writing Workshop, P.E.
1:45-2:00	Recess			Recess	
2:00-3:15	Math Facts, Science	Math Facts, Science		Math Facts, Social Studies	Math Facts, Social Studies
3:15-5:30	After School Program	After School Program		After School Program	After School Program

C. Sample Weekly Educator Schedule

Item 6. Sample Educator Weekly Schedule

Weekly Educator Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Before School Planning/Prep	Before School Planning/Prep	Before School Planning/Prep	Before School Planning/Prep	Before School Planning/Prep
8:30-10:00	Teaching	Teaching	Teaching	Teaching	Teaching
10:00 - 10:15	BREAK				
10:15 - 11:45	45-Minute Grade-Level Collaboration Meeting	45-Minute Planning Period	Teaching	45-Minute Grade-Level Collaboration Meeting	45-Minute Planning Period
11:45 - 12:15	BREAK		30-Minute Coaching De-Briefs	BREAK	
12:15 -1:45	Teaching	Teaching	45-Minute Planning Period	Teaching	Teaching
1:45-2:00	BREAK		3-hour Professional Development Session	BREAK	
2:00-3:15	Teaching	Teaching		Teaching	Teaching
3:15-4:30	Staff Meeting	Planning & Meeting Period		Planning & Meeting Period	Planning & Meeting Period

D. Sample CCSS Standards Mastery Timeline-5th Grade Mathematics

MATHEMATICS MASTERY TIMELINE - FIFTH GRADE											
	August	September	October	November	December	January	February	March	April	May	June
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product											
5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.											
5.NBT.3 A Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.											

MATHEMATICS MASTERY TIMELINE - FIFTH GRADE

	August	September	October	November	December	January	February	March	April	May	June
5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.				M							
5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.										M	

MATHEMATICS MASTERY TIMELINE – FIFTH GRADE

	August	September	October	November	December	January	February	March	April	May	June
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.											
5.NF.7 C Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?											

	August	September	October	November	December	January	February	March	April	May	June
5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.								M			
5.MD.5 C Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.								M			
5.G.2 Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.								M			

E. Lesson Planning and Instructional Overview Templates

Backwards Design Lesson Planning

The Vincent Academy Educational Committee and instructional team utilize a standards-based backwards design process³. Backwards design helps teachers avoid the problems of “textbook coverage” and “activity-oriented” teaching in which no clear priorities and purposes are apparent and assists in “un-packing” the California Standards to reveal the foundational understandings implied by the standards.

In the process of backwards design, teachers identify rigorous, relevant and attainable overarching learning outcomes, going beyond simple facts and skills to include larger concepts, principles or processes by asking a series of questions:

- *What enduring understandings are desired?*
- *What essential questions will provide an entry point for this desired understanding?*
- *What should students know and be able to do?*

Next, teachers determine acceptable evidence of learning for those outcomes; that is, the means of authentic assessment:

- *How will we know if students have achieved the desired results and met the standards?*
What will we accept as evidence of student understanding and proficiency?

Finally, with the answers to these questions in mind, teachers plan meaningful learning experiences and instruction (*See Lesson Planning Template*). This includes definition of knowledge, skills and procedures for student mastery, definition of materials, and definition of learning/teaching activities. Through this planning process teachers prioritize content standards, differentiate assessments aligned to standards and learning targets, and plan instructional strategies that clearly articulate student objectives.

Overview Templates

The nature of the instruction format in each of the blocks varies. Teachers are supported in maintaining the format for each block with overview templates (*See Weekly Overview Template*) that highlight key information, such as flexible student groupings and the words selected for vocabulary development. These templates provide teachers with a brief snapshot of the week ahead in an instructional block.

³ Wiggins, G. McTighe, J. (2005). Understanding By Design, Second Edition. Alexandria: Association for Supervision and Curriculum Development.

Item 9. Sample Weekly Mathematics Overview Template

Monday	Tuesday	Wednesday	Thursday	Friday
Intro:	Intro:	Intro:	Intro:	Intro:
Exploration: Whole Group Anchor Lesson for Conceptual Development -OR- Guided Mathematics Task -OR- Differentiated Math Groups Group A _____ _____ _____ Group B _____ _____ _____ Group C _____ _____ _____	Exploration: Whole Group Anchor Lesson for Conceptual Development -OR- Guided Mathematics Task -OR- Differentiated Math Groups Group A _____ _____ _____ Group B _____ _____ _____ Group C _____ _____ _____	Exploration: Whole Group Anchor Lesson for Conceptual Development -OR- Guided Mathematics Task -OR- Differentiated Math Groups Group A _____ _____ _____ Group B _____ _____ _____ Group C _____ _____ _____	Exploration: Whole Group Anchor Lesson for Conceptual Development -OR- Guided Mathematics Task -OR- Differentiated Math Groups Group A _____ _____ _____ Group B _____ _____ _____ Group C _____ _____ _____	Exploration: Whole Group Anchor Lesson for Conceptual Development -OR- Guided Mathematics Task -OR- Differentiated Math Groups Group A _____ _____ _____ Group B _____ _____ _____ Group C _____ _____ _____
Closing:	Closing:	Closing:	Closing:	Closing:

Item 9. Sample Weekly Mathematics Overview Template

Monday	Tuesday	Wednesday	Thursday	Friday
Intro:	Intro:	Intro:	Intro:	Intro:
Exploration: Whole Group Anchor Lesson for Conceptual Development -OR- Guided Mathematics Task -OR- Differentiated Math Groups Group A _____ _____ _____ Group B _____ _____ _____ Group C _____ _____ _____	Exploration: Whole Group Anchor Lesson for Conceptual Development -OR- Guided Mathematics Task -OR- Differentiated Math Groups Group A _____ _____ _____ Group B _____ _____ _____ Group C _____ _____ _____	Exploration: Whole Group Anchor Lesson for Conceptual Development -OR- Guided Mathematics Task -OR- Differentiated Math Groups Group A _____ _____ _____ Group B _____ _____ _____ Group C _____ _____ _____	Exploration: Whole Group Anchor Lesson for Conceptual Development -OR- Guided Mathematics Task -OR- Differentiated Math Groups Group A _____ _____ _____ Group B _____ _____ _____ Group C _____ _____ _____	Exploration: Whole Group Anchor Lesson for Conceptual Development -OR- Guided Mathematics Task -OR- Differentiated Math Groups Group A _____ _____ _____ Group B _____ _____ _____ Group C _____ _____ _____
Closing:	Closing:	Closing:	Closing:	Closing:

Item 10. Sample Guided Reading Observations Template

VA Guided Reading Observations

Teacher: _____ Date: _____
Class: _____ Focus: _____

Guided Reading Components	Evidence / Feedback
Before Reading: High Quality Text Introduction <ul style="list-style-type: none">• Connection move (Yesterday we..., last week we...)• Set clear instructional purpose (Today we are going to...because...)• Review of key concepts and potentially difficult words• Review word attack strategy, if appropriate• Pose “As you are reading” question and finish early expectations	
During Reading: Supporting Students While Reading Independently <ul style="list-style-type: none">• All students read text silently to themselves• Whisper read aloud when teacher is listening• Use prompts to help students develop word attack and comprehension skills• Record anecdotal notes on students’ development	
After Reading: Returning to Text to Monitor Comprehension <ul style="list-style-type: none">• Return to “As you are reading” question• Gauge students’ comprehension of text• Gauge students’ ability to apply reading skill/strategy to text	
Focused Skill Work <ul style="list-style-type: none">• Establish the why• Link to authentic text• Focus on isolated skill• Reestablish skill in context of whole	

Other Comments / Feedback:

III. Instructional Block Descriptions

A. Reading Workshop

Overview

Reading Workshop is a multi-faceted reading program that provides students with reading instruction geared towards their demonstrated needs and interests. Students spend most of their learning time interacting with carefully selected texts in different reading contexts, such as whole group mini-lessons, small guided reading groups, independent reading and literature affinity groups. During guided reading, students read the same text and work to build vocabulary, phonics, comprehension and other reading skills at their instructional level. At other times, students also engage in focused literature discussions with their teacher and peers; these are intended to assist students' comprehension strategies and grade level reading skills. In all reading contexts, students are motivated by structured opportunities to construct meaning collaboratively, express their reading preferences and personal responses to literature, and set ambitious goals for themselves as readers.

Planning and Preparation

In order to plan well for reading workshop, teachers must have the following information at their fingertips:

- ✓ Individual Student Reading Levels (Fountas & Pinnell)
- ✓ Skills Mastery by Reading Level
- ✓ Vocabulary Development Strategies
- ✓ Individual Student Reading Interests
- ✓ Individual and Class Comprehension Strategy Instructional Needs
- ✓ Individual and Class Literature Response Instructional Needs
- ✓ CA State CCSS Grade Level English Language Arts Standards
- ✓ Vincent Academy Grade Level Reading Scope and Sequence
- ✓ Vincent Academy Grade Level Standards Mastery Timeline
- ✓ Vincent Academy Guided Reading Rubric

With this information in hand, teachers develop lesson plans and weekly overviews that include whole group comprehension strategy and/or literature response mini-lessons, guided reading groupings and lessons for each group, and differentiated literacy station activities for independent, partner or small group work (*See Lesson Planning and Overview Templates*).

Preparation and set-up for a successful reading workshop requires that guided reading rotations, independent reading expectations, group and partner assignments, and non-disruptive procedures (book selection, pencil sharpening, going to the restroom etc.) are firmly in place. Once these basic supports are established, teachers procure appropriate books and response materials aligned to reading levels and comprehension strategies on a weekly basis.

Instructional Format

Typically, a reading workshop begins with a whole group brief mini-lesson to address a particular comprehension strategy (e.g. monitoring comprehension), response to literature (e.g. determining the problem and solution), or literary feature of import.

Students then head off to work on their task for the time block; guided reading, independent reading, literature study, or a literacy station. Some students work with the teacher directly, while others record their reading responses in a notebook that will be reviewed at a later time. Students may complete one task and move on to another, depending on the nature of the work for that day. Likewise, students may be focused on a particular task for multiple days. In either case, each student is engaged in purposeful literacy activities that are matched to his or her independent or instructional reading level, interests and developmental reading needs. While students are working independently or in small groups, the teacher has the opportunity to work with one to two guided reading groups, circulate to confer with individual readers or monitor partners and small groups engaged in literature study.

Towards the end of the work period, students quickly clean up and transition back to the whole group configuration to check in with their teacher and peers about their progress during the work period. This closing may also include discussion of newly developing confusions and understandings that will aid the teacher in modifying, if necessary, the planned mini-lesson for the next day.

Instructional Activities Menu

- ✓ Topical Mini-Lesson
- ✓ Guided Reading
- ✓ Independent Reading
- ✓ Literacy Stations
- ✓ Literature Study
- ✓ Read Aloud

Curricular Resources & Materials

- ✓ Guided Reading Library
- ✓ Reading Level Key Lessons
- ✓ Mini-Lesson Topics
- ✓ Literacy Stations Materials
- ✓ Author Study List
- ✓ Core Literature List
- ✓ Reading Response Templates
- ✓ Classroom Library

B. Writing Workshop

Overview

Writing Workshop is designed to teach students both the process and the craft of writing by culling rich personal stories on to the blank page. Students spend most of their learning time writing independently within the mode of study (e.g. narrative, expository etc.), working with a homogenous group in a guided writing lesson, or working with a partner on a writing project integrated with science or social studies. Through conferring with individual writers and leading guided writing groups, a teacher can tailor instruction to students' differentiated needs. Integrated writing projects speak to student interests. Over time and with practice, students learn to identify the traits of quality writing, and skillfully critique their own writing and that of others. The overarching goal of a writing workshop is for students to take on the identity of a writer, learn to see the world through writer's eyes, and express themselves powerfully and uniquely through the written word.

Planning and Preparation

In order to plan well for writing workshop, teachers must have the following information at their fingertips:

- ✓ Student Writing Interview
- ✓ Student Writing Portfolio (1st -6th)
- ✓ Mode-Specific Writing Student Writing Samples
- ✓ Writing Conventions Assessment Results
- ✓ Performance Rubrics
- ✓ CA Grade Level CCSS Writing Standards
- ✓ Vincent Academy Grade Level Writing Scope and Sequence
- ✓ Vincent Academy Mastery Timeline

Instructional Format

The format of the writing workshop is similar to the reading workshop. The workshop begins with a brief topical mini-lesson that speaks to the writing needs of the majority of the class. After the mini-lesson, students begin or continue a writing piece, work with the teacher in a guided writing group, or delve into an integrated writing project. The teacher and the students keep a running tab of where each piece currently falls in the writing process by taking a status of the class at the beginning of the work period and/or keeping a chart posted for all to review. Students may work with "mentor texts" in order to mimic the writing style or text features utilized by a particular author of interest. From time to time, students work with their peers to help edit and revise work with constructive feedback. The teacher regularly confers with individual writers to monitor progress and facilitate student development as a writer through the introduction of process and craft suggestions.

Instructional Activities Menu

- ✓ Topical Mini-Lesson
- ✓ Independent Writing
- ✓ Guided Writing
- ✓ Integrated Project Writing

Curricular Resources & Materials

- ✓ Student-Friendly Writing Mode Rubrics
- ✓ Annotated Anchor Papers
- ✓ Writing Process and Craft Lessons
- ✓ Mini-Lesson Topics
- ✓ Poetry and Teaching Text Library
- ✓ Writing/Publishing Center Materials

C. Language & Word Study

Overview

The language and word study instructional block is dedicated to investigations into the nature and form of the English language. Students interact with high-quality literature, poetry and informational text to master genre distinctions, language conventions, develop vocabulary skills, and appreciate the expressive potential of language. Students also work with words in isolation and in context to gain understanding of the language patterning inherent in literary devices, spelling and penmanship.

Planning and Preparation

In order to plan well for language and word study, teachers must have the following information at their fingertips:

- ✓ English language development needs (including EL levels)
- ✓ Phonemic awareness assessment results (K-2)
- ✓ Developmental spelling assessment results
- ✓ High-frequency word assessment results
- ✓ Handwriting assessment results for each student
- ✓ CA CCSS Grade Level English Language Arts Standards
- ✓ CA State English Language Development Standards
- ✓ Vincent Academy Grade Level Language and Word Study Scope and Sequence
- ✓ Vincent Academy Mastery Timeline

With this information in hand, teachers develop weekly plans that include systematic phonics/spelling instruction, English language development and conventions instruction, vocabulary development activities, and handwriting support.

Preparation and set-up for a successful language and word study block requires that materials are organized well and accessible to individuals and groups of students and that non-disruptive procedures (accessing word work materials, pencil sharpening, going to the restroom etc.) are firmly in place.

Instructional Format

The instructional format for the Language and Word Study block varies depending on the lesson focus, and oscillates between direct instruction and a focused exploration. Each session is relatively short and includes a brief exploration or explanation of a focused topic (e.g. language structure, spelling pattern, poetic device, correct letter formation etc.) and a follow-up practice session. Students may work independently, in pairs, in small groups, or as a whole class in a guided practice session.

One day each week, students are grouped according to their language needs for 90 minutes in order to receive additional targeted instruction. While ELD occurs everyday, the longer period is

crucial for tailoring instruction, going into more depth and working on extended projects. For the 90 minute ELD block, students will be assigned to a teacher who will specialize in teaching a particular English Language Level for the entire school year.

Students who are not designated ELs (English Only) will also receive English language support during this block through an exploration of poetry. Again, students will be assigned to a teacher who will specialize in teaching a poetry workshop for the entire school year

Instructional Activities Menu

- ✓ Phonics/Spelling/Word Work
- ✓ Interactive Edit/Share the Pen
- ✓ Interactive Vocabulary
- ✓ Handwriting Practice
- ✓ Readers' Theater
- ✓ Choral Reading
- ✓ Interactive Read Aloud
- ✓ Poetry Share/Response
- ✓ Word Study

Curricular Resources & Materials

- ✓ English Language Development Curriculum
- ✓ Phonics Lessons Curriculum
- ✓ Words Their Way Curriculum
- ✓ Poetry and Teaching Texts Library
- ✓ Word Work Materials (tiles, scissors, glue, trays etc.)
- ✓ Language and Word Study Key Lessons
- ✓ High Frequency Word Lists
- ✓ Key Vocabulary Word Lists
- ✓ Vocabulary Development Templates

D. Mathematics Workshop

Overview

In the mathematics workshop, students develop an understanding of mathematics concepts, computation skills and problem solving strategies. Students are introduced to new mathematics concepts steadily over the course of the year and are provided with ample opportunities to solidify understandings as they develop through spiraling practice. Students regularly engage in math games that support concept development. Throughout the mathematics program, students hone their mathematical reasoning skills through carefully selected story problems that are worked through each week. These math problems are aligned with the concepts and computation skills that students are currently developing.

Planning and Preparation

- ✓ Baseline Math Assessment Results
- ✓ Performance Rubrics
- ✓ CA CCSS Grade Level Mathematics Standards
- ✓ Vincent Academy Scope and Sequence
- ✓ Vincent Academy Mastery Timeline

Instructional Format

Students are presented daily with a mini-lesson that is geared toward the needs of the class on the whole. Students then engage in work differentiated for their needs-- individual practice, guided math with their teacher, math stations, or partner/group math. Towards the end of the mathematics block, the class meets for a closing session to discuss progress towards goals and misunderstandings encountered along the way. Additionally, 10 minutes of each day are reserved for fact practice in the form of games, rote memorization or timed exercises.

Instructional Activities Menu

- ✓ Topical Mini-Lessons
- ✓ Guided Math
- ✓ Independent Practice
- ✓ Partner/Group Math
- ✓ Mathematics Stations
- ✓ Fast Facts

Curricular Resources & Materials

- ✓ Eureka Math Curriculum
- ✓ Mathematics Stations Materials
- ✓ Mathematics Games Materials
- ✓ Mathematics Literature Library

E. Science

Overview

Science at Vincent Academy places a premium on observation, inquiry and hands-on investigations in to the nature of the world around us. Students study physical, life and earth sciences through comprehensive standards-based FOSS units. Each unit has companion literature that is easily integrated into the reading, writing and language and word study instructional blocks. In addition, students apply science knowledge in a grade-level specific service-learning project, which provide an authentic, local community context for their learning. Lastly, the school garden is viewed as a living laboratory where students can explore and anchor many of the concepts they encounter in the units of study.

Planning and Preparation

- ✓ Baseline Science Assessment Results
- ✓ Performance Rubrics
- ✓ CA Next Generation Science Standards
- ✓ Vincent Academy Grade Level Scope and Sequence
- ✓ Vincent Academy Mastery Timeline

Instructional Format

Each unit calls for various types of instruction, from read aloud to laboratory demonstration.

Instructional Activities Menu

- ✓ Hands-On Investigations
- ✓ Garden Science

Curricular Resources & Materials

- ✓ FOSS Curriculum (Kits and extension literature)
- ✓ Seed to Table Curriculum
- ✓ Grade-Level Service-Learning Project
- ✓ Kids in the Garden

F. Social Studies

Overview

Social Studies are a portal into the past and the future. Students learn about history and the world as it is today through experiential exercises, interaction with primary sources, and personal reflections. Students are presented with quality materials and resources that consider the multiple perspectives on historical events and encourage students to see themselves as agents of change. Students also engage in a grade-level service-learning project that provides an authentic, local community context for their learning.

Planning and Preparation

- ✓ Baseline Social Studies Assessment Results
- ✓ Performance Rubrics
- ✓ CA Grade Level Social Studies Standards
- ✓ Vincent Academy Grade Level Scope and Sequence
- ✓ Vincent Academy Mastery Timeline

Instructional Format

Students are first presented with a preview lesson that connects to prior knowledge, develops key vocabulary and builds important background knowledge. Students then engage in a guided lesson or activity in partners or small groups. A processing assignment closes the session by challenging students to utilize critical thinking skills to apply what they have learned.

Instructional Activities Menu

- ✓ Visual Discovery
- ✓ Social Studies Skill Builder
- ✓ Experiential Exercises
- ✓ Writing for Understanding
- ✓ Response Group
- ✓ Problem Solving Groupwork

Curricular Resources & Materials

- ✓ Social Studies Alive! Curriculum
- ✓ Grade-Level Service-Learning Project

G. Physical, Health, Life Skills and Technology Education

Overview

Students receive weekly instruction in physical, health and life skills in order to support the general well being of each individual within the community. The focus throughout is on cooperation, conflict resolution and setting personal goals.

Planning and Preparation

- ✓ CA Grade Level Physical Education and Health Standards
- ✓ Vincent Academy Grade Level Scope and Sequence

Instructional Format

Each unit calls for various types of instruction, from whole group game practice to conflict resolution skills demonstration.

Instructional Activities Menu

- ✓ Cooperative Games
- ✓ Videos
- ✓ Role Play
- ✓ Experiential Exercises
- ✓ Journaling
- ✓ Generating Computer-based Assignments

Curricular Resources & Materials

- ✓ Toolbox Curriculum
- ✓ SPARK Curriculum
- ✓ Healthy Lifestyle Choices Curriculum
- ✓ Technology Curriculum

IV. Assessment of Teaching and Learning

A. Sample Assessment Calendar

Assessment	Administration Window
• Fountas & Pinnell Developmental Reading Assessment	8/25/15-9/11/15
• Baseline Writing Assessment	8/25/15-9/11/15
• CELDT	9/22/15 – 10/9/15
• 1 st Round ELA and Math Interims	8/25/15-9/11/15
• Science-FOSS	8/25/15-9/11/15
• Social Studies-TCI	8/25/15-9/11/15
• 2 nd Fountas & Pinnell Developmental Reading Assessment	12/1/15-1/8/15
• 1 st Writing Assessment	12/15/15 – 12/11/15
• 2 nd Round ELA and Math Interims	12/15/15– 12/19/15
• 1 st Trimester Report Card (disseminated at conferences)	8/25/15 – 12/8/15
• 3 rd Round ELA and Math Interims	3/14/16 – 3/25/16
• 2 nd Writing Assessment	3/14/16 – 3/25/16
• 2 nd Trimester Report Card (disseminated at conferences)	12/9/15 – 3/24/15
• Science-FOSS	3/14/16 – 3/25/16
• Social Studies-TCI	3/14/16 – 3/25/16
• 4 th Round ELA and Math Interims	6/1/16- 6/10/16
• Science-FOSS	6/1/16- 6/10/16
• Social Studies-TCI	6/1/16- 6/10/16
• 3 rd Writing Assessment	6/1/16- 6/10/16
• Fountas & Pinnell Developmental Reading Assessment	6/1/16- 6/10/16
• Social/Emotional Assessment	6/11/16 -6/15/16

D. Promotion and Retention Policy

Rationale

The aim of Vincent Academy's promotion and retention policy is to avoid both "social promotion" (i.e., promotion of students not performing at grade level to the next grade in order to avoid certain social consequences of falling behind their peer group) and "simple retention" (i.e., the requirement that students not performing up to grade level repeat the academic year, following the same program in which they failed to progress adequately without substantial targeted support). Neither is the answer to students' learning challenges. Research indicates that both choices can lead to serious and debilitating consequences in a child's academic career.

On the one hand, social promotion can lead to frustrated students who are incapable of doing the work at hand, over-burdened teachers forced to spend a disproportionate amount of time with underprepared students, and misinformed parents who do not have an accurate sense of their child's actual academic standing. In addition, the phenomenon of social promotion sends an insidious message to all students that hard work is unnecessary to advance in life.

Likewise, retention is problematic and often ineffective. Simply retaining a student for another year of repeated coursework can be devastating to the student's confidence levels and social standing, create an even wider gap of knowledge and skills and ultimately lead the student to drop out of school altogether.

Given the overwhelming evidence against the common practices of social promotion and simple retention, it is of critical importance that schools develop viable alternatives for successfully managing student learning challenges and ensuring adequate progress for all.

In compliance with relevant California Education Code provisions, Vincent Academy will adhere to a pupil promotion and retention policy that: 1) continually monitors students' learning outcomes from the earliest grades; 2) offers timely and effective academic interventions to students with learning challenges; and 3) utilizes multiple criteria to make final determinations.

The following California Education Code is relevant to the Vincent Academy pupil promotion and retention policy:

Key Elements/Pupil Promotion and Retention	Education Code Section
<p>I. Local Policy on Pupil Promotion and Retention</p> <p>In addition to existing local policies for pupil retention and promotion (adopted pursuant to Education Code § 48070), the governing board of each school district and each county board of education shall approve a policy regarding the promotion and retention of pupils between the following grades:</p> <ol style="list-style-type: none"> 1) Second grade and third grade. 2) Third grade and fourth grade. 3) Fourth grade and fifth grade. 4) The end of the intermediate grades and the beginning of middle school grades. 5) The end of middle school grades and the beginning of high school. <p>The policy shall base the identification of pupils “(1) Between second grade and third grade” and “(2) Between third grade and fourth grade” primarily on the basis of the pupils’ levels of proficiency in reading.</p> <p>The policy shall base the identification of pupils “(3) Between fourth grade and fifth grade,” “(4) Between the end of the intermediate grades and the beginning of middle school grades,” and “(5) Between the end of the middle school grades and the beginning of high school” primarily on the basis of the pupils’ levels of proficiency in reading, English language arts, and mathematics.</p>	<p>48070.5 (a) 48070.5 (c)</p>
<p>II. Criteria for Retention</p> <p>The local policy approved for Education Code § 48070,5(a) (see I. Above) shall identify pupils who should be retained <i>and</i> who are at risk of being retained in their current grades on the basis of the following:</p> <ol style="list-style-type: none"> 1) Pupil’s proficiency levels and other indicators of academic achievement designated by the district. 	<p>48070.5 (b)</p>
<p>II. Exception to the Retention Criteria</p> <p>Pursuant to Education Code § 48070.5(b), identifies that a pupil is performing below the minimum standard for promotion, the <i>pupil shall be retained</i> unless the pupil’s regular classroom teacher specifies in writing that retention is not the appropriate intervention. This written determination shall specify:</p> <p>The reasons that retention is not appropriate for the pupil and Recommendations for interventions other than retention that in the opinion of the teacher are necessary to assist the pupil to attain acceptable levels of academic achievement.</p> <p>If the teacher’s recommendation to promote is contingent upon the pupil’s participation in a remediation program, the pupil’s academic performance shall be reassessed at the end of the remediation program and the decision to retain or promote shall be reevaluated at that time.</p> <p>The teacher’s evaluation shall be provided to and discussed with the pupil’s parent or guardian and the school principal <i>before</i> any final determination of pupil retention or promotion.</p>	<p>48070.5(d)</p>
<p>IV. What Shall Be Included in New Local Policy</p> <p>The policy shall:</p> <p>Provide for parental notification when a pupil is identified as being at risk of retention.</p>	<p>48070.5 (e) 48070.5 (f)</p>

<p>This notice shall be provided as early in the school year as practicable. The policy shall provide a pupil's parent or guardian the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the pupil.</p>	
<p>Provide a process through which the decision of the teacher to retain or promote a pupil may be appealed. If an appeal is made, the burden shall be on the appealing party to show why the decision of the teacher should be overruled.</p>	48070.5 (g)
<p>Provide that pupils who are at risk of being retained in their current grades be identified as early in the school year, and as early in their school careers, as practicable.</p>	48070.5 (h)
<p>Indicate the manner in which opportunities for remedial instruction will be provided to pupils who are recommended for retention or who are identified as being at risk for retention.</p>	

Promotion and Retention Guidelines, Exceptions and Criteria

Guidelines

- Students may be retained a maximum of two times in their elementary careers.
- Students may have an accelerated promotion to the following grade level if 1) the placement would be appropriate for their social and emotional development and 2) academics indicate at least 1-year beyond grade-level in *all* subject areas. Accelerated promotion decisions will be formalized through the SST process and will therefore have the benefit of a team perspective. However, the Head of School holds the final authority for the decision of whether to promote or retain an individual student prior to an appeal.
- Promotion and retention decisions will be formalized through the SST process, and will therefore have the benefit of a team perspective. However, the Head of School holds the final authority for the decision of whether to promote or retain an individual student prior to an appeal.
- Promotion and retention decisions may be appealed by the process outlined below (see “Section III. Appeals Process”).
- All promotion and retention decisions must be made on the basis of multiple forms of evidence of academic achievement (see “Criteria” below).

Exceptions

Special Education

- Students with Individualized Education Plans (IEP)/504 Plans shall be promoted or retained in accordance with the IEP/504 Plan. No student shall be retained due to an identified disability.

English Learners (EL)

- English Learners shall not be retained due to a lack of English language skills.

Criteria

Retention criteria are different at the 2nd, 3rd, 4th and 5th grades. The chart below indicates what criteria are relevant at each successive grade level.

2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
1. F & P End of Year Reading Level 2. Performance on Reading Section of Report Card 3. Teacher Evaluation	4. F & P End of Year Reading Level 5. Performance on Reading Section of Report Card 6. Teacher Evaluation	1. F & P End of Year Reading Level 2. Performance on ELA and Math Sections of Report Card 3. Teacher Evaluation 4. 3 rd Grade SBAC Test Results (ELA and Math)	1. F & P End of Year Reading Level 2. Performance on ELA and Math Sections of Report Card 3. Teacher Evaluation 4. 3 rd and 4 th Grade SBAC Test Results (ELA, Writing and Math) 5. SST Team evaluation of student's readiness for demands of middle school

The following chart explains performance standards for each criterion indicated above and the total number of criteria that must be met for a student considered at-risk of retention to be promoted.

Designations of Criteria Met						
	F&P Reading Level	Report Card	Teacher Evaluation	SBAC Test Results	SST Middle School Readiness Evaluation	# of Met Criteria Required for Promotion
2 nd Grade	D	60% Proficiency	2 of 3 categories passing			2 of 3
3 rd Grade	M	60% Proficiency	2 of 3 categories passing			2 of 3
4 th Grade	P	60% Proficiency	2 of 3 categories passing	Basic in ELA and Math		3 of 4
5 th Grade	R	60% Proficiency	2 of 3 categories passing	Basic in ELA and Math		2 of 3 categories passing

RETENTION PROCESS and TIMELINE (2nd-5th Grades Only)

I. Prior to end of first trimester reporting period:

1. Teacher identifies students at-risk of retention.
2. Teacher completes SST Referral and submits to SST Coordinator for Student Success Team (SST) meeting.
3. SST develops RTI action plan for the student at-risk of retention.

II. First trimester reporting period:

1. Conference – Teacher/Parent review progress on RTI action plan from prior SST meeting

III. At least 10 days prior to the second trimester reporting period:

1. Teachers monitor and evaluate student progress on RTI action plan with continuing communication with parent.
2. School Site SST meets and makes retention recommendation, including contingencies.

IV. Within 10 days following the second trimester reporting period:

1. Head of School makes final decision on retention, including contingencies.
2. Conference – Teacher/Parent review student proficiency levels and any contingencies for promotion (if applicable).

APPEALS PROCESS and TIMELINE

I. Within 10 days following the second trimester reporting period:

1. School determines whether or not student will be retained.

II. By March 31st:

1. The appealing party shall submit “Request of Promotion/Retention Appeal Form” to the Vincent Academy Board President (Head of School).

III. By April 15th:

1. The Vincent Academy Board shall meet in closed session to decide the appeal and issue a decision in writing to the appealing party.

**VINCENT ACADEMY
INDIVIDUALIZED LEARNING PLAN (ILP)**

NOTE: AN ILP IS AN IMPORTANT RECORD OF KNOWLEDGE AND STRATEGY IN RELATION TO AN INDIVIDUAL LEARNER. PLEASE TAKE SPECIAL CARE TO CONTRIBUTE LEGIBLY AND KEEP TO THIS DOCUMENT IN GOOD OVERALL CONDITION.

SECTION I COVER SHEET		
STUDENT NAME _____	DATE OF ENTRY INTO VINCENT ACADEMY _____	
STUDENT IDENTIFICATION # _____	GRADE/AGE ON ENTRY DATE _____	
PARENT/GUARDIAN(S) NAME (S) _____		
INITIAL ASSESSMENT	GRADE LEVEL	TEACHER'S NAME
<u>UPON ENTRY CHECKLIST</u> <input type="checkbox"/> ASSESS FOR PERSONAL LEARNING ATTRIBUTES <input type="checkbox"/> ASSESS FOR LEARNING STYLES <input type="checkbox"/> ASSESS STUDENT'S KNOWLEDGE OF PERSONAL INFORMATION	TK/KINDERGARTEN	
	FIRST GRADE	
	SECOND GRADE	
	THIRD GRADE	
	FOURTH GRADE	
	FIFTH GRADE	
	RETENTION GRADE ____	
<u>GRADE-LEVEL TASK CHECKLIST</u>		
<input type="checkbox"/> TK/KINDER- CONDUCT ENTRY ASSESSMENTS , COMPLETE TRIMESTER GOALS, CONTRIBUTE SUCCESSFUL STRATEGIES <input type="checkbox"/> 1 ST - COMPLETE TRIMESTER GOALS, CONTRIBUTE SUCCESSFUL STRATEGIES, ENTRY ASSESSMENTS AS NEEDED <input type="checkbox"/> 2 ND - COMPLETE TRIMESTER GOALS, CONTRIBUTE SUCCESSFUL STRATEGIES, ENTRY ASSESSMENTS AS NEEDED <input type="checkbox"/> 3 RD - COMPLETE TRIMESTER GOALS, CONTRIBUTE SUCCESSFUL STRATEGIES, ENTRY ASSESSMENTS AS NEEDED <input type="checkbox"/> 4 TH - COMPLETE TRIMESTER GOALS, CONTRIBUTE SUCCESSFUL STRATEGIES, ENTRY ASSESSMENTS AS NEEDED <input type="checkbox"/> 5 TH - COMPLETE TRIMESTER GOALS, CONTRIBUTE SUCCESSFUL STRATEGIES, ENTRY ASSESSMENTS AS NEEDED		

SECTION II			
KNOWLEDGE OF PERSONAL INFORMATION / PERSONAL LEARNING ATTRIBUTES			
PERSONAL LEARNING ATTRIBUTES		STUDENT KNOWLEDGE OF PERSONAL INFORMATION	
CIRCLE AND WRITE-IN		CHECK-OFF AND WRITE IN DATE	DATE
HANDEDNESS	R L A	<input type="checkbox"/> KNOWS FIRST, MIDDLE AND LAST NAME	
WEARS GLASSES	Y N	<input type="checkbox"/> CAN SPELL AND LEGIBLY WRITE NAME	
HAS HEARING AID	Y N	<input type="checkbox"/> KNOWS AGE	
OTHER		<input type="checkbox"/> KNOWS BIRTHDAY	
_____		<input type="checkbox"/> KNOWS PHONE NUMBER(S)	
_____		<input type="checkbox"/> KNOWS HOME ADDRESS	
_____		<input type="checkbox"/> KNOWS NAME OF PARENTS/GUARDIAN(S)	
_____		<input type="checkbox"/> KNOWS NAME OF SCHOOL	

SECTION III			
LEARNING STYLES / MULTIPLE INTELLIGENCES			
LEARNING STYLES INVENTORY RESULTS			
KINESTHETIC/TACTILE	VISUAL		AUDITORY
_____	_____		_____

MULTIPLE INTELLIGENCES INVENTORY RESULTS			
LINGUISTIC	BODILY/KINESTHETIC	LOGICAL/MATHEMATICAL	INTRAPERSONAL
_____	_____	_____	_____
NATURALISTIC	MUSICAL	INTERPERSONAL	SPATIAL
_____	_____	_____	_____

SECTION IV	
S.M.A.R.T LEARNING GOALS BY GRADE LEVEL	
S.M.A.R.T LEARNING GOALS ARE...	
<p style="text-align: center;">SPECIFIC MEASURABLE ATTAINABLE RESULTS-BASED AND TIME-BOUND</p>	
<p>☺ S.M.A.R.T GOAL EXAMPLE: STUDENT WILL BE ABLE TO RECITE ALL THE U.S. CAPITOL CITIES IN UNDER 5-MINUTES BY THE END OF THE MONTH OF OCTOBER.</p>	
<p>☹ NON-EXAMPLE: STUDENT WILL GET BETTER AT GEOGRAPHY AND LEARN THE STATE CAPITOLS.</p>	
<p><i>Instructions for Teachers: In conjunction with a student and their family, set trimester academic and conduct S.M.A.R.T goals on the following pages during trimester conferences.</i></p>	

TK/KINDERGARTEN S.M.A.R.T GOALS

TRIMESTER 1-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 1-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-CONDUCT GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER/END OF YEAR REFLECTION:

WERE THE GOALS SET SUCCESSFULLY ACCOMPLISHED? IF SO, HOW WILL WE CELEBRATE?

IF NOT, WHAT FURTHER ENCOURAGEMENT AND SUPPORT IS NECESSARY TO ACCOMPLISH THESE GOALS?

FIRST GRADE S.M.A.R.T GOALS**TRIMESTER 1-ACADEMIC GOALS**

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 1-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-CONDUCT GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER/END OF YEAR REFLECTION:**WERE THE GOALS SET SUCCESSFULLY ACCOMPLISHED? IF SO, HOW WILL WE CELEBRATE?**

IF NOT, WHAT FURTHER ENCOURAGEMENT AND SUPPORT IS NECESSARY TO ACCOMPLISH THESE GOALS?

SECOND GRADE S.M.A.R.T GOALS

TRIMESTER 1-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 1-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-CONDUCT GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER/END OF YEAR REFLECTION:

WERE THE GOALS SET SUCCESSFULLY ACCOMPLISHED? IF SO, HOW WILL WE CELEBRATE?

IF NOT, WHAT FURTHER ENCOURAGEMENT AND SUPPORT IS NECESSARY TO ACCOMPLISH THESE GOALS?

THIRD GRADE S.M.A.R.T GOALS

TRIMESTER 1-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 1-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-CONDUCT GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER/END OF YEAR REFLECTION:

WERE THE GOALS SET SUCCESSFULLY ACCOMPLISHED? IF SO, HOW WILL WE CELEBRATE?

IF NOT, WHAT FURTHER ENCOURAGEMENT AND SUPPORT IS NECESSARY TO ACCOMPLISH THESE GOALS?

FOURTH GRADE S.M.A.R.T GOALS

TRIMESTER 1-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 1-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-CONDUCT GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER/END OF YEAR REFLECTION:

WERE THE GOALS SET SUCCESSFULLY ACCOMPLISHED? IF SO, HOW WILL WE CELEBRATE?

IF NOT, WHAT FURTHER ENCOURAGEMENT AND SUPPORT IS NECESSARY TO ACCOMPLISH THESE GOALS?

FIFTH GRADE S.M.A.R.T GOALS

TRIMESTER 1-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 1-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-CONDUCT GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER/END OF YEAR REFLECTION:

WERE THE GOALS SET SUCCESSFULLY ACCOMPLISHED? IF SO, HOW WILL WE CELEBRATE?

IF NOT, WHAT FURTHER ENCOURAGEMENT AND SUPPORT IS NECESSARY TO ACCOMPLISH THESE GOALS?

RETENTION GRADE S.M.A.R.T GOALS (IF APPLICABLE)**TRIMESTER 1-ACADEMIC GOALS**

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 1-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 2-CONDUCT GOALS

GOAL #1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-ACADEMIC GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER 3-CONDUCT GOALS

GOAL # 1:

GOAL # 2:

GOAL # 3:

TRIMESTER/END OF YEAR REFLECTION:**WERE THE GOALS SET SUCCESSFULLY ACCOMPLISHED? IF SO, HOW WILL WE CELEBRATE?**

IF NOT, WHAT FURTHER ENCOURAGEMENT AND SUPPORT IS NECESSARY TO ACCOMPLISH THESE GOALS?

LEARNING STRATEGIES

INSTRUCTIONS FOR TEACHERS: FILL IN ANY PARTICULAR STRATEGIES UTILIZED THIS YEAR THAT WERE EFFECTIVE ASSISTS FOR THIS STUDENT'S LEARNING.

TK/KINDERGARTEN : EFFECTIVE LEARNING STRATEGIES

FIRST GRADE: EFFECTIVE LEARNING STRATEGIES

SECOND GRADE: EFFECTIVE LEARNING STRATEGIES

THIRD GRADE: EFFECTIVE LEARNING STRATEGIES

FOURTH GRADE: EFFECTIVE LEARNING STRATEGIES

FIFTH GRADE: EFFECTIVE LEARNING STRATEGIES

RETENTION GRADE: EFFECTIVE LEARNING STRATEGIES (IF APPLICABLE)



Vincent Academy 2015-2016 School Calendar

JULY 2015							JANUARY 2016											
S	M	T	W	T	F	S	1-31	Summer Camp	1	Winter Break	S	M	T	W	T	F	S	
				1	2	3	4	3	Independence Day	12	PTAC Meeting					1	2	
5	6	7	8	9	10	11			18	MLK Birthday	3	4	5	6	7	8	9	
12	13	14	15	16	17	18			29	Staff Development	10	11	12	13	14	15	16	
19	20	21	22	23	24	25					17	18	19	20	21	22	23	
26	27	28	29	30	31						24	25	26	27	28	29	30	
											31							
AUGUST 2015							FEBRUARY 2016											
S	M	T	W	T	F	S	3-7	Summer Camp	9	PTAC Meeting	S	M	T	W	T	F	S	
						1	22	Annual Welcome Picnic	15	President's Day		1	2	3	4	5	6	
2	3	4	5	6	7	8	24	First Day of School	26	Black History Month Celebration	7	8	9	10	11	12	13	
9	10	11	12	13	14	15					14	15	16	17	18	19	20	
16	17	18	19	20	21	22					21	22	23	24	25	26	27	
23	24	25	26	27	28	29					28	29						
30	31																	
SEPTEMBER 2015							MARCH 2016											
S	M	T	W	T	F	S	7	Labor Day	8	PTAC Meeting	S	M	T	W	T	F	S	
			1	2	3	4	15	Back to School Night	9	Staff Development			1	2	3	4	5	
6	7	8	9	10	11	12			25	Cesar Chavez Day	6	7	8	9	10	11	12	
13	14	15	16	17	18	19			28-1	Spring Break & Camp	13	14	15	16	17	18	19	
20	21	22	23	24	25	26					20	21	22	23	24	25	26	
27	28	29	30								27	28	29	30	31			
OCTOBER 2015							APRIL 2016											
S	M	T	W	T	F	S	6	PTAC Meeting	1	Spring Break & Camp	S	M	T	W	T	F	S	
					1	2	8	Picture Day	12	PTAC Meeting						1	2	
4	5	6	7	8	9	10	16	Staff Development	14	Spring Pictures	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	30	Dios De Los Muertos & Harvest Fest			10	11	12	13	14	15	16	
18	19	20	21	22	23	24					17	18	19	20	21	22	23	
25	26	27	28	29	30	31					24	25	26	27	28	29	30	
NOVEMBER 2015							MAY 2016											
S	M	T	W	T	F	S	5	Make-Up Picture Day	3	Teacher Appreciation	S	M	T	W	T	F	S	
						1	10	PTAC Meeting	10	PTAC Meeting		1	2	3	4	5	6	7
1	2	3	4	5	6	7	11	Veterans Day	20	Family Literacy Fest	8	9	10	11	12	13	14	
8	9	10	11	12	13	14	23-27	Fall Recess	27 & 30	Memorial Day	15	16	17	18	19	20	21	
15	16	17	18	19	20	21					22	23	24	25	26	27	28	
22	23	24	25	26	27	28					29	30	31					
29	30																	
DECEMBER 2015							JUNE 2016											
S	M	T	W	T	F	S	9	Staff Development	7	PTAC Meeting	S	M	T	W	T	F	S	
			1	2	3	4	16	Winter Concert	13-17	VA Spirit Week				1	2	3	4	
6	7	8	9	10	11	12	21-31	Winter Recess	17	Promotion Celebration	5	6	7	8	9	10	11	
13	14	15	16	17	18	19			20-24	Summer Recess	12	13	14	15	16	17	18	
20	21	22	23	24	25	26			27-30	Summer Camp	19	20	21	22	23	24	25	
27	28	29	30	31							26	27	28	29	30			

KEY	
	School Holiday/School closed
	Non-academic camp days
	Teacher/Staff Prof Days
	Important Date for Families

**VINCENT ACADEMY
STUDENT SUCCESS TEAM (SST) REFERRAL**

SECTION I – STUDENT INFORMATION

Student	Birth Date	Grade	Teacher
Parent Language	Person Referring	Date SST Referral Submitted	
Is student EL? Y or N (circle one)		ELD Level 1__ 2__ 3__ 4__ 5__	

SECTION II – CURRENT PERFORMANCE

Reason for Referral: _____ _____
What outcome are you looking for? _____ _____ _____

Concerns Noted:		
__ Academic	__ EL Progress	__ Attendance
__ Speech/Language	__ Health	__ Behavior
__ Social-Emotional Dev.	__ Motor Skills	__ Other
Additional Notes: _____ _____		

Student Strengths/Interests in the Classroom:

Academic Performance Narrative:
Reading Level ____ Previous Grade CST ELA ____ Previous Grade CST Math ____ CELDT ____

**VINCENT ACADEMY
STUDENT SUCCESS TEAM (SST) REFERRAL**

Behavior (If applicable, give specific examples of student behaviors in the learning environment):

SECTION III - RECORDS REVIEW

Grade(s) Retained (if applicable): TK K 1 2 3 4 5	Current Year Attendance- Absences ____ Tardies ____							
	Past Attendance Record							
		TK	K	1	2	3	4	Retained Grade____
	Days Present							
# of Changes of Schools ____	Days Absent							

Relevant Notes from Cumulative Folder Review:

Check Interventions and Services Received by Student This Year:

__ Before/After School Intervention __ Academic Intercession __ RSP
__ In-Class Tutoring __ Counseling __ Speech & Language

Other: _____

SECTION IV - SST MEETING PREPARATION

Actions Taken Prior to Referral to Student Study Team:

MANDATORY ACTIONS:

- ____ Read Over Cumulative Record
- ____ Conference with Student's Previous Teacher
- ____ Conference with Student's Parents/Guardians
- ____ Implement at least 2 Classroom Modifications (listed on next page)
- ____ Gather student work samples, ELA, Math and ELD Data and bring to SST

OPTIONAL ACTIONS:

- ____ Conference with other educators knowledgeable about this student
- ____ Request a classroom observation

Is there anyone else you believe should be present at the SST? _____

**VINCENT ACADEMY
STUDENT SUCCESS TEAM (SST) REFERRAL**

SECTION V – STUDENT MODIFICATION LOG

1. OBJECTIVE:

Date Initiated	Modification Implemented	Outcome(s)

2. OBJECTIVE:

Date Initiated	Modification Implemented	Outcome(s)

3. OBJECTIVE:

Date Initiated	Modification Implemented	Outcome(s)

4. OBJECTIVE:

Date Initiated	Modification Implemented	Outcome(s)

SECTION VI– FAMILY CONTACT LOG

(ATTACH COPIES OF RELEVANT COMMUNICATIONS)

<u>DATE</u>	<u>TYPE OF CONFERENCE</u>		<u>OUTCOMES/COMMENTS</u>
	<u>PHONE</u>	<u>IN-PERSON</u>	

**VINCENT ACADEMY
STUDENT SUCCESS TEAM (SST) REFERRAL**

APPENDIX – STUDENT MODIFICATIONS

<p style="text-align: center;">ENVIRONEMENTAL CHANGES</p> <ul style="list-style-type: none"> • Change Seating • Reduce Distractions • Create a Special Study Area • Create More Physical Space for Student • Allow for Collaborative/Cooperative Group 	<p style="text-align: center;">ASSIGNMENT MODIFICATIONS</p> <ul style="list-style-type: none"> • Chunk Learning Tasks into Smaller Parts • Extend Time • Create Alternative Assignment Structure • Use of Tape Recorder • Use of Assignment Notebook/Calendar • Use of Daily Assignment Sheet
<p style="text-align: center;">RESOURCE/MATERIALS MODIFICATIONS</p> <ul style="list-style-type: none"> • Substitute Instructional Materials • Incorporate High-Interest Reading Materials • Incorporate Computer • Incorporate Books on Tape • Incorporate Learning Games • Use of Manipualatives • Use of Visuals/Realia • Use of Calculator • Student-Selected Materials 	<p style="text-align: center;">SCHEDULE MODIFICATIONS</p> <ul style="list-style-type: none"> • Activity Breaks/Positive Reinforcement in Transitions • Use of Timer • Visual Schedule Reminder • Stagger Less Desirable and More Desirable Activities
<p style="text-align: center;">INSTRUCTIONAL CONSIDERATIONS</p> <ul style="list-style-type: none"> • Vary Instruction for Multiple Learning Styles • Clear, Step-wise Instructions • Repetition of Instructions and Assignments • Frequent / Systematic Feedback • Small Group Instruction • Cross-Age Tutor • Proximity • Use of Study Aids (highlighter, graphic organizers etc.) • Peer/Volunteer Tutor 	<p style="text-align: center;">BEHAVIOR MODIFICATIONS</p> <ul style="list-style-type: none"> • Daily Positive Parent Contact • Progress Reports Sent Home and Returned to School • Individual Behavior Contract • Verbal Praise • Reinforcement of Positive Behaviors • Individual Behavior Cues • Visual-Aide for Decision-Making Steps • Visual Aid for Anger-Management Steps • Designation of Voluntary Cool-Down/Reflection Area • Special Privileges

**Vincent Academy
EL Reclassification Form**

Student's Name: _____ Student's ID: _____

1. Assessment of English Proficiency

California English Language Development Test (CELDT)

Students overall English Language Proficiency Level is Early Advanced or higher (Level 4 or 5) and **each** skill of proficiency is Intermediate or higher (Level 3, 4 or 5).

Date CELDT testing completed: _____ Overall Score: _____ Overall Level: _____

CELDT Sub Sections

Scale Score

Level

Listening and Speaking

Writing

Reading

Do these student's CELDT scores meet this criterion? Yes No

2. Performance in Basic Skills

ELA Language Arts (ELA) Section of California Standards Test (CST)

Student must score at 325 to meet this criterion.

ELA CST

Date: _____

Score: _____

Do the student's ELA CST score meet this criterion? Yes No

3. Teacher Evaluation of Student Academic Performance

Does student's academic performance suggest readiness to participate in the school program without additional supports based on report cards, classroom work and assessments and teacher observation? Yes No

If yes, please indicate measures used and attach student work samples.

Report Card

Classroom Work and

Teacher Observation

Assessments

I have reviewed the student's progress in all core academic areas (ELA, Math, Social Studies and Science) and confirm grade-level proficiency levels.

Teacher Signature _____

Date: _____

Head of School Signature _____ Date: _____

Does the student's performance meet this criterion? Yes No

4. Parent Opinion and Consultation

Parent/Guardian Comments:

I understand that my child has developed the English language skills needed to successfully access the school's educational program without additional support. I understand that my child will not receive instruction in English Language Development (ELD) after reclassification.

Parent/Guardian Signature _____

Date of Meeting: _____

Does the parent/guardian agree to the reclassification of the student? Yes No

ARTICLES OF INCORPORATION
OF
VINCENT ACADEMY
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Vincent Academy.

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 for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

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:

Jean Driscoll
1086 Eighth Street
Oakland, CA 94607

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, 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.

Dated: _____

Jean Driscoll, Incorporator

AMENDED AND RESTATED BYLAWS
of
PARTNERS IN OAKLAND EDUCATION

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**AMENDED AND RESTATED BYLAWS
of
PARTNERS IN OAKLAND EDUCATION**

**ARTICLE I
PRINCIPAL OFFICE AND OTHER OFFICES**

The principal office of this corporation shall be located in the county of Alameda, California. This corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the Board of Directors may, from time to time, designate.

**ARTICLE II
MEMBERSHIP**

This corporation shall have no voting members, but the Board of Directors may, by resolution, establish one or more classes of nonvoting members and provide for eligibility requirements for membership and rights and duties of members, including the obligation to pay dues.

**ARTICLE III
BOARD OF DIRECTORS**

Section 1. Powers. This corporation shall have powers to the full extent allowed by law. All powers and activities of this corporation shall be exercised and managed by the Board of Directors of this corporation directly or, if delegated, under the ultimate direction of the Board.

Section 2. Number of Directors. The number of directors shall be not less than five nor more than nine, with the exact authorized number of directors to be fixed from time to time by resolution of the Board of Directors. The Head of School shall not serve as a director but shall attend meetings of the Board as an observer while employed as Head of School.

Section 3. Limitations on Interested Persons. At all times, not more than 49% of the directors of this corporation may be interested persons. An interested person means either:

(a) any person currently being compensated by this corporation for services rendered to it within the previous twelve months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director in his or her capacity as director; or

(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 any such person.

Section 4. Election and Term of Office of Directors. The directors then in office shall elect their successors, except that the Oakland Unified School District may appoint a representative to serve on the Board as provided in California Education Code 47604(b). Each director shall be elected (or, in the case of the District representative if any, appointed) for a term of two years; provided, however, that each of the five directors named in this corporation's application to the Internal Revenue Service for tax-exempt status (each a "Founding Director") shall serve an initial term of five years. Each director shall hold office until a successor has been elected.

Section 5. Vacancies. A vacancy shall be deemed to exist on the Board in the event that the actual number of directors is less than the authorized number for any reason. Vacancies may be filled by the remaining directors for the unexpired portion of the term.

Section 6. Resignation and Removal. Resignations shall be effective upon receipt in writing by the Chairman of the Board (if any), the President (if any), the Secretary, or the Board of Directors of this corporation, unless a later effective date is specified in the resignation. Two-thirds of the directors then in office, excluding the director in question, may remove any director at any time, with or without cause. 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 7. Place of Meeting. All meetings of the Board of Directors shall be held at the principal office of the corporation. The Board of Directors may specify that a meeting be held at any place within California that has been specified by resolution of the Board of Directors or 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, Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code, as such chapter may be modified by subsequent legislation (the "Brown Act").

Section 8. Annual Meetings. A meeting of the Board of Directors shall be held at least once a year. Annual meetings shall be called by the Chairman of the Board (if any), the President (if any), or any two directors, and noticed in accordance with Section 9 of this Article. Each annual meeting of the Board of Directors shall be called, held, and conducted in accordance with the terms and provisions of the Brown Act.

Section 9. Notice of Annual Meetings.

A. Public Notice. At least 72 hours before an annual meeting, the Board of Directors, or its designee, shall post an agenda, at a location freely accessible to the public, containing (i) the time of the meeting, (ii) the place if the place is other than the principal office of the corporation, and (iii) a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. Except as expressly permitted by the Brown Act, no business, other than the business set forth in the notice, may be transacted at an annual meeting.

B. Notice to Directors. Pursuant to the Brown Act, the Board of Directors shall adhere to the following director notice requirements for annual meetings:

Any notice for an annual meeting shall be addressed or delivered to each director at the director's address as 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. 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, in compliance with Article VIII, Section 5 of these Bylaws. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to the person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the recipient.

Section 10. Special Meetings. Special meetings of the Board of Directors may be called by the Chairman of the Board (if any), the President (if any), or any two directors, and noticed in accordance with Section 11 of this Article. Each special meeting of the Board of Directors shall be called, held, and conducted in accordance with the terms and provisions of the Brown Act.

Section 11. Notice of Special Meetings.

A. Public Notice. At least 24 hours before a special meeting, the Board of Directors, or its designee, shall post an agenda, at a location freely accessible to the public, containing (i) the time of the meeting, (ii) the place if the place is other than the principal office of the corporation, and (iii) a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. No business, other than the business set forth in the notice, may be transacted at a special meeting.

B. Notice to Directors Notice of a special meeting shall be given to directors as provided in Section 9(B), above, substituting "special meeting" for "annual meeting" as necessary.

Section 12. Quorum. A majority of the total number of directors then in office shall constitute a quorum, provided that in no event shall the required quorum be less than one-fifth of the authorized number of directors or two directors, whichever is larger. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, except as otherwise provided in Article III, Sections 5 (filling board vacancies) and 6 (removing directors); Article IV, Section 1 (appointing Board Committees); Article VI, Section 3 (approving self-dealing transactions); Article VII, Section 2 (approving indemnification); and Article VIII, Section 6 (amending Bylaws), of these Bylaws or in the California Nonprofit Public Benefit Corporation Law. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 13. Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any board meeting to another time and place. If a meeting is adjourned for more than 24 hours, notice of such adjournment to another time and 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 adjournment, and to the public in the manner prescribed by the Brown Act.

Section 14. Closed Session Meetings. Closed session meetings of the Board of Directors shall be posted and conducted in compliance with the provisions of the Brown Act. Unless otherwise dictated by need and approved by the President, or the President's designee, only directors may participate in closed session meetings.

Section 15. Teleconference Meetings. Directors may participate in a meeting through use of conference telephone or electronic video screen communication, so long as all of the following requirements are satisfied.

(a) each director participating in the meeting can communicate with all of the other directors concurrently;

(b) each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation; and

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

(1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting; and

(2) All statements, questions, actions, or votes were made by that director and not by another person not permitted to participate as a director.

In addition to the general teleconference requirements listed above, the Board of Directors must further ensure that all of the following requirements of the Brown Act are satisfied:

(a) At a minimum, a majority of the voting directors then in office shall participate in the teleconference from locations within the boundaries of the school district in which the corporation operates;

(b) All votes taken during the teleconference meeting shall be by roll call;

(c) If the Board of Directors elects to use teleconference, it shall post agendas at all teleconference locations with the teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a director participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and must be provided with an opportunity to address the board directly at each teleconference meeting location; and

(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 16. Standard of Care.

A. General. A director shall perform the duties of a director, including duties as a member of any Board Committee on which the director may serve, in good faith, in a manner such director believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

(i) one or more officers or employees of this corporation whom the director believes to be reliable and competent as to the matters presented;

(ii) counsel, independent accountants, or other persons as to matters which the director believes to be within such person's professional or expert competence; or

(iii) a Board Committee upon which the director does not serve, as to matters within its designated authority, provided that the director believes such Committee merits confidence;

so long as in any such case, the director acts in good faith after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Except as provided in Article VI below, a person who performs the duties of a director in accordance with this Section shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limiting the generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which a corporation, or assets held by it, are dedicated.

B. Investments. Except with respect to assets held for use or used directly in carrying out this corporation's public or charitable activities, in investing, reinvesting, purchasing or acquiring, exchanging, selling, and managing this corporation's investments, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income as well as the probable safety of this corporation's capital. No investment violates this Section where it conforms to provisions authorizing such investment

contained in an instrument or agreement pursuant to which the assets were contributed to this corporation.

Section 17. Inspection. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents, and to inspect the physical properties of this corporation.

Section 18. Director Compensation. Directors shall serve without compensation except that directors may receive 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. In addition, directors shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 1 of this Article. Directors may not be compensated for rendering services to the corporation in any capacity other than director, unless such compensation is reasonable and is allowable under the provisions of Section 3 of this Article.

Section 19. Executive Compensation Review. The Board of Directors (or a Board Committee) shall review any compensation packages (including all benefits) of the President or the chief executive officer and the Treasurer or chief financial officer, regardless of job title, and such other officers as may be required by law or which shall be so designated by resolution of the Board of Directors from time to time, and shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation.

Section 20. Compliance with Laws Governing Student Records. The corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act, as set forth in Title 20 of the United States Code Section 1232(g) and attendant regulations as they may be amended from time to time.

ARTICLE IV COMMITTEES

Section 1. Board Committees. The Board of Directors may, by resolution adopted by a majority of the directors then in office, create any number of Board Committees, each consisting of two or more directors, and only of directors, to serve at the pleasure of the Board; provided, however, that at all times there shall be an Executive Committee and an Audit Committee. Appointments to any Board Committee shall be by a majority vote of the directors then in office. Board Committees may be given all the authority of the Board, except for the powers to:

- (a) set the number of directors within a range specified in these Bylaws;
- (b) elect directors or remove directors without cause;
- (c) fill vacancies on the Board of Directors or on any Board Committee;

- (d) fix compensation of directors for serving on the Board or any Board Committee;
- (e) amend or repeal these Bylaws or adopt new Bylaws;
- (f) adopt amendments to the Articles of Incorporation of this corporation;
- (g) amend or repeal any resolution of the Board of Directors which by its express terms is not so amendable or repealable;
- (h) create any other Board Committees or appoint the members of any Board Committees; or
- (i) approve any merger, reorganization, voluntary dissolution, or disposition of substantially all of the assets of this corporation.

Section 2. Advisory Committees. The Board of Directors may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of directors or non-directors and may be appointed as the Board determines. Advisory committees may not exercise the authority of the Board to make decisions on behalf of this corporation, but shall be restricted to making recommendations to the Board or Board Committees, and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Section 3. Audit Committee. This corporation shall have an Audit Committee whose members shall be appointed by the Board of Directors, and who may include both directors and non-directors, subject to the following limitations: (a) members of the finance committee, if any, shall constitute less than one-half of the membership of the Audit Committee; (b) the chair of the Audit Committee may not be a member of the Finance Committee, if any; (c) the Audit Committee may not include any member of the staff, including the President or chief executive officer and Treasurer or chief financial officer; (d) the Audit Committee may not include any person who has a material financial interest in any entity doing business with this corporation; and (e) Audit Committee members who are not directors may not receive compensation greater than the compensation paid to directors for their Board service.

If the Audit Committee is composed and appointed as required by Section 1 above (concerning Board Committees), it shall be deemed a Board Committee on which the other directors are entitled to rely as provided in Article III, Section 16 of these Bylaws; otherwise, the Board of Directors shall remain responsible for oversight and supervision of the Audit Committee as an Advisory Committee.

The Audit Committee shall: (1) recommend to the Board of Directors the retention and, when appropriate, the termination of an independent certified public accountant to serve as auditor, (2) negotiate the compensation of the auditor on behalf of the Board, (3) confer with the auditor to satisfy the Audit Committee members that the financial affairs of this corporation are in order, (4) review and determine whether to accept the audit, and (5) approve performance of any non-audit services provided to this corporation by the auditor's firm.

Section 4. Executive Committee. The Executive Committee shall consist of the officers of the corporation and the chair of the Audit Committee. The President of the Board shall act as the Chair of the Executive Committee. Unless limited by a resolution of the Board of Directors and subject to the limitations set forth in Section 1, above, the Executive Committee shall have and may exercise all the authority of the Board of Directors in the management of the business and affairs of the corporation between meetings of the Board of Directors.

Section 5. Meetings.

A. Of Board Committees. Meetings and actions of Board Committees shall be governed by and held and taken in accordance with the provisions of Article III of these Bylaws concerning meetings and actions of the Board of Directors, including the requirements imposed by the Brown Act, if applicable, with such changes in the content of those Bylaws as are necessary to substitute the Board Committee and its members for the Board of Directors and its members. Minutes shall be kept of each meeting of any Board Committee and shall be filed with the corporate records.

B. Of Advisory Committees. Subject to the authority of the Board of Directors, Advisory Committees may determine their own meeting rules and whether minutes shall be kept.

The Board of Directors may adopt rules for the governance of any Board or Advisory Committee not inconsistent with the provisions of these Bylaws.

ARTICLE V OFFICERS

Section 1. Officers. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer, who shall be referred to as the Treasurer. The corporation may also have, at the discretion of the directors, such other officers as may be appointed by the Board of Directors. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President or Chairman of the Board, if any.

Section 2. Election. Except for the initial officers appointed by the incorporator, the officers of this corporation shall be elected annually by the Board of Directors, and each shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. Removal. Subject to the rights, if any, of an officer under any contract of employment, any officer may be removed, with or without cause, by the Board of Directors or by an officer on whom such power of removal may be conferred by the Board of Directors.

Section 4. Resignation. Any officer may resign at any time by giving written notice to this corporation. Any resignation shall take effect on receipt of that notice by any other officer than the person resigning or at any later time specified by that notice and, unless

otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of this corporation under any contract to which the officer is a party.

Section 5. Vacancies. A vacancy in any office for any reason shall be filled in the same manner as these Bylaws provide for election to that office.

Section 6. President. The President shall be the chief executive officer of this corporation and shall, subject to control of the Board, generally supervise, direct and control the business and other officers of this corporation. The President shall preside at all meetings of the Board of Directors. The President shall have the general powers and duties of management usually vested in the office of President of the corporation and shall have such other powers and duties as may be prescribed by the Board or these Bylaws. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, the President shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, or other instruments which may from time to time be authorized by the Board of Directors.

Section 7. Secretary. The Secretary shall supervise the keeping of a full and complete record of the proceedings of the Board of Directors and its committees, shall supervise the giving of such notices as may be proper or necessary, shall supervise the keeping of the minute books of this corporation, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Section 8. Treasurer. The Treasurer shall be the chief financial officer of this corporation and shall supervise the charge and custody of all funds of this corporation, the deposit of such funds in the manner prescribed by the Board of Directors, and the keeping and maintaining of adequate and correct accounts of this corporation's properties and business transactions, shall render reports and accountings as required, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

ARTICLE VI CERTAIN TRANSACTIONS

Section 1. Loans. Except as permitted by Section 5236 of the California Nonprofit Public Benefit Corporation Law, this corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer; provided, however, that this corporation may advance money to a director or officer of this corporation or any subsidiary for expenses reasonably anticipated to be incurred in performance of the duties of such director or officer so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Section 2. Self-Dealing Transactions. Except as provided in Section 3 below, the Board of Directors shall not approve, or permit the corporation to engage in, any self-dealing transaction. A self-dealing transaction is a transaction to which this corporation is a party and in which one or more of its directors has a material financial interest, unless the transaction comes within California Corporations Code Section 5233(b).

Section 3. Approval. This corporation may engage in a self-dealing transaction if the transaction is approved by a court or by the Attorney General. This corporation may also engage in a self-dealing transaction if the Board determines, before the transaction, that (a) this corporation is entering into the transaction for its own benefit; (b) the transaction is fair and reasonable to this corporation at the time; and (c) after reasonable investigation, the Board determines that it could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Such determinations must be made by the Board in good faith, with knowledge of the material facts concerning the transaction and the director's interest in the transaction, and by a vote of a majority of the directors then in office, without counting the vote of the interested director or directors.

Where it is not reasonably practicable to obtain approval of the Board before entering into a self-dealing transaction, a Board Committee may approve such transaction in a manner consistent with the requirements above; provided that, at its next meeting, the full Board determines in good faith that the Board Committee's approval of the transaction was consistent with the requirements above and that it was not reasonably practical to obtain advance approval by the full Board, and ratifies the transaction by a majority of the directors then in office without the vote of any interested director.

Section 4. Conflict of Interest Policy. The corporation shall adopt a conflict of interest policy and shall comply with the terms thereof in the course of entering into applicable transactions and contracts.

ARTICLE VII INDEMNIFICATION AND INSURANCE

Section 1. Right of Indemnity. To the fullest extent allowed by Section 5238 of the California Nonprofit Public Benefit Corporation Law, this corporation shall indemnify its agents, in connection with any proceeding, and in accordance with Section 5238. For purposes of this Article, "agent" shall have the same meaning as in Section 5238(a), including directors, officers, employees, other agents, and persons formerly occupying such positions; "proceeding" shall have the same meaning as in Section 5238(a), including any threatened action or investigation under Section 5233 or brought by the Attorney General; and "expenses" shall have the same meaning as in Section 5238(a), including reasonable attorneys' fees.

Section 2. Approval of Indemnity. On written request to the Board of Directors in each specific case by any agent seeking indemnification, to the extent that the agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with Section 5238(d). Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the proceeding, whether, in the specific case, the agent has met the applicable standard of conduct stated in Section 5238(b) or Section 5238(c), and, if so, shall authorize indemnification to the extent permitted thereby.

Section 3. Advancing Expenses. The Board of Directors may authorize the advance of expenses incurred by or on behalf of an agent of this corporation in defending any proceeding prior to final disposition, if the Board finds that:

(a) the requested advances are reasonable in amount under the circumstances;
and

(b) before any advance is made, the agent will submit a written undertaking satisfactory to the Board to repay the advance unless it is ultimately determined that the agent is entitled to indemnification for the expenses under this Article.

The Board shall determine whether the undertaking must be secured, and whether interest shall accrue on the obligation created thereby.

Section 4. Insurance. The Board of Directors may adopt a resolution authorizing the purchase of insurance on behalf of any agent against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, and such insurance may provide for coverage against liabilities beyond this corporation's power to indemnify the agent under law.

ARTICLE VIII MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of this corporation shall end each year on June 30.

Section 2. Contracts, Notes, and Checks. All contracts entered into on behalf of this corporation must be authorized by the Board of Directors or the person or persons on whom such power may be conferred by the Board from time to time, and, except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise provided by law, every check, draft, promissory note, money order, or other evidence of indebtedness of this corporation shall be signed by the Treasurer and countersigned by the President. Except as expressly provided in Article V, Section 6 (President), unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 3. Annual Reports to Directors. Within a reasonable time following the close of this corporation's fiscal year, the President shall furnish an annual written report to all directors of this corporation containing the following information about this corporation's previous fiscal year:

(a) the assets and liabilities, including the trust funds of this corporation, as of the end of the fiscal year;

(b) the principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) the revenue or receipts of this corporation, both unrestricted and restricted to particular purposes, for the fiscal year;

(d) the expenses or disbursements of this corporation, for both general and restricted purposes, for the fiscal year; and

(e) any transaction during the previous fiscal year involving more than \$50,000 between this corporation (or its parent or subsidiaries, if any) and any of its directors or officers (or the directors or officers of its parent or subsidiaries, if any) or any holder of more than ten percent of the voting power of this corporation or its parent or subsidiaries, if any, or any of a number of such transactions in which the same person had a direct or indirect material financial interest, and which transactions in the aggregate involved more than \$50,000, as well as the amount and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any director or officer of this corporation. For each transaction, the report must disclose the names of the interested persons involved in such transaction, stating such person's relationship to this corporation, the nature of such person's interest in the transaction and, where practicable, the value of such interest.

The foregoing report shall be accompanied by any report thereon of independent accountants or, if there is no such report, the certificate of an authorized officer of this corporation that such statements were prepared without an audit from the books and records of this corporation. The report and any accompanying material may be sent by electronic transmission in compliance with Section 5 of this Article.

Section 4. Required Financial Audits. This corporation shall obtain a financial audit for each fiscal year. Whether or not they are required by law, any audited financial statements obtained by this corporation shall be made available for inspection by the Attorney General and the general public within nine months after the close of the fiscal year to which the statements relate, and shall remain available for three years (1) by making them available at this corporation's principal, regional, and district offices during regular business hours and (2) either by mailing a copy to any person who so requests in person or in writing or by posting them on this corporation's website.

Section 5. Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the corporation, the corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the corporation, the corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

Section 6. Amendments. Proposed amendments to these Bylaws shall be submitted in writing to the directors at least one week in advance of any Board meeting at which they will be considered for adoption. The vote of a majority of the directors then in office or the unanimous written consent of the directors shall be required to adopt a bylaw amendment.

Section 7. Governing Law. In all matters not specified in these Bylaws, or in the event these Bylaws shall not comply with applicable law, the California Nonprofit Public Benefit Corporation Law as then in effect shall apply.

Section 8. Fundraising. This corporation shall comply with all applicable provisions of the Uniform Supervision of Trustees for Charitable Purposes Act (Cal. Gov. Code Sections 12580-12599.7), including the provisions with regard to direct fundraising, to fundraising by a commercial fundraiser or fundraising counsel, and to fundraising for the benefit of this corporation by any other person or entity.

CERTIFICATE OF SECRETARY

I, the undersigned, Secretary of Partners in Oakland Education, a California nonprofit public benefit corporation, hereby certify as follows:

The above Bylaws, consisting of 13 pages, are the Bylaws of this corporation as adopted by the Board of Directors at a duly called and noticed meeting at which a quorum was at all times present, on _____, 20__.

An agenda of said meeting was posted at least 24 hours before said meeting at a location freely accessible to members of the public, and a brief general description of said resolution appeared on said agenda.

DATED: _____, 20__

Secretary

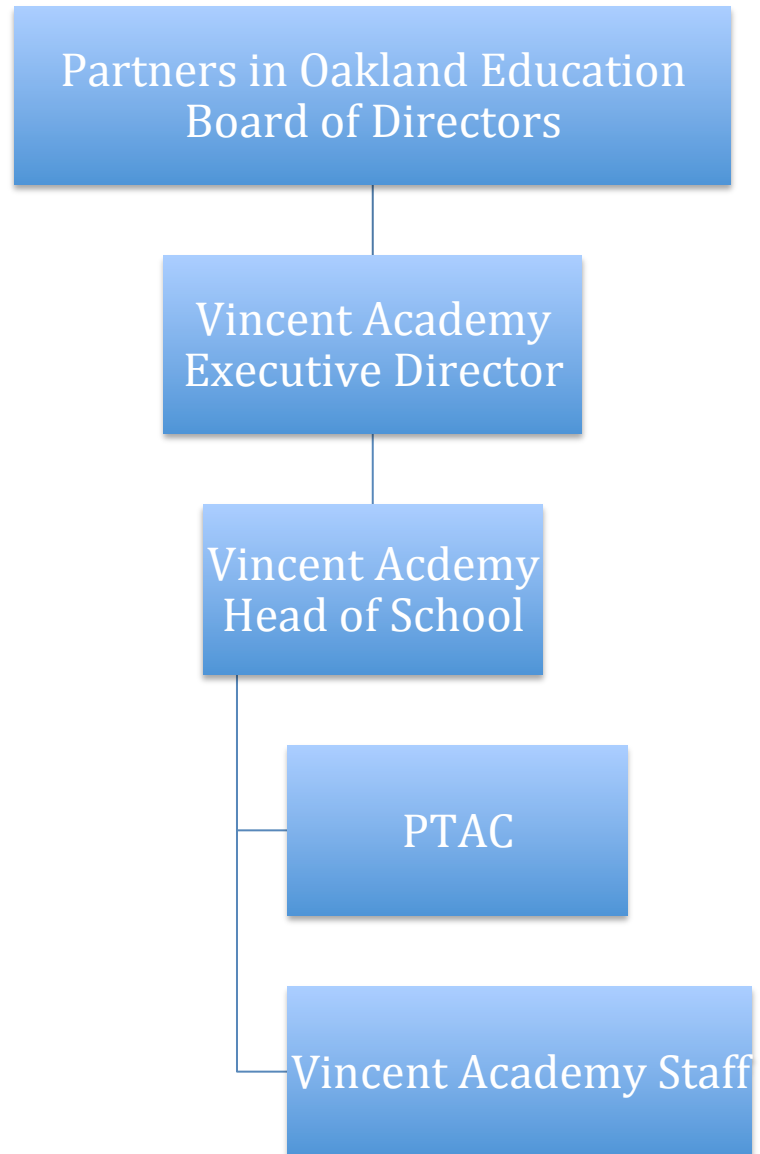
PARTNERS IN OAKLAND EDUCATION
Board Roster

Board Member	Address	Phone	E-mail	Committees & Officers
Krystal Bowen	Sheppard Mullin Four Embarcadero Ctr. 17th floor San Francisco, CA 94111	(c) 510-205-6965	KBowen@sheppardmullin.com	Governance Committee
Betsy Crabtree	6341 Wood Drive Oakland, CA 94611	(c) 510-381-8209 (w) 510-428-1288	sfam@sbcglobal.net	Governance Committee, Chair Executive Committee Audit Committee
Jean Driscoll	21 Tanglewood Rd. Berkeley, CA 94705	(w) 510-548-5276 (c) 510-418-1974	jean@jdriscoll.net	Board President Executive Committee, Chair Governance Committee Finance Committee Education Policies Committee
Cathy Greenwold	1155 Vallejo Street San Francisco, CA 94109	(w) 415-400-2467 (c) 415-308-4433	cathy@tmgpartners.com	
Crystal Land	3815 Greenwood Ave. Oakland, CA 94602	(w) 510-708-6633	Crystalland7@gmail.com	Education Policies Committee

**PARTNERS IN OAKLAND EDUCATION
Board Roster**

Board Member	Address	Phone	E-mail	Committees & Officers
Natalie Portis	1650 Castle Road Sonoma, CA 95476	(c) 510-517-1114	nataliecp@icloud.com	Education Policies Committee
Gayle Quinn	3215 Blandon Rd. Oakland, CA 94065	(w) 510-813-6176	GAYLEQ@wohc.org	Audit Committee, Chair
Laura Robell	400 Perkins St. Apt. 607 Oakland CA 94610	(w) 510- 333-5413	lrobell@gmail.com	Education Policies Committee, Chair Executive Committee
Maisha Wilson	6669 Sobrante Road Oakland, CA 94611	(w) 510-919-8810	maishawilson@sbcglobal.net	Treasurer Finance Committee, Chair Executive Committee

Organizational Chart





Vincent Academy
Emergency
Management Plan
2015-2016

FORWARD

The Vincent Academy Emergency Management Plan identifies the School's Emergency Planning, Organization, and Response Policies and Procedures. This plan addresses how the School will respond to any emergency, disaster or extraordinary event, from preparation to response and through short-term recovery.

Public schools are required by law to prepare and respond to emergencies much like a local government. Charter schools are exempt from many of the laws and legislation mandated for public schools, but in theory should abide in the same principals that govern public schools to provide for the safety and security of the students and staff of the charter school. Section 8607 of the *California Government Code* requires that state and local governments, and special districts such as schools, respond to disasters using the Standardized Emergency Management System (SEMS). State law also requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (*California Education Code* § 35295 through § 35297; *California Code of Regulations* § 2400 - 2450). Although not mandated by the California Department of Education, it is recommended that Charter Schools comply with these same laws and regulations.

Vincent Academy recognizes the importance of emergency preparedness for the safety of its students and staff and has based this Emergency Management Plan on the functions and principles of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), as well as the requirements of the California Education Code for preparedness and response. Both of the management systems are built upon the principles and concepts of the Incident Command System (ICS).

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SECTION ONE

ADMINISTRATION

PURPOSE AND SCOPE

Vincent Academy is responsible for emergency response operations and will commit all available resources to save lives, minimize injury to persons, minimize damage to property, and protect the environment. If properly implemented, this plan will reduce or prevent personal injuries and disaster related losses on the school campus. This plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

DISTRIBUTION AND TRAINING

This plan will be made available to all school personnel and will be distributed to the authorizing school district, local law enforcement and fire service agencies. An overview of the plan will be explained and distributed to parents. As recommended by the California Department of Education, staff and students will participate in drills on a regular basis to train in their roles and responsibilities during any emergency. Annual planning, preparation, and training will be conducted for staff to learn and exercise the proper courses of action in an emergency. All staff members will be trained on this plan and its response procedures in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency. This plan cannot foresee all possible circumstances of an emergency and recognizes that staff will need to assess the circumstances of any emergency and make decisions based on the current situation.

PLAN FORMAT

This Emergency Management Plan is formatted into four sections; Administration, Concept of Operations, Emergency Response Procedures, and Appendices. Each section contains information that outlines the basic components of critical areas in emergency management.

- **Administrative Section** includes the legal requirements of emergency planning for schools and recovery planning.
- **Concept of Operations Section** outlines how the school will operate and respond during an emergency and includes Action Checklists for the ICS positions of the emergency organization.
- **Emergency Response Procedures** are checklists for response to specific hazards that could occur.
- **Appendices** contain supplemental emergency and supporting documentation.

PLAN REVISIONS AND MAINTENANCE

As recommended by the California Department of Education, this plan will be reviewed and updated annually. Recommended changes to this plan should be approved by the Head of School. All approved changes shall be distributed to appropriate agency personnel. This plan will be updated on an annual basis.

Review/ Change No.	Date Entered	Description of Change	By

LINES OF SUCCESSION

Under normal circumstances, the Head of School will be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Head of School may be displaced, incapacitated, or unavailable for other reasons, however, the school's responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve until that person is again able to serve or is replaced permanently.

Primary Position	First Alternate	Second Alternate	Third Alternate
Head of School	Operations Manager	Extended Learning Director	Office Manager

APPROVAL STATEMENT

The Vincent Academy Emergency Management Plan has been reviewed and found to comply with SEMS and NIMS and the California Department of Education recommended requirements.

This plan shall be reviewed annually by the Head of School and updated to maintain current procedures.

Drills will be conducted periodically and at least once annually to test the overall effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.

A copy of this plan will be distributed to all staff, including part-time staff. The Head of School will ensure at the start of each academic year that all staff have copies of this document.

The following administrators have read this plan and understand its policies and procedures and concur with the roles and responsibilities that are outlined in this document:

Head of School (HOS) _____
Signature *Date*

Operations Manager (OM) _____
Signature *Date*

Extended Learning Director (ELD) _____
Signature *Date*

Office Manager (OM2) _____
Signature *Date*

Date Plan Adopted: _____

AUTHORITIES AND REFERENCES

The following laws pertain to school safety and school disaster preparedness.

State Codes

Education Code section 35294.2 (Chapter 736, Hughes, Statutes of 1997) requires all schools to develop and implement comprehensive Safe School Plans.

Education Code section 33031 requires school principals to formulate a disaster preparedness plan. Principals must test the plan during the school year.

California Constitution, Article I, Section 28(c) guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.

Labor Code, Section 6400 mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.

Title 8, California General Industry Safety Orders, Section 3203 requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.

The Field Act (Garrison Act and Riley Act)

The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147- Community Colleges), enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.

The Private Schools Building Safety Act of 1986 (Education Code 39160) requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

Title 24, California Code of Regulations prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Nonstructural elements include anything, which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.

The Katz Act

The "Katz Bill" (*Education Code 35295, 35296, 35297*) requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system" so that pupils and staff will act instinctively and correctly when an earthquake disaster strikes. Specifically:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter

- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

Disaster Service Workers

Government Code, Section 3100 specifies that whenever there is a "State of Emergency" declared by the Governor, public employees may be declared "Disaster Service Workers" and have a responsibility to be as prepared as possible to meet emergencies. "Public employees" applies to all persons employed by the State, County, City, or other Public District.

During a declared disaster, public school employees are required to serve as Disaster Service Workers and cannot leave their school site until formally released. Failure to do so could result in:

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

Post – Disaster Shelters

Public schools are required by both federal statute and state regulation to be available for shelters following a disaster. It is recommended that Charter Schools contact their local American Red Cross (ARC) and local governments to develop plans and make arrangements in advance to assure that they are prepared.

The Petris Bill

California Government Code Section 8607 requires public schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996. SEMS includes

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

Homeland Security Presidential Directive 5 (HSPD-5)

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5. HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance grants (**including REMS grants**), contracts and other activities by Fiscal Year 2005.

"All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education (ED), the U.S. Department of Homeland Security (DHS),

and/or the U.S. Department of Health and Human Services (HHS) are required to support the implementation of NIMS. Award recipients of ED's Readiness and Emergency Management for Schools (REMS) are required to implement, in conjunction with community partners, identified NIMS compliance activities".

NIMS includes training requirements in the Incident Command System. All "key school personnel" are to complete ICS100, ICS200 and IS700.

VITAL RECORD PROTECTION

School records are considered vital records and need to be protected. It is recommended that vital records be duplicated and kept off-site in the event something happens to the facility at Vincent Academy. The Head of School is responsible for the protection and preservation of vital records. Vincent Academy stores hardcopies of records and files, regulations, and contracts in the HR Office. Back-up data systems are stored at on an IT Server onsite.

AMERICANS WITH DISABILITIES ACT

Vincent Academy must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans With Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because the school may, at one time or another, have staff, students or visitors who need evacuation assistance, Vincent Academy will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities.

SECTION TWO

CONCEPT OF OPERATIONS

FOUR PHASES OF EMERGENCY MANAGEMENT

There are four phases of emergency management described by the Department of Homeland Security, FEMA, the California Emergency Management Agency (CalEMA) and the U.S. Department of Education Office of Safe and Drug-Free Schools:

- **Phase I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- **Phase II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.
- **Phase III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- **Phase IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

EMERGENCY MANAGEMENT SYSTEMS

Incident Command System (ICS)

Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The features of ICS are common terminology and the division of response activities into five functional units that essentially eliminate the possibility of the duplication of efforts. ICS became the model for the state's standardized system.

Standardized Emergency Management System (SEMS)

The SEMS was developed as a result of the lack of agency and multi-jurisdictional coordination during the East Bay Hills Fires in Oakland in 1991. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. The primary components of SEMS are the Incident Command System, Multi-Inter-Agency Coordination, the Master Mutual Aid System and Operational Areas. Use of SEMS during a disaster response is an eligibility requirement for local governments, agencies and special districts (utility companies, public schools, etc.) to receive State reimbursement of personnel and equipment response costs following a disaster.

National Incident Management System (NIMS)

After the national tragedy on September 11, 2001, the NIMS was developed to address incidents of national significance. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language, organizational structure and procedures facilitates the flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources. Federal funding for emergency preparedness, response, and recovery grants is attached to the use of NIMS.

Mutual Aid

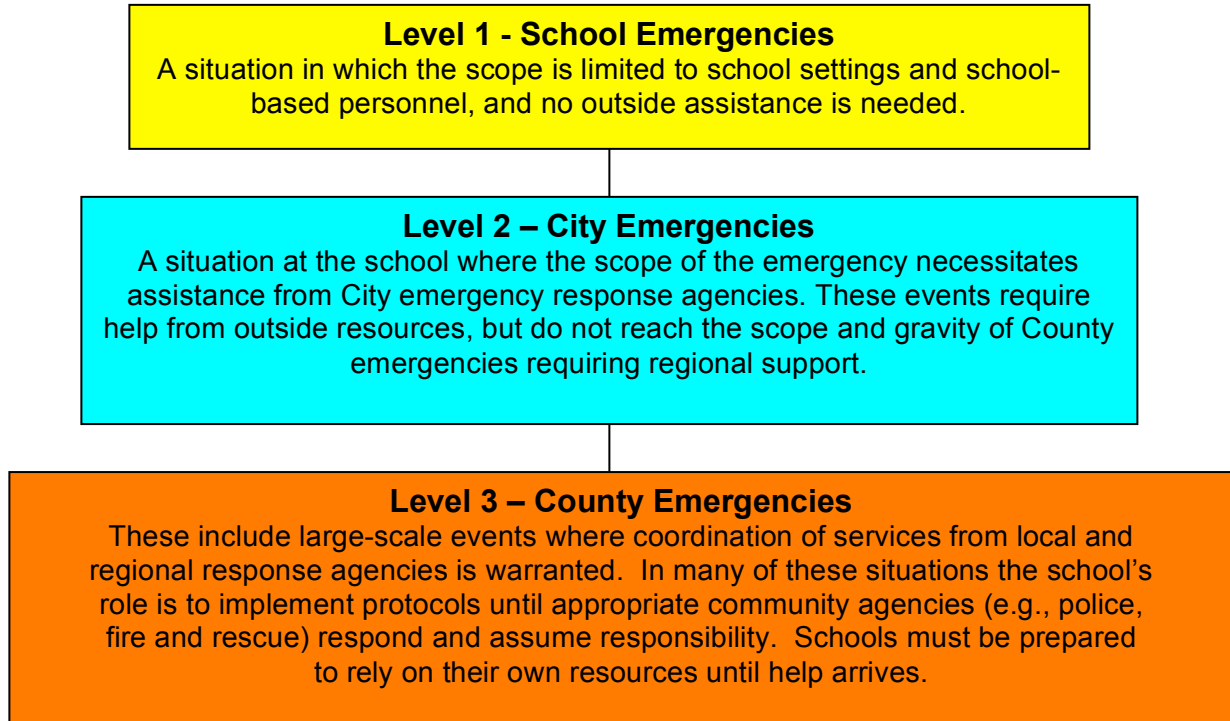
Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

Unified Command

The control of and response to campus emergencies is the sole responsibility of the school site emergency teams until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The Head of School/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

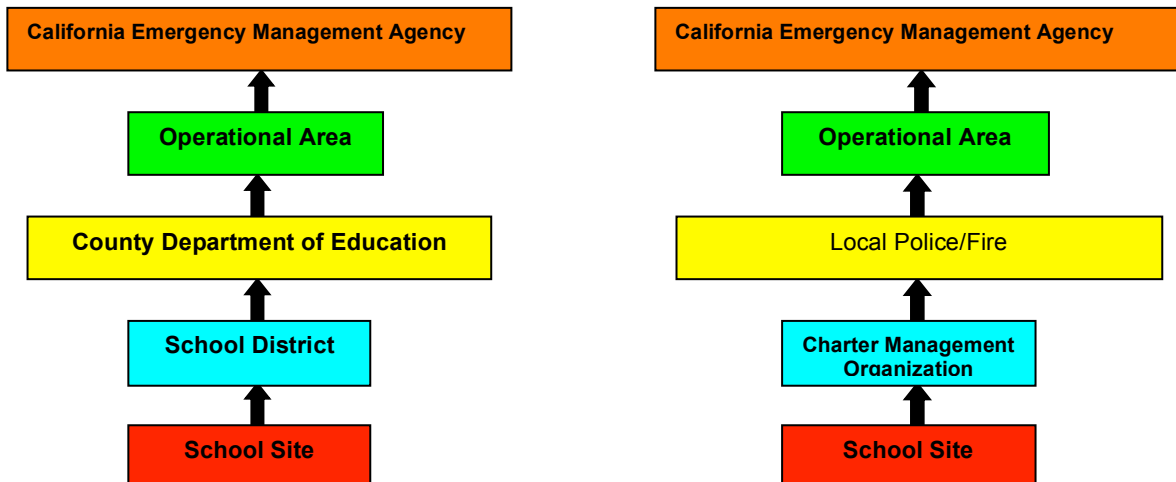
LEVELS OF EMERGENCIES

Emergencies are often described in terms of the following three levels:



SEMS LEVELS OF EMERGENCY MANAGEMENT

SEMS consists of five emergency management levels. The chart on the left depicts the emergency management reporting levels as they would reflect a typical public school, while the chart on the right shows the levels for a charter school. These levels are followed as the resource requirements are exhausted and expand over the course of the incident.



Plan Activation

When an emergency situation occurs, school staff must quickly determine what initial response actions are required. This is done by identifying the type of emergency; identifying the level of emergency; and determining the immediate actions that are required. This plan will be activated under conditions where support and involvement from resources outside of the school are necessary to ensure the safety and security of the students and staff. The Head of School, or designee, has the responsibility and authority to activate this emergency plan.

Incident Command Post

The Incident Command Post (ICP) is a designated field location that the Incident Commander will use to oversee all of the incident operations and coordinate and direct the units involved in the emergency response. The ICP should be set up a safe distance from the emergency site and be identified with a sign, so that it is visible to staff and incoming emergency responders. If the Incident Commander activates the Management Section positions, those staff members will work alongside the Incident Commander from the ICP. The ICP location will be selected based on the type and size of the incident that has occurred.

Emergency Operations Center

An EOC is typically used to coordinate large scale emergencies that will last for several days and will require assistance from outside emergency response agencies. An EOC is a facility used as the central point of coordination, policy direction, organization and support for the emergency or disaster. The EOC's primary function is to support the emergency response operations that are occurring at the scene of the emergency. Information gathered from individuals working at the incident will provide an overall view of what has occurred, what is taking place, and what needs to be done. The EOC is also where resource allocations can be prioritized, tracked and coordinated with the outside assisting agencies. Within the EOC, the overarching objectives for the emergency response should be developed to achieve the overall goals of life safety, and protection of property and the environment. The EOC location must have sufficient work space for the EOC responders to communicate with representatives from the field operations and coordinate the emergency incident.

Situation and Assumptions

The school is located at 2501 Chestnut Street Oakland, CA 94607. The site consists of one building and two modulares. There is an average daily attendance of 135 students and 16 staff members on the site. In most instances, school staff and/or local fire and law enforcement agencies will handle the emergencies on site. During an emergency, centralized direction and control is the most effective approach to management of emergency operations. School administration and staff will coordinate with local emergency response agencies in the event they are called to respond to an emergency.

Communications

When an emergency condition exists, the Incident Commander will notify the pre-designated personnel to respond to their area of assignment, or make assignments as necessary. The methods of communication that will be used are Intercom, two-way radios,

telephones, or runners. Notifications will be given in plain language. Code words shall not be used.

Please See Appendix A.

EMERGENCY TELEPHONE NUMBER DIRECTORY

Purpose		Name of Agency		Number			
Local Law Enforcement (i.e. Oakland PD, Alameda S.D, etc.)		Oakland PD		510-238-3365 or 911			
Fire/Paramedics (i.e. Oakland FD, Alameda Co., etc.)		Oakland FD		510-238-4000 or 911			
Local Hospital		Summit Hospital		510-437-4800			
Electric Company		PGE		800-743-5000			
Gas Company		PGE		800-743-5000			
Water Company		EBMUD		1-866-403-2683			
Animal Control/Shelter		Animal Services		510-535-5602			
Vincent Academy							
Position		Name		Work		Pager/Cell	
Head of School		Drew Sarratore		510-452-2100		310-743-7040	
Operations Manager		Sophath Mey		510-452-2100		510-798-7651	
Extended Learning Director		Rodney Spencer		510-452-2100		510-388-3519	
Office Manager		Edneeka Hill		510-452-2100		510-560-0822	
Other Important Numbers							
Building owner		Chestnut Campus Inc.		415-989-1111			
Executive Director		Kate Nicol		510-772-9601			
Board President		Jean Driscoll		510-418-1974			

INCIDENT COMMAND SYSTEM FUNCTIONS

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting

life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

Responding to emergencies, from a single victim accident to a large-scale disaster, often requires cooperation among several responding agencies. In an emergency, you and other personnel from your school may be called upon to help with the response. You may not be working in your day-to-day position. All emergency response agencies utilize ICS as the organizational structure for emergency response, so it is more efficient for your school to function in the ICS environment as well.

The five major components of ICS, Management, Operations, Planning/Intelligence, Logistics, and Finance/Administration, are the foundation upon which the ICS organization develops. *These five components will be colorized through the remainder of this section.*

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the Head of School. The IC is assisted in carrying out this function by a Management Team which consists of a Public Information Officer, Safety Officer, and School Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning/Intelligence: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.

Logistics: Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

Finance/Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Within the ICS, an emergency response organization consisting of these five components or *Sections* can be activated, depending on the needs established. These sections may be applied during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the

Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may also be divided into smaller functions as needed and customized for the needs that occur in a school environment.

DESCRIPTION OF ICS POSITIONS

The Management Section consists of the following functional components:

Incident Commander: the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

Public Information Officer: handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.

Safety Officer: monitors safety conditions and develops measures for ensuring the safety of all assigned staff.

School Liaison: is the on-scene contact for other agencies responding to the incident.

The Operations Section consists of the following components:

Search and Rescue Unit: conducts search of every room on campus for victims that are trapped or injured and evacuates them from the building to a triage or safe location.

First Aid/Medical Unit: establishes a medical triage area and provides/oversees care given to the injured.

Fire Suppression/Hazmat Unit: locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.

Damage Assessment Unit: performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.

Student Release/Reunion Unit: manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.

Assembly Area/Shelter Unit: establishes and sets-up shelter facilities for staff and students required to stay at the site.

Crisis Intervention Unit: provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

The Planning/Intelligence Section consists of the following components:

Situation/Resource Status Unit: the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

Documentation Unit: maintains a log of all emergency developments and response actions and other necessary documentation.

The Logistics Section consists of the following components:

Supplies/Distribution Unit: acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

Transportation Unit: provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

Personnel Unit: coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.

Facilities Unit: designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

The Finance/Administration Section consists of the following components:

Compensation/Claims Unit: processes workers compensation claims and claims for damages related to the emergency response.

Purchasing/Procurement Unit: arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.

Timekeeping Unit: maintains a log of all and response actions, including financial expenditures, timekeeping, and other necessary documentation.

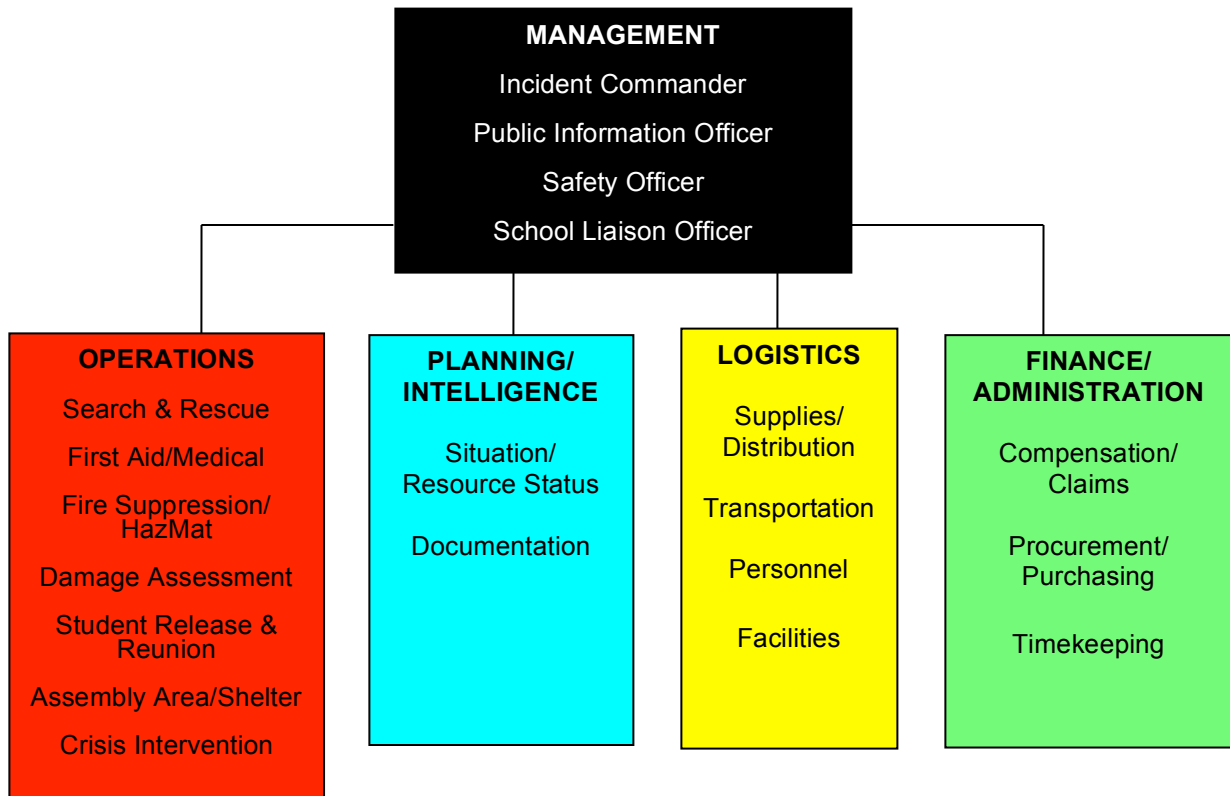
ICS FUNCTIONAL POSITIONS

It is recommended that the school conduct a survey to assess the emergency response related skills, previous training and experience of the school staff to determine who may best work in the different ICS functional positions. Pre-assigning staff to the functional ICS roles will enable each staff member to prepare for the responsibilities they may have during the response to an actual emergency. The school should also evaluate the need for additional emergency response training for staff members. (See Appendix A – Employee Emergency Skills Survey)

ICS Functional Positions		
Position/Unit	Staff Member	Alternate
MANAGEMENT SECTION		
Incident Commander	Head of School	Operations Manager
Public Information Officer	Head of School	Operations Manager
Safety Officer	Head of School	Operations Manager
School Liaison	Head of School	Operations Manager
OPERATIONS SECTION		
Search & Rescue	Operations Manager	Office Manager
First Aid/Medical	Operations Manager	Office Manager
Fire Suppression/Hazmat	Operations Manager	Office Manager
Damage Assessment	Head of School	Operations Manager
Student Release/Reunion	Operations Manager	Extended Learning Director
Assembly Area/Shelter	Extended Learning Director	Office Manager
Crisis Intervention	Operations Manager	Extended Learning Director
PLANNING/INTELLIGENCE SECTION		
Situation/Resource Status	Head of School	Operations Manager
Documentation	Operations Manager	Office Manager
LOGISTICS SECTION		
Supplies/Distribution	Operations Manager	Office Manager
Transportation	Extended Learning Director	Operations Manager
Personnel	Operations Manager	Office Manager
Facilities	Operations Manager	Extended Learning Director
FINANCE/ADMINISTRATION SECTION		
Compensation/Claims	Operations Manager	Head of School
Purchasing/Procurement	Operations Manager	Head of School
Timekeeping	Operations Manager	Head of School

SCHOOL EMERGENCY ORGANIZATION

The following ICS organizational chart shows an ICS organization at a typical public school. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. Each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:



Inevitably, at some point in an emergency or large scale disaster, most of these functions will need to be conducted. Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically the school principal assumes the Incident Commander responsibilities and activates the other positions as needed. *Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.*

INCIDENT ACTION CHECKLISTS FOR ICS

The following pages are Incident Action Checklists for each ICS position in the school emergency organization that may be activated at the time of an emergency. Staff members that have been pre-assigned a role in an emergency should familiarize themselves with the specific checklist for their pre-assigned position.

MANAGEMENT SECTION – INCIDENT COMMANDER

Primary Responsibilities

- ☐ Overall management of the response to the incident
- ☐ Assess the severity of the incident
- ☐ Make notification to professional/outside emergency responders of the incident
- ☐ Establish the Incident Command Post
- ☐ Set up check-in procedures at the ICP
- ☐ Activate ICS organization positions as necessary
- ☐ Establish objectives for the incident action plan
- ☐ Ensure the safety of students, staff, volunteers and campus visitors
- ☐ Deactivate ICS positions as needed

Start-up Actions

- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Assess nature and scope of emergency/disaster
- ☐ Determine level of threat to people and facilities
- ☐ Implement emergency/disaster plan appropriate to situation (see Appendix C)
- ☐ Meet with activated Management Staff and Unit Leaders
- ☐ Make sure you assign an alternate Incident Commander

Operational Duties

- ☐ Monitor overall response activities by staying in communication with assigned staff in ICS positions
- ☐ Work with assigned staff to write overall response objectives and revise as needed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Initiate Student Release when appropriate (*be sure Student Release Unit is set up*)
- ☐ Approve media releases for Public Information Officer (PIO) to release information to the appropriate agencies
- ☐ Supervise Section activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Terminate all response activities after determining the incident has been resolved
- ☐ Ensure that all pending actions will be completed after deactivation

- ☐ Initiate recovery operations
- ☐ Direct the return of all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit.
- ☐ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – PUBLIC INFORMATION OFFICER

Primary Tasks

- ☐ Liaison between the school, the media and the public
- ☐ Obtain information about the incident to write press releases
- ☐ Get press releases approved by the Incident Commander
- ☐ Deliver press releases to media and public

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with Incident Commander, Management Staff and Unit Leaders
- ☐ Designate a media reception area (*with Incident Commander approval*)
- ☐ Advise on-site media of time of first press release or press conference

Operational Duties

- ☐ Keep updated on response activities
- ☐ Schedule regular press conferences, if appropriate
- ☐ Get approval of Incident Commander for all press releases/statements
- ☐ Remind staff/volunteers to refer all questions from parents or the media to the PIO
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Position Activity Log
- ☐ Arrange for the translation of announcements and response-related information
- ☐ Monitor news broadcasts and correct any misinformation as soon as possible
- ☐ Make sure that the Incident Commander is aware of all media-related incidents
- ☐ Supervise activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Release PIO staff and volunteers when directed by Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

Guidelines for Speaking to the Media

When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the *current* situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners

- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

(See Appendix M – Sample Informational Releases)

MANAGEMENT SECTION – SAFETY OFFICER

Primary Tasks

- ☐ Monitor all response operations to ensure the safety of staff, students and others on campus
- ☐ Stop any response activity that would create an unsafe situation or put anyone at risk

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with Incident Commander, Management Staff and Unit Leaders

Operational Duties

- ☐ Maintain incident records and track response activities
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Monitor emergency response activities for safe practices
- ☐ Identify and mitigate on-site hazards and unsafe situations whenever possible
- ☐ Stop or modify any unsafe activities/operations
- ☐ Ensure that school response units are using appropriate safety equipment
- ☐ Anticipate situation/problems before they occur
- ☐ Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- ☐ Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search
- ☐ Supervise activities, schedule breaks and re-assign staff, as needed

- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Release Safety staff and volunteers when directed by Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – LIAISON OFFICER

Primary Tasks

- ☐ Meet with response agencies and organizations such as law enforcement, fire services, the American Red Cross, etc. on behalf of the Incident Commander
- ☐ Maintain the check-in log for all staff and volunteers responding to the incident

Start-Up Actions

- ☐ If already initiated, take over check-in/check-out procedures. If not, implement these procedures
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with the Incident Commander, Management Staff and Unit Leaders for initial briefing

Operational Duties

- ☐ Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Ensure the coordination of efforts by keeping the Incident Commander informed of agency action plans
- ☐ Provide periodic updates to agency representatives as necessary
- ☐ Supervise activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Release Liaison staff and volunteers when directed by the Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Complete Check-in/Check-out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached (see Appendix D)

OPERATIONS SECTION – SEARCH AND RESCUE UNIT LEADER

Primary Responsibilities

- ☐ Conduct visual search of every classroom, office, storage area, auditorium, bathroom, outdoor area, etc. for trapped or injured victims
- ☐ Evacuate trapped or injured victims from their location to a safe place
- ☐ Cordon off buildings or locations that are unsafe to enter
- ☐ Mark buildings that have been searched with a sign or caution tape
- ☐ Ensure that Search and Rescue is conducted with a *two-person team*

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with IC for briefing and assignments
- ☐ Gather and inspect all equipment and supplies
- ☐ Check flashlight and radio batteries; perform radio check
- ☐ Make sure you and your partner have school site maps

Operational Duties

- ☐ Report all gas leaks, fires, and structural damage to the Utilities Unit.
- ☐ Inspect the exterior of each building for structural integrity *before* entering.
- ☐ Identify unsafe areas with caution tape (**DO NOT** enter unsafe buildings)
- ☐ Search **ONLY** structurally sound buildings
- ☐ Search assigned areas using established search protocols
- ☐ As searched rooms have been cleared, call in report to the IC (“Room B-2 is clear”)
- ☐ Perform emergency first aid on severely injured victims first
- ☐ Rescue lightly trapped victims afterward
- ☐ Transport injured victims to triage area **Remember to use proper lifting techniques to avoid back strain*
- ☐ Provide any medical treatment given for injured victims to Medical Unit
- ☐ Provide IC with regular updates on numbers and condition of victims (*Use proper protocol, i.e., no names are broadcast over the radio.*)
- ☐ Note damage on your team map and relay information to the IC
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log (see Appendix N)

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs, paperwork and other documents and turn them over to the Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRST AID/MEDICAL UNIT

Primary Responsibilities

- ☐ Establish a medical triage area with CPR/first aid trained staff or volunteers
- ☐ Provide care and oversee status of injured people
- ☐ Request advanced medical care when necessary
- ☐ Provide personal protective equipment (latex gloves, bandages, etc.) when needed
- ☐ Document any and all care given to injured and pass information on to professional medical responders

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Gather all supplies and personal safety equipment and transport to site of medical triage area
- ☐ Set-up medical triage area away from public view. Area should be accessible to emergency vehicles
- ☐ Set-up morgue (*if needed and if long response time from Coroner*)
- ☐ Assess need to set-up intervention/counseling area with Crisis Intervention Unit

Operational Duties

- ☐ Maintain accurate treatment records using the Medical Treatment Form
- ☐ Monitor/assess patients at regular intervals
- ☐ Report deaths immediately to IC (*by runner, NOT over the radio*)
- ☐ When transportation becomes available, facilitate patient evacuation and note status on Medical Treatment Form (*maintain original Medical Treatment Forms*) (see Appendix I)
- ☐ If injured student is transported off campus, send a copy of student emergency contact card with him/her (*request copies from Documentation Unit*)

If sufficient staffing for Medical Team - Set Up Treatment Areas “Immediate” and “Delayed”

- ☐ Have team members check-in at the ICP
- ☐ Assign one team member to do intake:
 - ☐ Greet injured student/staff, reassess and/or confirm triage category
 - ☐ Direct victim or transport of victim to appropriate treatment area.
- ☐ Assign one team member to conduct “head to toe” assessment
- ☐ Provide appropriate first aid
- ☐ Fill out Medical Treatment Form. If triage category changes, attach any previous tags to current tag
- ☐ Monitor condition of “delayed” victims and watch for any changes in condition
- ☐ Maintain Medical Treatment Forms for all victims

Deactivation

- ☐ Oversee the closing of the first aid station
- ☐ Direct the proper disposal of hazardous waste

- ☐ Release Medical Team per direction of the IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRE SUPPRESSION/HAZMAT UNIT

Primary Responsibilities

- ☐ Locate and extinguish small fires as appropriate
- ☐ Shut off utilities that could be hazardous or fire danger and report to IC
- ☐ Evaluate areas for any release or potential release of chemicals
- ☐ Cordon off hazardous areas with caution tape
- ☐ Ensure Fire Suppression/Hazmat is conducted with a *two-person team*
- ☐ This position could be assigned in conjunction with the Damage Assessment/Utilities Unit

Start-Up Actions

- ☐ Check-in at the ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ Survey on-campus hazards and prioritize team response
- ☐ Work with Safety Officer to determine if buildings are safe to begin search and coordinate with Search and Rescue Unit
- ☐ Make sure you have a school site map

Operational Duties

- ☐ Control and/or suppress small fires
- ☐ Check for gas leaks or any other potential hazard that could start a fire
- ☐ Determine building damage levels before entering and inform IC if buildings are not safe to enter for a search
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Release Team members per direction of IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – DAMAGE ASSESSMENT/UTILITIES UNIT

Primary Responsibilities

- ☐ Perform initial assessment of buildings and structures looking for structural damage
- ☐ Check gas meters, electrical outlets and wires, water pipes, filters, systems for damage
- ☐ Turn off utility if damaged and poses a hazard
- ☐ Cordon off the areas of hazard with caution tape
- ☐ This position could be assigned in conjunction with the Fire Suppression/Hazmat Unit

Start-Up Actions

- ☐ Check-in at the ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ Utilize Damage Assessment Checklist (Appendix B) to survey buildings
- ☐ Survey on-campus hazards and prioritize team response
- ☐ Work with Damage Assessment Unit and Safety Officer to determine if buildings are safe to begin search
- ☐ Coordinate with Search and Rescue Unit and Fire Suppression/Utilities Unit
- ☐ Make sure you have a school site map

Operational Duties

- ☐ Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- ☐ Secure on-campus water system
- ☐ Survey buildings for potential hazards and post warnings with signs and caution tape
- ☐ If possible, determine damage levels and inform IC if buildings are not safe to enter for a search
- ☐ Provide clear routes for campus access for emergency response vehicles
- ☐ Maintain security for campus and ensure facility is inaccessible to public
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Release staff and volunteers per direction of IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – STUDENT RELEASE/REUNION UNIT

Primary Responsibilities

- ☐ Account for students in the Assembly Area by conducting roll call
- ☐ Track missing students and staff
- ☐ Ensure proper identification procedures to reunite students with parent or authorized person for student release
- ☐ Supervise student Assembly Area
- ☐ Maintain accurate account of students

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Gather all equipment and supplies
- ☐ Attend a briefing with the IC
- ☐ Set-up secure Request and Release Gates
- ☐ Post alphabetized signage on Request Table (i.e., A-F, G-L, M-R, S-V, W-Z)
- ☐ Get Student Emergency Contact Cards from Documentation Unit

Operational Duties

- ☐ Check with school secretary to account for staff absences, substitutes or visitors
- ☐ Determine if there are any staff/visitors unaccounted for and refer to Safety Officer
- ☐ Gather classroom rosters from teachers to account for all enrolled students

Request Gate Staff

- ☐ Divide Student Emergency Cards that correspond with table signage
- ☐ Verify ID of adult requesting to pick up student (see Appendix F)
- ☐ Send runner to assembly area for requested student(s)
- ☐ Direct requestor to Release Gate to wait for their student(s)

Runners

- ☐ Retrieve student(s) from Assembly Area Unit
- ☐ If student is absent, missing, or receiving first aid, direct parent/guardian to proper location, i.e., First Aid area, Crisis Intervention area, etc.
- ☐ Release student(s) to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

Release Gate Staff

- ☐ Match adult requester to student(s)
- ☐ Verify requester ID and have them countersign Student Request Form
- ☐ Release Student(s) (see Appendix G)
- ☐ Release Runner to return to Request Gate
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Close down tables and return all equipment and reusable supplies to Logistics.
- ☐ Make sure all confidential information (i.e., student emergency contact cards) is returned to Documentation Unit for secure storage

- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out and leave contact information in case you need to be reached

OPERATIONS SECTION - ASSEMBLY AREA/SHELTER UNIT

Primary Responsibilities

- ☐ Lead students to temporary Assembly Area
- ☐ Oversee the care and needs of students in the Assembly Area
- ☐ Establish a shelter for students/staff required to stay at the school site
- ☐ Manage and staff the shelter in accordance with Shelter Procedures

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Attend a briefing with the IC
- ☐ Put on personal safety equipment
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ If designated assembly/shelter site is destroyed or inaccessible, consult with IC to determine alternate location(s)
- ☐ Initiate shelter set-up or, *if evacuating*:
 - ☐ Confirm that assembly area and routes to it are safe
 - ☐ Count/observe classroom evacuations (make sure all exit)

Operational Duties

- ☐ Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Monitor safety/well being of students and staff in shelter or assembly area
- ☐ Oversee the procurement and distribution of food and water
- ☐ Direct set-up of sanitary facilities when necessary
- ☐ Coordinate Student Release with Student Release Unit when directed by IC
- ☐ Administer *minor* first aid, as needed
- ☐ Supervise team activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Close shelter per direction of IC, release staff and volunteers
- ☐ Collect all logs, documentation and paperwork and provide to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – CRISIS INTERVENTION UNIT

Primary Responsibilities

- ☐ Assess the immediate crisis intervention required by students and staff involved
- ☐ Consider the long-term mental health support needs of students and staff
- ☐ Provide counseling/crisis intervention by contracting with licensed provider

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Establish a quiet location to conduct crisis intervention/counseling
- ☐ Gather all supplies and transport to intervention/counseling site

Operational Duties

- ☐ Set-up campus intervention/counseling site
- ☐ Provide for and monitor well being of staff, students, and volunteers
- ☐ Maintain log of all assistance given and nature of that assistance
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Communicate need for outside assistance to IC
- ☐ Cooperate with outside agency crisis intervention teams
- ☐ When necessary, request student emergency contact cards from Documentation Unit

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached.

PLANNING/INTELLIGENCE SECTION – SITUATION ANALYSIS

Primary Responsibilities

- ☐ Collect, organize and analyze information about the emergency
- ☐ Provide current situation analysis by visual displays for IC and Management Staff
- ☐ Give periodic updates of the emergency situation to the IC

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with the IC for a briefing
- ☐ Gather all supplies and set up work area

Operational Duties

- ☐ Record appropriate response-related information on site map (and keep it current)
- ☐ Facilitate the updating of the site map throughout the response
- ☐ Assess and analyze situation-relevant information
- ☐ Anticipate situations and potential problems and develop contingency plans
- ☐ Keep IC informed by relaying information gathered from field units
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs, paperwork and documentation and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

PLANNING/INTELLIGENCE SECTION – DOCUMENTATION

Primary Responsibilities

- ☐ Maintain a log of all emergency developments and response actions
- ☐ Keep Student Emergency Contact Cards for use at the Medical Unit and Student Release/Reunion Unit
- ☐ Assess the severity of the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with IC for a briefing
- ☐ Check communications equipment to monitor verbal communications orders
- ☐ Gather all supplies and set up work area

Operational Duties

- ☐ Maintain Student Emergency Contact Cards, making copies for staff when necessary

- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Dispatch runners to relay messages to Incident Commander, Management Staff, Unit Leaders, as needed
- ☐ Ensure all radio and verbal communications are recorded on Position Activity Log
- ☐ Refer all media requests to the PIO
- ☐ File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

Deactivation

- ☐ Collect all Student Emergency Contact Cards and secure them
- ☐ Close out all logs and pending messages, and turn over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – SUPPLIES AND DISTRIBUTION UNIT

Primary Responsibilities

- ☐ Acquire supplies, equipment and materials as requested and distribute
- ☐ Obtain necessary food, water, sanitary items for immediate use
- ☐ Request purchases of supplies as needed to the Purchasing Unit

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all necessary supplies and equipment

Operational Duties

- ☐ Distribute supplies and equipment as requested
- ☐ Track all supplies, equipment, materials, sundry items that are distributed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Make requests for purchases of supplies as needed to the Purchasing Unit
- ☐ Stay in contact with IC

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – TRANSPORTATION UNIT

Primary Responsibilities

- ☐ Procure transportation vehicles to evacuate students and staff
- ☐ Use trucks/vehicles to deliver equipment to and from campus
- ☐ Assist in providing traffic routes for emergency vehicles on and off campus

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment needed

Operational Duties

- ☐ Provide for transportation needs as assigned by IC and various Unit Leaders
- ☐ Assess the need for and use of vehicles on campus
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Facilitate the return of vehicles to pre-incident locations
- ☐ Complete/close-out all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – PERSONNEL UNIT**Primary Responsibilities**

- ☐ Track assigned staff to the emergency and re-assign when Unit is de-activated
- ☐ Assess skills of volunteers and assign people as requested by Units
- ☐ Assignments are based on a persons experience and training, not by their daily job assignment.

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather necessary supplies and set up work station

Operational Duties

- ☐ Survey skills and experience of staff/volunteers to make assignments to Units
- ☐ Track assigned staff and notify IC when staff is available for assignment
- ☐ Issue needed equipment and supplies to personnel being assigned
- ☐ Coordinate with the Timekeeping Unit for accurate records of personnel
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Stay in contact with IC

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – FACILITIES UNIT**Primary Responsibilities**

- ☐ Assess and locate facilities that could be used during the emergency response
- ☐ Ensure the facility fits the accommodations necessary to conduct the operations
- ☐ Assess the severity of the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather necessary supplies and equipment

Operational Duties

- ☐ Assess facility for listed accommodations as needed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Secure and restore facilities when no longer needed for the incident
- ☐ Stay in contact with IC

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – COMPENSATION/CLAIMS UNIT

Primary Responsibilities

- ☐ Process workers compensation claims for injured employees
- ☐ Receive claims for damages related to the emergency response
- ☐ Maintain accurate records of all claims related to the emergency response

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment as necessary

Operational Duties

- ☐ Track staff and volunteer hours
- ☐ Track response-related purchases
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Process purchase requests from Logistics Section Chief

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – PURCHASING/PROCUREMENT UNIT

Primary Responsibilities

- ☐ Arrange for purchases of necessary equipment, supplies and materials
- ☐ Utilize pre-designated vendor contracts for purchases
- ☐ Seek vendors for materials or services that are not pre-designated
- ☐ Track all expenditures related to the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment as needed

Operational Duties

- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Get approval from the IC for purchases requested
- ☐ Process purchase requests from Logistics

- ☐ Utilize pre-designated vendor contracts for purchases
- ☐ Seek vendors for materials or services that are not pre-designated
- ☐ Track all purchases and item requests

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – TIMEKEEPING UNIT

Primary Responsibilities

- ☐ Maintain a log of all personnel hours working at the emergency
- ☐ Track all equipment hours related to the incident
- ☐ Set up a timekeeping system to ensure accurate records of the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the Documentation Unit for a briefing
- ☐ Open Go-Kit and put on personal safety equipment
- ☐ Gather all supplies and equipment as needed

Operational Duties

- ☐ Track staff and volunteer hours
- ☐ Track response-related purchases
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

RECOVERY PLANNING

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the school's assets are also crucial to the overall restoration of the educational process.

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. Seek out counseling services so as to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

Also, during the preparedness phase, local vendors who can assist in various recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

Crisis Intervention Team. Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help school personnel coordinate activities of the community service providers and see that procedures and intervention goals are followed.

Return to the “business of learning” as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Provide information on the incident to the appropriate person(s). Follow the chain of command when providing information about an incident. All information is to be disseminated through the school PIO position. It is important to have a single message being sent out to parents, staff, the community and the media. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school is providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school. Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged.

Provide assessment of emotional needs of staff, students, families and responders. Assess the emotional needs of all students and staff, and determine those who may need intervention by a counselor, social worker, psychologist or other mental health professional, if available. Arrange for appropriate interventions by school or community-based service providers. In addition, available public services could be pre-identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences.

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Remember anniversaries of crises. Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students' reactions in such situations and provide support when necessary.

RECOVERY ACTION CHECKLIST

- Assemble a Crisis Intervention Team as needed.
- Strive to return to learning as quickly as possible.
- Restore the physical school site, as well as the school community.
Restore communications systems.
- Institute data recovery procedures.
- Make arrangements for alternative housing for classes and offices, if necessary.
- Monitor how staff are assessing students for emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture “lessons learned” and incorporate them into revisions and trainings.
- Complete all paperwork and reports for financial aid for disaster relief if available.
- Work with local or state emergency services professionals to maximize your cost-recovery efforts.

Government Assistance Programs

The following are recovery programs typically available after a disaster. Not all programs may be applicable to Vincent Academy or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant. *Consult legal counsel for applicability.*

▪ **Local Emergency Proclamation Required**

California Disaster Assistance Act (CDAA) – The CDAA (Government Code § 8680-8692) authorizes the Director of the California Emergency Management Agency (CalEMA) to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.

▪ **Governor’s State of Emergency Proclamation Required**

California Disaster Assistance Act (CDAA) – With a Governor’s Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

▪ **Presidential Emergency Declaration Required**

Federal Emergency Management Agency Emergency Declaration – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of \$5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

Note: For disaster assistance, charter K-12 schools may first be required to make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to \$1.5 million), and then, if rejected by SBA or if there is damage above \$1.5 million, the school can apply to FEMA for additional assistance.

For more information contact the California Emergency Management Agency at ((916) 845-8100 or <http://www.calema.ca.gov> and FEMA at 800-621-FEMA or online at <http://www.fema.gov/assistance/register.shtm> for appropriate updated forms to use for disaster recovery documentation and requests.

EMERGENCY ACTION PROCEDURES

The following Emergency Action Procedures are designed for staff to follow in the event they need to take immediate steps to protect students, themselves and others during an emergency occurrence. All staff members need to familiarize themselves with these procedures and all students must be trained in what to do when any of these common emergency actions are implemented.

EMERGENCY ACTION – DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for:

- Earthquake or Explosion

ANNOUNCEMENT:

The following is an example announcement that would be made over the public address system and/or by teachers in the classrooms:

Example: **“Attention please. We are experiencing seismic activity. For your protection, follow DROP, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”**

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops. When quake is over, leave building if it is determined to be unsafe to remain inside. **Do not run.** Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DROP, COVER and HOLD ON (if anything is nearby to hold onto).**
- ❑ Upon the command **DROP, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops.

Post-Earthquake

- ❑ Listen for direction from Administrators.
- ❑ Take attendance and send verification email to Admin Team.

EMERGENCY ACTION – EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

ANNOUNCEMENT:

1. Fire alarm (bell, horn signal, PA system, bullhorn, etc.).
2. Provided time is available, the following is an example of an announcement made over the public address system:

Example: **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Evacuation Area. Students please remain with your teacher."**

3. Use messengers with oral or written word to deliver additional instructions to teachers.

HOS/SITE ADMINISTRATOR:

- ❑ The Evacuation Area should be a safe location on the school campus away from the building and where it wouldn't conflict with emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Evacuation Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce an "all clear" to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Evacuation Area.
- ❑ Take the emergency supplies and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.

- ❑ Remain in the Evacuation Area until further instructions are given.
- ❑ Wait for another ACTION or announce an “all clear” and instruction to return to school buildings and normal class routines.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person’s attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION – LOCKDOWN

LOCKDOWN is used to prevent intruders from entering occupied areas of the building, or when it is necessary to isolate students and school staff from danger on the school grounds or from within a building. During a Lockdown, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the classroom or safe area. A Lockdown is not normally preceded with any warning. Lockdown is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

Example: **"Attention please. We have an emergency situation and need to implement LOCKDOWN procedures. Teachers are to keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."**

HOS/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location; status of campus; all available details of situation.
- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Immediately lock doors and close any shades and/or blinds if it appears safe to do so.
- ❑ Make sure there are no students left outside of your classroom.
- ❑ Instruct students to move away from the windows and to get down on the floor.
- ❑ Account for all of your students and send attendance verification to Admin Team via email.
- ❑ Do not open the door(s) for any reasons. Admin team will communicate "all clear" via telephone, text, email, walkie-talkie, or intercom.
- ❑ Remain in the classroom or secured area until further instructions are provided by the HOS or law enforcement.

EMERGENCY ACTION – SHELTER-IN-PLACE

SHELTER-IN-PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent

exposure to the outside air. Shelter-in-place is considered appropriate for, but is not limited to, the following types of emergencies:

- Gas Leaks
- External Chemical Release
- Hazardous Material Spills
- Dirty Bombs

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

Example: "Attention please. We have a hazard in the community and are instituting SHELTER-IN-PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

HOS/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms:
 - a) Close and lock doors and windows
 - b) Seal gaps under doors and windows with wet towels or duct tape
 - c) Shut down the classroom HVAC system
 - d) Turn off local fans in the area
 - e) Seal vents with aluminum foil or plastic wrap
- ❑ Remain in the classroom or secured area until further instructions are provided by the HOS or emergency responders

STUDENT ACTIONS:

- ❑ Proceed to the classroom, if it is safe to do so, or to a nearby classroom or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

SECTION THREE

EMERGENCY RESPONSE PROCEDURES

AIRCRAFT CRASH

DATE / /

Emergency response will depend on the size of the aircraft, nature of the crash and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

PRIORITY PROCEDURES			NOTES
AIRCRAFT CRASHES INTO THE SCHOOL			(person contacted, call back phone numbers, etc.)
x	TIME	HOS	NOTES
		Notify police and fire department (call 9-1-1).	
		Implement immediate Evacuation procedures to a safe location, on or off campus as necessary.	
		Account for all building occupants and determine extent of injuries, numbers injured, etc.	
		Initiate search and rescue of injured occupants from building and begin first aid treatment.	
		If the crash results in a fuel spill on school property, isolate contaminated victims (refer to HazMat checklist).	
		Consider activating Emergency Plan, ICS organization and Incident Command Post.	
		Secure area to prevent unauthorized access from the public, parents or media.	
		Do not allow re-entrance to any buildings until the authorities provide clearance to do so.	
		If directed by authorities to close school, implement student release procedures	
x	TIME	STAFF ACTIONS	NOTES
		Notify Head of School.	
		Move students away from immediate vicinity of the crash.	
		Evacuate students from the building using primary and/or alternate routes to a safe assembly area away from the crash scene. Take class roster and emergency supplies.	
		Check school site to ensure that all students are in the evacuation area.	
		Take attendance at the evacuation area.	
		Report missing students to the HOS and emergency response personnel.	
		Maintain control of the students a safe distance from the crash site.	
		Initiate first aid for any injured students or staff.	
		If given an all clear by authorities to return to the building, escort students back to the classroom.	
		If directed by authorities to close school, assist in student release procedures.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Assist emergency responders with utility shut-off as needed.	
		Ensure emergency responders have access to buildings/rooms.	

x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
AIRCRAFT CRASH (CONTINUED)			
		Notify parents of situation and prognosis.	
		Consider activating mental health professionals as appropriate.	
PRIORITY PROCEDURES AIRCRAFT CRASHES NEARBY THE SCHOOL			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	HOS	NOTES
		Notify police and fire department (call 9-1-1).	
		Implement Shelter-in-Place as necessary.	
		Ensure that students and staff remain a safe distance from the crash site.	
		Authorities will secure area to prevent unauthorized access.	
		If directed by authorities to close school, implement student release procedures.	
x	TIME	STAFF ACTIONS	NOTES
		Notify Head of School.	
		Move students away from immediate vicinity of the crash.	
		Account for all students. If any students were away from class, ensure safe return to classroom.	
		Remain inside with students unless subsequent explosions or fire endangers the building.	
		If school closes, assist in student release procedures.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Assist emergency responders with securing school as directed.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Notify parents of situation and prognosis.	

ASSAULT/FIGHTING

DATE / /

Violence or threat of physical harm to students, staff, administrators or other persons *not* involving a dangerous weapon or firearm.

PRIORITY PROCEDURES

NOTES
(person contacted, call back
phone numbers, etc.)

x	TIME	HOS	NOTES
		Ensure safety of other students/staff by clearing halls, room, or immediate vicinity. Maintain safe distance from combatants.	
		Approach in a calm manner and direct combatants to stop fighting. Call 9-1-1 if necessary.	
		Separate combatants to a safe area, if possible.	
		Determine who has been injured, and the extent of injuries. Request medical help as needed.	
		If suspect has already left the scene, obtain suspect identification, description, location, direction of travel, vehicle description, etc.	
		Notify Law Enforcement Agency or School Resource Officer for follow up.	
		Preserve any evidence for law enforcement purposes.	
		Identify any witnesses to the assault or fight.	
		Conduct investigation and follow school discipline policies and administrative procedures.	
		Notify parents of any students that are involved in the incident.	
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, or criminal charges.	
		Debrief with school staff.	
x	TIME	STAFF	NOTES
		Immediately notify HOS and call 9-1-1 if necessary.	
		Approach in a calm manner and direct combatants to stop fighting.	
		Escort combatants to the office, keeping them isolated from other students.	
		Assess extent of injuries, administer first aid and seek further medical support as needed.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Assist HOS or designee with notifying parents of victims.	
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	

BOMB THREAT

DATE / /

Receipt of an oral or written threat of a bomb or discovery of a suspicious device or note. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, *not emergency responders*, UNLESS a device is located.

BOMB THREAT BY PHONE			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PERSON RECEIVING THREAT	NOTES
		Record exactly what the caller says using the following questions	
		Ask the caller: Time bomb set to denote? _____ Where it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed at school or on grounds? _____ How it got on campus? _____	
		Note caller accent, age, sex, noise, mental state, etc.	
		If available, write down caller's <i>Caller ID</i> number	
		Notify the HOS as soon as possible	
		If threat is a written note, place in envelope to preserve any fingerprints. Avoid handling the written note if possible.	
		If written on door, wall, etc. cordon off area for evidence.	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement immediately.	
		Prepare to provide information for police report.	
x	TIME	HOS	NOTES
		<i>Restrict use of cell phones, radios or fire alarm system because of risk of activating a device.</i>	
		Contact police department and give information for assessment.	
		Determine, with assistance of law enforcement, if bomb threat is credible.	
		Decide whether or not to evacuate the building. If evacuating, establish the evacuation area a safe distance from the buildings. Check evacuation site for anything suspicious prior to evacuating.	
		Have staff check their immediate area for suspicious packages or devices. Report findings to HOS or emergency responders.	
		Consider implementing Emergency Plan, ICS organization and Incident Command Post.	
		Ensure accountability of all students and staff.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Check buildings and grounds for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report findings to HOS or police.	

BOMB THREAT (CONTINUED)

x	TIME	STAFF	NOTES
		Check your immediate area for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report to HOS or police.	
		<i>Restrict use cell phones, radios or fire alarm system because of risk of activating a device.</i>	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement and the HOS immediately.	
		If directed, evacuate students to safe distance away from buildings. Bring class roster and emergency supplies.	
		Take attendance in evacuation area and immediately report missing students.	
		Be prepared to treat injuries that may arise.	
x	TIME	POST INCIDENT ACTIONS - AS ASSIGNED	NOTES
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	
		Prepare press release for media. When communicating with the media, always coordinate with emergency response agency for clear, consistent message.	

EARTHQUAKE

DATE / /

Earthquakes strike without warning. The effect of an earthquake varies depending on the size, duration, and location of the quake. Damage within a building depends on the type of design, architecture and structure of the building. It is imperative to quickly move away from windows, free-standing partitions and shelves and Drop, Cover under and Hold on to a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

PRIORITY PROCEDURES

INSIDE BUILDING

NOTES

(person contacted, call back phone numbers, etc.)

x	TIME	HOS	NOTES
		After shaking stops, initiate assessment of potential damage.	
		If earthquake is significant with signs of damage, immediately implement evacuation procedures prior to assessing buildings for damage. If upstairs, do not use elevators and inspect stairways prior to use.	
		If earthquake is mild or moderate, direct staff to inspect and assess their classrooms. Direct custodian/maintenance staff to inspect and assess utilities, outside of buildings, and school grounds.	
		Receive reports of any building damage and any students or staff unaccounted for. Send search and rescue team to look for missing or trapped students and staff.	
		If evacuation is necessary, make determination to temporarily close school until building can be inspected. If building is deemed to be safe, give an all clear to staff and resume class.	
		If evacuated, do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.	
		Determine whether to close school. If school must be closed, notify staff members, students and parents.	
x	TIME	STAFF	NOTES
		Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.	
		Check for any injured students and render First Aid.	
		Make a visual check of classroom for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and report findings to HOS.	
		If classroom or building is heavily damaged, initiate immediate evacuation. Be aware of overhead wires that may fall. Bring attendance roster and emergency supplies.	
		Check attendance at the evacuation area. Report any missing students.	

EARTHQUAKE (CONTINUED)			
		Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines or damaged buildings.	
		Stay alert for aftershocks. Implement Duck, Cover and Hold On procedures for all aftershocks.	
		Do NOT re-enter building until it is determined to be safe.	
		Follow instructions of HOS.	
PRIORITY PROCEDURES OUTSIDE BUILDING			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	HOS OR STAFF	NOTES
		Direct students to move away from buildings, trees, overhead wires and poles. If possible, Drop, Cover under and Hold On to a sturdy table or bench until shaking stops. If out in open, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.	
		After shaking stops, check for anyone injured, render first aid.	
		Keep students a safe distance from any downed power lines or damaged buildings.	
		Account for all students and staff. Send search and rescue team to look for missing and possibly trapped students/staff.	
		Make a visual check of buildings for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., before entering the building.	
		Do not re-enter buildings that have visual damage.	
		Consider implementing student release procedures and temporary closure of school until inspection of buildings can be performed.	
DURING NON-SCHOOL HOURS			
x	TIME	HOS	NOTES
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		Notify fire department and utility company of suspected breaks in utility lines or pipes.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify public information media as appropriate.	

FIRE / EXPLOSION

DATE / /

Open flames, smoke, or excessive heat radiating from an adjoining wall, ceiling, or floor or a sudden loud noise and release of energy from expanding gas or mixture of chemicals causing anything to shatter into pieces.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Pull the fire alarm and call 9-1-1.	
		Evacuate the area/building and use fire extinguisher if appropriate.	
		Check for any injured victims and assist them in evacuating.	
		Notify the HOS of location and actions taken.	
x	TIME	HOS	NOTES
		Pull fire alarm and call 9-1-1.	
		Implement Evacuation procedures.	
		If explosion occurred, make a visual check of buildings for damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and hazardous materials.	
		Ensure accountability of all students and staff.	
		Gather information from staff regarding location of fire.	
		Meet with Fire Department to pass on information regarding accountability of staff and students, location of fire.	
		Determine with Fire personnel if building is safe for use.	
		Signal "all clear" when safe to re-enter school building.	
		If building unsafe for use, implement student release procedures.	
x	TIME	STAFF	NOTES
		Evacuate students to assembly area and take emergency supplies.	
		Check attendance to ensure all students have evacuated. Report any missing students/staff to HOS.	
		Report any suspicious information about the fire to the HOS, i.e. arson related.	
		If directed, assist in student release procedures.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		If SAFE, go to alarm panel to determine the location of the fire.	
		Communicate location of fire to HOS.	
		Stay with HOS to assist Fire Department with access to school and building layout.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	

FLOOD

DATE / /

Flooding could occur from severe storm activity or as a result of damage to water distribution systems such as failure of a dam or levee. Both types of flooding should be preceded with an alert message broadcast over the weather radio station.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	HOS	NOTES
		Determine if off-site evacuation is required. Establish time period for evacuation and determine resource needs; location, method of transportation, etc.	
		Notify local police department of intent to Evacuate, the location of the safe evacuation site and the route to be taken to that site.	
		Ensure accountability of all students and staff.	
		Attempt to notify parents of need to evacuate and location for student reunion and release.	
		Post a notice on the office door stating where the school has relocated.	
		Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.	
x	TIME	STAFF	NOTES
		As directed, assist in Evacuation procedures. Take the class roster and emergency supplies.	
		Remain with students throughout the evacuation process.	
		Upon arrival at the safe site, take attendance. Report any missing students to HOS and emergency response personnel.	
		Do not return to school building until it has been inspected and determined safe by property authorities.	
x	TIME	POST INCIDENT ACTIONS - AS ASSIGNED	NOTES
		Determine if building has been damaged by flooding and unable to serve as school site. Confer with building owner.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	

HAZARDOUS MATERIALS (HazMat)

DATE / /

An uncontrolled release of a hazardous material, liquid, or vapor that could cause harm or death to humans or damage the environment. The nature and proximity of the incident to the school will determine which emergency action should be implemented.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Person observing the hazardous material spill should immediately notify the HOS/Teacher/Staff.	
		Avoid being contaminated by staying uphill and upwind.	
		Warn others in the immediate area of the hazmat spill.	
x	TIME	HOS	NOTES
		Call, or ensure someone has called 9-1-1.	
		If there is a threat of airborne toxicity, shut-off ventilation system in affected area.	
		Initiate Shelter-in-Place or Evacuation procedures depending on the circumstances. (If spill is outside or inside the buildings)	
		Isolate anyone who is contaminated with the substance until public safety personnel carry out decontamination procedures.	
		Gather information from staff regarding location of spill, extent and, if possible, the name of the substance that has spilled.	
		Wait for instructions from Fire Department or professional emergency responders.	
		If evacuated, do not allow the return of students until public safety officials declare the area safe.	
		If applicable, notify Charter Management Organization.	
		Ensure all injured students/staff receive medical treatment.	
x	TIME	STAFF	NOTES
		Implement Shelter-in-Place or Evacuation procedures.	
		Ensure accountability of all students.	
		Report any missing students to the office.	
		If evacuation has been ordered, take class roster and emergency supplies before leaving the classroom.	
		Wait until all clear has been given to return to classroom or end the Shelter-in-Place procedures.	
		Prepare to relocate students to secondary evacuation site if ordered.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Determine location of spill, extent and, if possible, the name of the substance that has spilled and report to HOS.	
		Assist HOS or Fire Department with access to school.	
x	TIME	POST INCIDENT ACTIONS - AS ASSIGNED	NOTES
		Ensure parents are notified of incident.	
		Coordinate information with the Fire Department to release information to the press/media.	

INTRUDER

DATE / /

An unauthorized person in a school building or on school property. There is always the potential that an intruder may possess a weapon or become violent. When interacting with a stranger at school, use the "I CAN" rule; Intercept - Contact - Ask - Notify

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Politely greet subject and identify yourself. Ask subject the purpose of his or her visit, and if possible, attempt to identify the individual and vehicle.	
		Consider asking another staff person to accompany you before approaching subject.	
		Inform subject that all visitors must register at the reception area and escort the subject to the reception area.	
x	TIME	HOS	NOTES
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school and he/she is not cooperating.	
		Advise the subject that they are trespassing and need to leave the school and if they do not leave law enforcement will be notified. Call police if intruder remains uncooperative.	
		Secure the buildings if intruder is outside of school.	
		Implement Lockdown procedures if intruder is inside the school.	
		If possible, observe actions of intruder and try to determine if they are in possession of a weapon.	
		Obtain a description of the intruder and give to police.	
		Back away from subject if he/she indicates a potential for violence.	
		Assist police as necessary.	
		When given all clear, resume normal school operations.	
x	TIME	STAFF	NOTES
		As directed, implement Lockdown procedures. Ensure all students are in classroom.	
		Attempt to observe intruder and take note of behavior.	
		Ask students and visitors to remain quiet in designated secured area, away from window, and doors, and with all lights turned off.	
		Take attendance and immediately report missing students	
		Remain in Lockdown until an all clear is given or evacuate if the HOS, designee or law enforcement gives the evacuation order.	

WEAPONS

DATE / /

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Call 9-1-1.	
		Stay calm and avoid confrontation if possible.	
		Obtain good description of individual and the type of weapon he/she has.	
		Notify the HOS or designee as soon as possible.	
		Take safety measures to protect yourself and others.	
		Inform police of your observation and be prepared to write a statement.	
x	TIME	HOS	NOTES
		Direct students and staff to Lockdown or Evacuate depending on the circumstances.	
		Direct staff to lock all hallway and exterior doors maintaining the capability to evacuate quickly.	
		Meet with law enforcement upon arrival.	
		Attend to the safety of students and staff at all times.	
		Assess situation in regard to location of person with weapon and potential for injuries.	
		Assist law enforcement as required.	
		Contact parent(s), guardian(s), or other close relative(s) of victims	
		Contact the Charter Management Organization, if applicable.	
		Issue a press release or assign this task to the PIO as deemed appropriate	
		Complete and incident report and file	
		Debrief with school crisis team and staff	
x	TIME	STAFF	NOTES
		Direct students who are in bathrooms or halls to enter into closest classroom and to inform the office about their location.	
		Direct students to use alternate routes away from the incident. During a gun incident, instruct students to "drop to the floor/ground" or "run into the building quickly."	
		Ask staff, students, and visitors to remain quiet in designated area, on the floor away from windows and doors, and with all lights turned off	
		Remain in Lockdown mode until the HOS or law enforcement orders an evacuation or calls out an all clear command	
		If evacuated, take attendance in evacuation area and immediately report missing students.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES

WEAPONS (CONTINUED)			
		Assist in Lockdown procedures by securing doors/gates of other areas of the campus.	
x	TIME	POST INCIDENT ACTIONS - AS ASSIGNED	NOTES
		Ensure parents are notified of incident.	
		Coordinate information with the Police Department to release information to the press/media.	

TSUNAMI

DATE / /

Tsunamis are ocean waves produced by earthquakes or underwater landslides. As a tsunami nears the coastline, it may rise to several feet or, in rare cases, tens of feet, and can cause great loss of life and property damage when it comes ashore. If a major earthquake is felt, a tsunami could reach the beach in a few minutes, even before a warning is issued. Areas at greatest risk are less than 25 feet above sea level and within one mile of the shoreline. An indicator of a potential tsunami is a strong earthquake lasting 20 seconds or more near the coast. A noticeable rapid rise or fall in coastal waters is also a sign that a tsunami is approaching. The West Coast/Alaska Tsunami Warning Center is responsible for tsunami warnings for California:

WARNING: A tsunami was or may have been generated, which could cause damage; therefore, people in the warned area are strongly advised to evacuate.

WATCH: A tsunami was or may have been generated, but is at least two hours travel time to the area in watch status. Local officials should prepare for possible evacuation if their area is upgraded to a warning.

ADVISORY: An earthquake has occurred in the Pacific basin, which might generate a tsunami. WC/ATWC and PTWC will issue hourly bulletins advising of the situation.

INFORMATION: A message with information about an earthquake that is not expected to generate a tsunami. Usually only one bulletin is issued.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	HOS	NOTES
		Receive tsunami warning, watch, advisory or information from West Coast Tsunami Warning Center or local emergency officials. Determine if evacuation is required, and implement procedures if necessary.	
		If tsunami watch is issued, there may be time to evacuate by public/private transportation. Follow the directions and route given by the emergency authorities, or get to higher ground as far inland as possible.	
		Know the elevation of your school above sea level and the distance of the facility from the coast or other high-risk waters. Evacuation orders may be based on these numbers.	
		Know the pre-designated escape routes before a warning is issued. Follow posted tsunami evacuation routes; these will lead to safety. Local emergency management officials can advise you of the best safety route and shelter locations.	
		Notify local police and fire departments of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.	
		Be prepared to evacuate by foot if necessary. Follow routes that lead uphill and inland, and not the roads that parallel the shoreline.	

TSUNAMI (CONTINUED)

		Issue instruction if students will be evacuated to a safer location by means of public/private transportation.	
		Once evacuated, monitor a NOAA Weather Radio with a tone-alert feature to keep you informed of local watches and warnings. The tone alert feature will warn you of potential danger even if you are not currently listening to local radio or television stations.	
		Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.	
x	TIME	TEACHERS	NOTES
		Discuss tsunamis with students ahead of time to help reduce fear and anxiety, and instruct the students in the evacuation measures that will occur if a warning or watch is issued.	
		If strong earthquake lasting 20 seconds or more occurs, have students drop, cover, and hold on. They should first protect themselves from the earthquake.	
		When the shaking stops, gather students and evacuate quickly. Leave everything else behind. A tsunami may be coming within minutes. Move quickly to higher ground away from the coast.	
		If a tsunami warning is issued, evacuate students immediately following instructions of the HOS or local emergency officials. Take the student roster and emergency supplies.	
		Remain with students throughout the evacuation process.	
		Upon arrival at the safe site, take attendance. Report any missing students to HOS/site administrator and emergency response personnel.	
		Do not return to school building until it has been inspected and determined safe by proper authorities.	

Appendices

APPENDIX A

Employee Emergency Skills Survey

Employee Name _____ Position _____

Work Location _____

During any emergency it is important to be able to draw from all available resources. The special skills, training, experience and capabilities of staff members will play a vital role in dealing with the effects of any type emergency or major disaster. The purpose of this survey is to pre-identify the skills of our employees to determine the area of emergency response they may best be suited for. Please indicate the areas that apply to you and return this survey to the HOS's Office.

Please check the boxes which indicate the skills or specific expertise or training you may have:

First Aid CPR AED Triage (Received within past ____ years?)
Firefighting Nurse Doctor/Dentist Other medical _____
Physical Fitness
Emergency/Management Search & Rescue
Bi/Multi-lingual, what language(s) _____
Construction Mechanical Ability Structural Engineering
Electrician Utilities HVAC Plumber
Heavy Equipment Operator What type: _____
Truck/Bus Driver
Food Preparation Cooking for Large Numbers of People
Shelter Management Child Care Counseling Crisis Intervention
Survival Training and Techniques
Ham Radio CB Radio Licensed Yes No
Camping Experience
Journalism Shorthand Clerical Computer
Military Reservist Law Enforcement Security
Community Emergency Response Team (CERT) training

Other special skills, training or experience that would be useful during an emergency: _____

Do you keep any emergency equipment in your office or vehicle that would be beneficial in an emergency?

Yes No

If yes, please list that which could be used in an emergency at the school: _____

What would make you feel more prepared during a disaster while you were at the school? _____

Additional Comments: _____

APPENDIX B

Damage Assessment Checklist

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: _____ Location/Room: _____

Date: __/__/__ Time: (24:00 Hours):__:__

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Description of damage, location, severity, etc.
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Natural Gas Lines and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<u>Hazardous Materials</u> Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Type/Quantity spilled or leaking: _____
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Type/Quantity spilled or leaking: _____
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<u>Physical Hazards</u> Sink Holes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Damaged Bld. Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Building or room safe for reoccupancy ☐

Building or room closed due to hazardous condition ☐

The following corrective measures need to be completed prior to reoccupancy:

[Note: Send this checklist to the IC for situation analysis and maintain the original in an emergency document file.]

APPENDIX C

INCIDENT ACTION PLAN		School:	
		Incident Name:	
Date Prepared:	Time Prepared:	Prepared by:	
<i>Map Sketch – Draw a simple map of the incident and surrounding areas</i>			
<i>Current Organization – List the positions that have been activated</i>			
Position	Name Assigned	Position	Name Assigned
Incident Commander		Crisis Intervention	
Public Information		Situation Analysis	
Safety/Security		Documentation	
School Liaison		Supplies/Distribution	
Search and Rescue		Transportation	
First Aid/Medical		Personnel	
Fire Suppression/HazMat		Facilities	
Damage Assessment/Utilities		Compensation/Claims	
Student Release/Reunion		Purchasing/Procurement	
Assembly Area/Shelter		Timekeeping	

APPENDIX C
(Continued)

INCIDENT ACTION PLAN		Page 2	
Current Objectives: List of overall objectives to be conducted to stabilize incident. Objectives should be SMART; Specific, Measurable, Achievable, Relevant, Time Oriented.			
Current Actions: Summary of current actions being taken or already achieved.			
Resources Summary			
Needed	Type	Assignment	On Scene/ETA
Safety Message:			
Attachments: ✓ if attached		Weather Forecast:	
<input type="checkbox"/> Situation Reports	<input type="checkbox"/> Medical Plan	<input type="checkbox"/> Traffic/Staging Area Map	

APPENDIX E

SITUATION REPORT

School: _____ Type of Event: _____

Completed by _____ Date _____ Time _____

Condition of Students, Staff and Visitors

_____ All Accounted For

_____ No Injuries

_____ No immediate help required

_____ Missing (number)

_____ Trapped in Building: (number)

_____ Injured (number)

Names

Condition of School Building and Grounds

e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.

Shelter Information

_____ Number of children remaining at school

_____ Number of Staff or Visitors remaining at school

_____ Number of staff members remaining to care for children

_____ Assistance Required:

_____ Water _____ Food _____ Blankets _____ Additional personnel

APPENDIX F

STUDENT REQUEST FORM

STEP 1: Have parents/guardians fill out one form for each student requested.
 STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.
 STEP 3: Send runner to retrieve student and bring to the reunification area.

STUDENT:	GRADE:	FOR STAFF USE
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY: Print Name		AUTHORIZED ON EMERGENCY CARD? <input type="checkbox"/> YES <input type="checkbox"/>
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <div style="text-align: center;">Signature</div>		MEDICAL NEEDS?
		STUDENT STATUS (check one) <input type="checkbox"/> Released <input type="checkbox"/> Study Issues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? YES <input type="checkbox"/> NO <input type="checkbox"/>		TIME OF RELEASE:
If YES, Name(s):		

STUDENT REQUEST FORM		
STEP 1: Have parents/guardians fill out <u>one form for each student requested</u> . STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form. STEP 3: Send runner to retrieve student and bring to the reunification area.		
STUDENT:	GRADE:	FOR STAFF USE
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY: Print Name		AUTHORIZED ON EMERGENCY CARD? <input type="checkbox"/> YES <input type="checkbox"/>
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <div style="text-align: center;">Signature</div>		MEDICAL NEEDS?
		STUDENT STATUS (check one) <input type="checkbox"/> Released <input type="checkbox"/> Study Issues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? YES <input type="checkbox"/> NO <input type="checkbox"/>		TIME OF RELEASE:
If YES, Name(s):		

APPENDIX G

Student Release Log

Page No. _____

[illegible]

APPENDIX H

Staff Trained in CPR and First Aid

[illegible]

APPENDIX I

Medical Treatment Log

Date: _____

Patient Name	Time:	Description of Treatment	Triage Category	Initials

APPENDIX J

After Action Report Form

Name of person completing report: _____

School: _____ Date: _____

☐ **Drills/Exercises** [check one]: ☐ **Actual Incident response** [check one]:

☐ Earthquake

☐ Fire

☐ Lockdown

☐ Evacuation

☐ Flood

☐ Other (specify): _____

☐ Table-Top

☐ Functional or full-scale exercise

Start time: _____ End time: _____

Participation: Provide a list of individuals and agencies participating in the event.

Timeline of events: Provide a detailed outline or description of events and activities.

Lessons learned: Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.

Discussion and recommendations: Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.

APPENDIX K

The following supply lists are suggested quantities are for 100 people for a period of 72 hours. The lists are broken down into the categories of food and water, assembly or shelter areas and first aid. Ensure the expiration date on all items is current. Select the foods that are best suited for your school, and also take note of any students or staff that may have food allergies.

Emergency Supplies Inventory		<i>Food/Water</i>
Food Item	Recommended Quantity	
Dried fruits/snacks/ trail mix	20 lbs.	
Canned meats	60 cans	
Canned fruits	60 cans	
Canned vegetables	20 cans	
Crackers	2 cases	
Canned fruit juice	2 cases	
Coffee, tea, drink mixes – instant type	2 cases	
Energy bars – granola, protein, etc.	2 cases	
Freeze-dried meals	2 cases	
Peanut butter/jelly – large	20 jars each	
Ready to eat soups and meals	2 cases	
Staples – sugar, salt, pepper, etc.	10 packages	
Food for persons on special diets; allergies, diabetic, etc.	As needed	
Water	Recommended Quantity	
Drinking water – based on 2 quarts per person per day	150 gallons	

Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted to maximize shelf life (5 years) and ease of storage.

APPENDIX K
(Continued)

Emergency Supplies		<i>Assembly/Shelter</i>
Item	Recommended Quantity	
Blankets	100	
Battery operated radio; extra batteries or hand crank	1	
Flashlights; extra batteries and bulbs or hand crank	4	
Whistles (for communicating with staff and students)	4	
Clipboards, paper and pens	6	
Aluminum foil, matches, charcoal (for cooking)	3 sets	
Medium garbage bags	4 packages (40 count)	
Large 3-ply garbage bags	4 packages (20 count)	
Plastic buckets – 5 gallon	6	
Pads of paper	4	
Tape; scotch and duct types	4 rolls each	
Plastic cups, plates, utensils	6 packages (100 count)	
Plastic storage containers	5 sets	
Shut-off wrench (turn off gas and water if needed)	2	
Manual can openers, utility knives	5 each	
Portable toilet kit; toilet paper	2 kits, 50 rolls	
Activities or games for children	10	

Personal Protective Equipment		<i>First Aid Unit</i>
CPR pocket masks/disposable	10	
Eye protection masks – goggles	10	
Biohazard protective gloves – Nitrile or latex, disposable	10	
N-95 biohazard disposable face masks – OSHA	10	
Splash resistant clothing and shoe coverings	10	
Spill clean up kit – clean-up powder, clean-up scoop and scraper	5 kits	

APPENDIX K
(Continued)

Emergency Supplies	<i>First Aid</i>
Item	Recommended Quantity
First Aid Handbook (current issue)	1
Ace bandages – 1” and 2” widths	4 boxes each
Adhesive tape – 1” width	20 rolls
Alcohol Swabs (for cleaning instruments)	4 boxes – 100 count
Band-Aids – assorted sizes	8 boxes
Blankets – Mylar or disposable type	150
Bleach (1:10 bleach to water ratio for cleaning)	1 gallon
Cold packs (compresses)	1 case
Cotton balls – unsterile	4 large packages
Disposable gloves (latex and non-latex)	4 boxes
Dressings – 2” and 4” disposable sterile	4 boxes each
Dressing pads – 5x9 and 8x10 sterile	4 boxes each
Dressings – eye pad, oval sterile	15 boxes
Facial tissues	10 boxes
Gauze bandage – 1” and 2” width	10 rolls each
Hydrogen Peroxide (50% solution of peroxide/water for disinfectant)	4 bottles
Liquid soap (handwashing)	5 bottles
Paper towels	4 cases
Q-tip swabs	6 packages
Safety pins – assorted sizes	6 packages
Scissors	8 pair
Splints – long and short; cardboard, boards, etc.	Several sets
Towelettes – pre-moistened hand wipes	15 boxes
Treatment log	1
Triage tags	50
Triangular bandage – for sling/safety pins	30
Tweezers/needles – sterile	9 pairs

APPENDIX L

Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between Vincent Academy, 1911 Union Street, Oakland, Alameda County and _____ ("Shelter Provider")

RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements; and

WHEREAS, if the School should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, it is agreed as follows:

1. The School shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School's conduct of shelter activities.
2. The School shall exercise reasonable care in the use of Shelter Provider's facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

_____ **CHARTER SCHOOL**

By: _____ By: _____
Authorized representative/position Authorized representative/position

Date: _____ Date: _____

APPENDIX M

SAMPLE PRESS RELEASE - Earthquake

Event: EARTHQUAKE

Date: _____

Release #: 001

Time: _____

TITLE: EARTHQUAKE CAUSES MODERATE DAMAGE TO ABC SCHOOL

FOR IMMEDIATE RELEASE

EXAMPLE.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC SCHOOL located at 1234 Anywhere Blvd. in Pleasantville, CA. There are no reports of injuries available. Search and Rescue crews are searching the buildings at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the school is closed. Parents are asked NOT to go to the school as this will hamper rescue efforts to allow emergency responders to access the site.

Further details will be provided when available. Next Scheduled Release: At ### hours

SAMPLE PRESS RELEASE - School Evacuation

Date Released:

Time Released:

Released by:

Because of the incident at (School Name Here), the students, faculty and staff have been evacuated to an alternate location as a preliminary measure. (School Name Here) has been relocated to (New Location Name Here).

APPENDIX M
(Continued)

Parents are instructed to pick up their children at the alternate location. Do not attempt to pick up children at their regular school. Please meet your child at the alternate location. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.

APPENDIX N

SAMPLE COMMUNICATIONS

STUDENT DEATH

Dear Parents,

Yesterday, we learned that one of our first graders, _____, died while in the hospital. _____ had his tonsils removed over the past weekend. Complications set in after his parents took him home and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about _____ to his/her class. We discussed what happened and how _____ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. _____'s death is particularly difficult due to his young age and its unexpectedness. The fact that _____ died while at the hospital and the fact that it was related to having his tonsils out may also be frightening for children, especially those who may need to have their own tonsils out in the future.

We recommend that you take some time to discuss _____'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about _____'s death and/or the death of any loved one. If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the _____ family and to all their friends. We at the school will miss _____ very much. He was our friend and we loved him.

Sincerely,
School HOS

APPENDIX N
(Continued)

INITIAL ANNOUNCEMENT OF A CRISIS EVENT

TO:

FROM:

We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you.

People will be available to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

As soon as we know the family's/families' wishes regarding _____ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."

APPENDIX O

POSITION ACTIVITY LOG			
POSITION:		LOCATION:	
		PAGE ____ OF ____ PAGES	
SECTION/TEAM LEADER:		FROM:	TO:
TIME	INCIDENTS, MESSAGES, NOTES	ACTION TAKEN	INITIAL
Completed by:		Position Title:	Date:

FORWARD

The Vincent Academy Emergency Management Plan identifies the School's Emergency Planning, Organization, and Response Policies and Procedures. This plan addresses how the School will respond to any emergency, disaster or extraordinary event, from preparation to response and through short-term recovery.

Public schools are required by law to prepare and respond to emergencies much like a local government. Charter schools are exempt from many of the laws and legislation mandated for public schools, but in theory should abide in the same principals that govern public schools to provide for the safety and security of the students and staff of the charter school. Section 8607 of the *California Government Code* requires that state and local governments, and special districts such as schools, respond to disasters using the Standardized Emergency Management System (SEMS). State law also requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (*California Education Code* § 35295 through § 35297; *California Code of Regulations* § 2400 - 2450). Although not mandated by the California Department of Education, it is recommended that Charter Schools comply with these same laws and regulations.

Vincent Academy recognizes the importance of emergency preparedness for the safety of its students and staff and has based this Emergency Management Plan on the functions and principles of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), as well as the requirements of the California Education Code for preparedness and response. Both of the management systems are built upon the principles and concepts of the Incident Command System (ICS).

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SECTION ONE

ADMINISTRATION

PURPOSE AND SCOPE

Vincent Academy is responsible for emergency response operations and will commit all available resources to save lives, minimize injury to persons, minimize damage to property, and protect the environment. If properly implemented, this plan will reduce or prevent personal injuries and disaster related losses on the school campus. This plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

DISTRIBUTION AND TRAINING

This plan will be made available to all school personnel and will be distributed to the authorizing school district, local law enforcement and fire service agencies. An overview of the plan will be explained and distributed to parents. As recommended by the California Department of Education, staff and students will participate in drills on a regular basis to train in their roles and responsibilities during any emergency. Annual planning, preparation, and training will be conducted for staff to learn and exercise the proper courses of action in an emergency. All staff members will be trained on this plan and its response procedures in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency. This plan cannot foresee all possible circumstances of an emergency and recognizes that staff will need to assess the circumstances of any emergency and make decisions based on the current situation.

PLAN FORMAT

This Emergency Management Plan is formatted into four sections; Administration, Concept of Operations, Emergency Response Procedures, and Appendices. Each section contains information that outlines the basic components of critical areas in emergency management.

- **Administrative Section** includes the legal requirements of emergency planning for schools and recovery planning.
- **Concept of Operations Section** outlines how the school will operate and respond during an emergency and includes Action Checklists for the ICS positions of the emergency organization.
- **Emergency Response Procedures** are checklists for response to specific hazards that could occur.
- **Appendices** contain supplemental emergency and supporting documentation.

PLAN REVISIONS AND MAINTENANCE

As recommended by the California Department of Education, this plan will be reviewed and updated annually. Recommended changes to this plan should be approved by the Head of School. All approved changes shall be distributed to appropriate agency personnel. This plan will be updated on an annual basis.

Review/ Change No.	Date Entered	Description of Change	By

LINES OF SUCCESSION

Under normal circumstances, the Head of School will be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Head of School may be displaced, incapacitated, or unavailable for other reasons, however, the school's responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve until that person is again able to serve or is replaced permanently.

Primary Position	First Alternate	Second Alternate	Third Alternate
Head of School	Operations Manager	Extended Learning Director	Office Manager

APPROVAL STATEMENT

The Vincent Academy Emergency Management Plan has been reviewed and found to comply with SEMS and NIMS and the California Department of Education recommended requirements.

This plan shall be reviewed annually by the Head of School and updated to maintain current procedures.

Drills will be conducted periodically and at least once annually to test the overall effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.

A copy of this plan will be distributed to all staff, including part-time staff. The Head of School will ensure at the start of each academic year that all staff have copies of this document.

The following administrators have read this plan and understand its policies and procedures and concur with the roles and responsibilities that are outlined in this document:

Head of School (HOS) _____
Signature *Date*

Operations Manager (OM) _____
Signature *Date*

Extended Learning Director (ELD) _____
Signature *Date*

Office Manager (OM2) _____
Signature *Date*

Date Plan Adopted: _____

AUTHORITIES AND REFERENCES

The following laws pertain to school safety and school disaster preparedness.

State Codes

Education Code section 35294.2 (Chapter 736, Hughes, Statutes of 1997) requires all schools to develop and implement comprehensive Safe School Plans.

Education Code section 33031 requires school principals to formulate a disaster preparedness plan. Principals must test the plan during the school year.

California Constitution, Article I, Section 28(c) guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.

Labor Code, Section 6400 mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.

Title 8, California General Industry Safety Orders, Section 3203 requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.

The Field Act (Garrison Act and Riley Act)

The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147- Community Colleges), enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.

The Private Schools Building Safety Act of 1986 (Education Code 39160) requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

Title 24, California Code of Regulations prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Nonstructural elements include anything, which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.

The Katz Act

The "Katz Bill" (*Education Code 35295, 35296, 35297*) requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system" so that pupils and staff will act instinctively and correctly when an earthquake disaster strikes. Specifically:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter

- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

Disaster Service Workers

Government Code, Section 3100 specifies that whenever there is a "State of Emergency" declared by the Governor, public employees may be declared "Disaster Service Workers" and have a responsibility to be as prepared as possible to meet emergencies. "Public employees" applies to all persons employed by the State, County, City, or other Public District.

During a declared disaster, public school employees are required to serve as Disaster Service Workers and cannot leave their school site until formally released. Failure to do so could result in:

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

Post – Disaster Shelters

Public schools are required by both federal statute and state regulation to be available for shelters following a disaster. It is recommended that Charter Schools contact their local American Red Cross (ARC) and local governments to develop plans and make arrangements in advance to assure that they are prepared.

The Petris Bill

California Government Code Section 8607 requires public schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996. SEMS includes

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

Homeland Security Presidential Directive 5 (HSPD-5)

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5. HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance grants (**including REMS grants**), contracts and other activities by Fiscal Year 2005.

"All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education (ED), the U.S. Department of Homeland Security (DHS),

and/or the U.S. Department of Health and Human Services (HHS) are required to support the implementation of NIMS. Award recipients of ED's Readiness and Emergency Management for Schools (REMS) are required to implement, in conjunction with community partners, identified NIMS compliance activities".

NIMS includes training requirements in the Incident Command System. All "key school personnel" are to complete ICS100, ICS200 and IS700.

VITAL RECORD PROTECTION

School records are considered vital records and need to be protected. It is recommended that vital records be duplicated and kept off-site in the event something happens to the facility at Vincent Academy. The Head of School is responsible for the protection and preservation of vital records. Vincent Academy stores hardcopies of records and files, regulations, and contracts in the HR Office. Back-up data systems are stored at on an IT Server onsite.

AMERICANS WITH DISABILITIES ACT

Vincent Academy must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans With Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because the school may, at one time or another, have staff, students or visitors who need evacuation assistance, Vincent Academy will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities.

SECTION TWO

CONCEPT OF OPERATIONS

FOUR PHASES OF EMERGENCY MANAGEMENT

There are four phases of emergency management described by the Department of Homeland Security, FEMA, the California Emergency Management Agency (CalEMA) and the U.S. Department of Education Office of Safe and Drug-Free Schools:

- **Phase I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- **Phase II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.
- **Phase III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- **Phase IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

EMERGENCY MANAGEMENT SYSTEMS

Incident Command System (ICS)

Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The features of ICS are common terminology and the division of response activities into five functional units that essentially eliminate the possibility of the duplication of efforts. ICS became the model for the state's standardized system.

Standardized Emergency Management System (SEMS)

The SEMS was developed as a result of the lack of agency and multi-jurisdictional coordination during the East Bay Hills Fires in Oakland in 1991. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. The primary components of SEMS are the Incident Command System, Multi-Inter-Agency Coordination, the Master Mutual Aid System and Operational Areas. Use of SEMS during a disaster response is an eligibility requirement for local governments, agencies and special districts (utility companies, public schools, etc.) to receive State reimbursement of personnel and equipment response costs following a disaster.

National Incident Management System (NIMS)

After the national tragedy on September 11, 2001, the NIMS was developed to address incidents of national significance. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language, organizational structure and procedures facilitates the flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources. Federal funding for emergency preparedness, response, and recovery grants is attached to the use of NIMS.

Mutual Aid

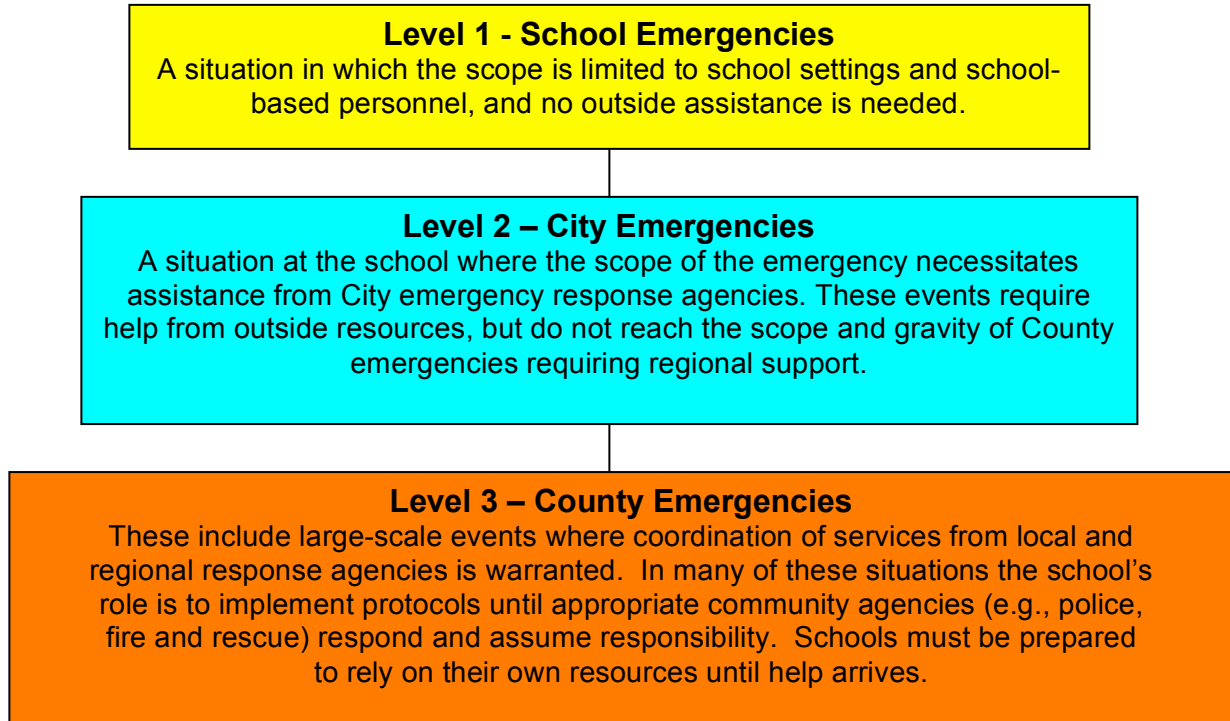
Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

Unified Command

The control of and response to campus emergencies is the sole responsibility of the school site emergency teams until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The Head of School/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

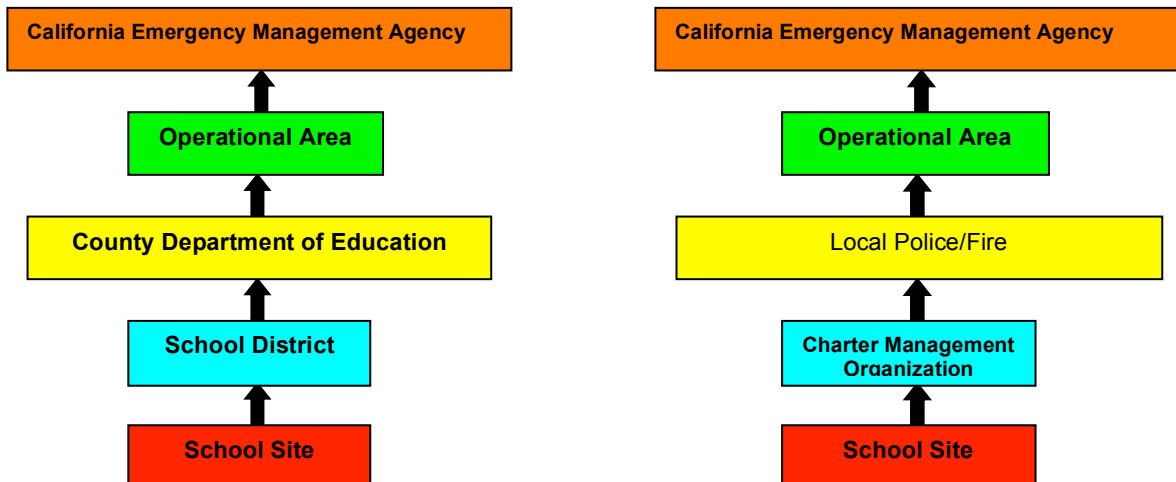
LEVELS OF EMERGENCIES

Emergencies are often described in terms of the following three levels:



SEMS LEVELS OF EMERGENCY MANAGEMENT

SEMS consists of five emergency management levels. The chart on the left depicts the emergency management reporting levels as they would reflect a typical public school, while the chart on the right shows the levels for a charter school. These levels are followed as the resource requirements are exhausted and expand over the course of the incident.



Plan Activation

When an emergency situation occurs, school staff must quickly determine what initial response actions are required. This is done by identifying the type of emergency; identifying the level of emergency; and determining the immediate actions that are required. This plan will be activated under conditions where support and involvement from resources outside of the school are necessary to ensure the safety and security of the students and staff. The Head of School, or designee, has the responsibility and authority to activate this emergency plan.

Incident Command Post

The Incident Command Post (ICP) is a designated field location that the Incident Commander will use to oversee all of the incident operations and coordinate and direct the units involved in the emergency response. The ICP should be set up a safe distance from the emergency site and be identified with a sign, so that it is visible to staff and incoming emergency responders. If the Incident Commander activates the Management Section positions, those staff members will work alongside the Incident Commander from the ICP. The ICP location will be selected based on the type and size of the incident that has occurred.

Emergency Operations Center

An EOC is typically used to coordinate large scale emergencies that will last for several days and will require assistance from outside emergency response agencies. An EOC is a facility used as the central point of coordination, policy direction, organization and support for the emergency or disaster. The EOC's primary function is to support the emergency response operations that are occurring at the scene of the emergency. Information gathered from individuals working at the incident will provide an overall view of what has occurred, what is taking place, and what needs to be done. The EOC is also where resource allocations can be prioritized, tracked and coordinated with the outside assisting agencies. Within the EOC, the overarching objectives for the emergency response should be developed to achieve the overall goals of life safety, and protection of property and the environment. The EOC location must have sufficient work space for the EOC responders to communicate with representatives from the field operations and coordinate the emergency incident.

Situation and Assumptions

The school is located at 2501 Chestnut Street Oakland, CA 94607. The site consists of one building and two modulares. There is an average daily attendance of 135 students and 16 staff members on the site. In most instances, school staff and/or local fire and law enforcement agencies will handle the emergencies on site. During an emergency, centralized direction and control is the most effective approach to management of emergency operations. School administration and staff will coordinate with local emergency response agencies in the event they are called to respond to an emergency.

Communications

When an emergency condition exists, the Incident Commander will notify the pre-designated personnel to respond to their area of assignment, or make assignments as necessary. The methods of communication that will be used are Intercom, two-way radios,

telephones, or runners. Notifications will be given in plain language. Code words shall not be used.

Please See Appendix A.

EMERGENCY TELEPHONE NUMBER DIRECTORY

Purpose		Name of Agency		Number			
Local Law Enforcement (i.e. Oakland PD, Alameda S.D, etc.)		Oakland PD		510-238-3365 or 911			
Fire/Paramedics (i.e. Oakland FD, Alameda Co., etc.)		Oakland FD		510-238-4000 or 911			
Local Hospital		Summit Hospital		510-437-4800			
Electric Company		PGE		800-743-5000			
Gas Company		PGE		800-743-5000			
Water Company		EBMUD		1-866-403-2683			
Animal Control/Shelter		Animal Services		510-535-5602			
Vincent Academy							
Position		Name		Work		Pager/Cell	
Head of School		Drew Sarratore		510-452-2100		310-743-7040	
Operations Manager		Sophath Mey		510-452-2100		510-798-7651	
Extended Learning Director		Rodney Spencer		510-452-2100		510-388-3519	
Office Manager		Edneeka Hill		510-452-2100		510-560-0822	
Other Important Numbers							
Building owner		Chestnut Campus Inc.		415-989-1111			
Executive Director		Kate Nicol		510-772-9601			
Board President		Jean Driscoll		510-418-1974			

INCIDENT COMMAND SYSTEM FUNCTIONS

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting

life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

Responding to emergencies, from a single victim accident to a large-scale disaster, often requires cooperation among several responding agencies. In an emergency, you and other personnel from your school may be called upon to help with the response. You may not be working in your day-to-day position. All emergency response agencies utilize ICS as the organizational structure for emergency response, so it is more efficient for your school to function in the ICS environment as well.

The five major components of ICS, Management, Operations, Planning/Intelligence, Logistics, and Finance/Administration, are the foundation upon which the ICS organization develops. *These five components will be colorized through the remainder of this section.*

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the Head of School. The IC is assisted in carrying out this function by a Management Team which consists of a Public Information Officer, Safety Officer, and School Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning/Intelligence: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.

Logistics: Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

Finance/Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Within the ICS, an emergency response organization consisting of these five components or *Sections* can be activated, depending on the needs established. These sections may be applied during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the

Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may also be divided into smaller functions as needed and customized for the needs that occur in a school environment.

DESCRIPTION OF ICS POSITIONS

The Management Section consists of the following functional components:

Incident Commander: the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

Public Information Officer: handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.

Safety Officer: monitors safety conditions and develops measures for ensuring the safety of all assigned staff.

School Liaison: is the on-scene contact for other agencies responding to the incident.

The Operations Section consists of the following components:

Search and Rescue Unit: conducts search of every room on campus for victims that are trapped or injured and evacuates them from the building to a triage or safe location.

First Aid/Medical Unit: establishes a medical triage area and provides/oversees care given to the injured.

Fire Suppression/Hazmat Unit: locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.

Damage Assessment Unit: performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.

Student Release/Reunion Unit: manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.

Assembly Area/Shelter Unit: establishes and sets-up shelter facilities for staff and students required to stay at the site.

Crisis Intervention Unit: provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

The Planning/Intelligence Section consists of the following components:

Situation/Resource Status Unit: the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

Documentation Unit: maintains a log of all emergency developments and response actions and other necessary documentation.

The Logistics Section consists of the following components:

Supplies/Distribution Unit: acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

Transportation Unit: provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

Personnel Unit: coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.

Facilities Unit: designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

The Finance/Administration Section consists of the following components:

Compensation/Claims Unit: processes workers compensation claims and claims for damages related to the emergency response.

Purchasing/Procurement Unit: arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.

Timekeeping Unit: maintains a log of all and response actions, including financial expenditures, timekeeping, and other necessary documentation.

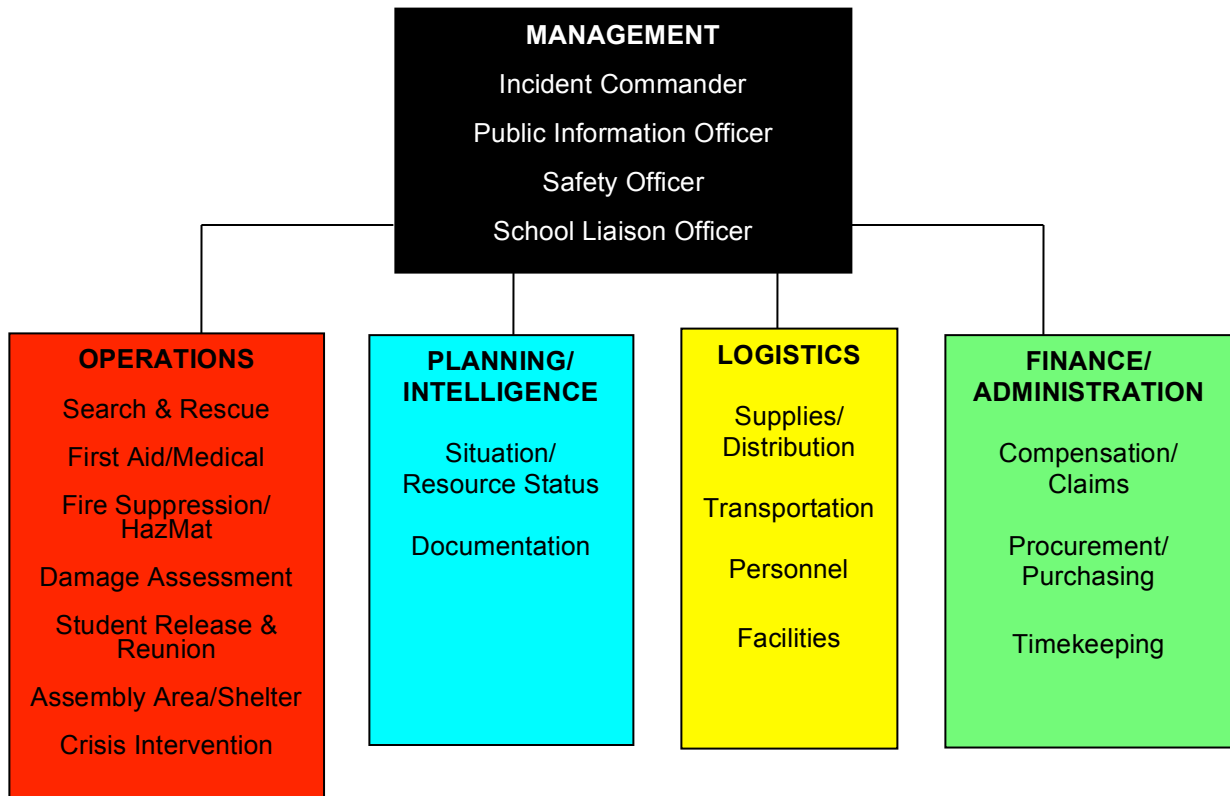
ICS FUNCTIONAL POSITIONS

It is recommended that the school conduct a survey to assess the emergency response related skills, previous training and experience of the school staff to determine who may best work in the different ICS functional positions. Pre-assigning staff to the functional ICS roles will enable each staff member to prepare for the responsibilities they may have during the response to an actual emergency. The school should also evaluate the need for additional emergency response training for staff members. (See Appendix A – Employee Emergency Skills Survey)

ICS Functional Positions		
Position/Unit	Staff Member	Alternate
MANAGEMENT SECTION		
Incident Commander	Head of School	Operations Manager
Public Information Officer	Head of School	Operations Manager
Safety Officer	Head of School	Operations Manager
School Liaison	Head of School	Operations Manager
OPERATIONS SECTION		
Search & Rescue	Operations Manager	Office Manager
First Aid/Medical	Operations Manager	Office Manager
Fire Suppression/Hazmat	Operations Manager	Office Manager
Damage Assessment	Head of School	Operations Manager
Student Release/Reunion	Operations Manager	Extended Learning Director
Assembly Area/Shelter	Extended Learning Director	Office Manager
Crisis Intervention	Operations Manager	Extended Learning Director
PLANNING/INTELLIGENCE SECTION		
Situation/Resource Status	Head of School	Operations Manager
Documentation	Operations Manager	Office Manager
LOGISTICS SECTION		
Supplies/Distribution	Operations Manager	Office Manager
Transportation	Extended Learning Director	Operations Manager
Personnel	Operations Manager	Office Manager
Facilities	Operations Manager	Extended Learning Director
FINANCE/ADMINISTRATION SECTION		
Compensation/Claims	Operations Manager	Head of School
Purchasing/Procurement	Operations Manager	Head of School
Timekeeping	Operations Manager	Head of School

SCHOOL EMERGENCY ORGANIZATION

The following ICS organizational chart shows an ICS organization at a typical public school. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. Each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:



Inevitably, at some point in an emergency or large scale disaster, most of these functions will need to be conducted. Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically the school principal assumes the Incident Commander responsibilities and activates the other positions as needed. *Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.*

INCIDENT ACTION CHECKLISTS FOR ICS

The following pages are Incident Action Checklists for each ICS position in the school emergency organization that may be activated at the time of an emergency. Staff members that have been pre-assigned a role in an emergency should familiarize themselves with the specific checklist for their pre-assigned position.

MANAGEMENT SECTION – INCIDENT COMMANDER

Primary Responsibilities

- ☐ Overall management of the response to the incident
- ☐ Assess the severity of the incident
- ☐ Make notification to professional/outside emergency responders of the incident
- ☐ Establish the Incident Command Post
- ☐ Set up check-in procedures at the ICP
- ☐ Activate ICS organization positions as necessary
- ☐ Establish objectives for the incident action plan
- ☐ Ensure the safety of students, staff, volunteers and campus visitors
- ☐ Deactivate ICS positions as needed

Start-up Actions

- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Assess nature and scope of emergency/disaster
- ☐ Determine level of threat to people and facilities
- ☐ Implement emergency/disaster plan appropriate to situation (see Appendix C)
- ☐ Meet with activated Management Staff and Unit Leaders
- ☐ Make sure you assign an alternate Incident Commander

Operational Duties

- ☐ Monitor overall response activities by staying in communication with assigned staff in ICS positions
- ☐ Work with assigned staff to write overall response objectives and revise as needed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Initiate Student Release when appropriate (*be sure Student Release Unit is set up*)
- ☐ Approve media releases for Public Information Officer (PIO) to release information to the appropriate agencies
- ☐ Supervise Section activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Terminate all response activities after determining the incident has been resolved
- ☐ Ensure that all pending actions will be completed after deactivation

- ☐ Initiate recovery operations
- ☐ Direct the return of all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit.
- ☐ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – PUBLIC INFORMATION OFFICER

Primary Tasks

- ☐ Liaison between the school, the media and the public
- ☐ Obtain information about the incident to write press releases
- ☐ Get press releases approved by the Incident Commander
- ☐ Deliver press releases to media and public

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with Incident Commander, Management Staff and Unit Leaders
- ☐ Designate a media reception area (*with Incident Commander approval*)
- ☐ Advise on-site media of time of first press release or press conference

Operational Duties

- ☐ Keep updated on response activities
- ☐ Schedule regular press conferences, if appropriate
- ☐ Get approval of Incident Commander for all press releases/statements
- ☐ Remind staff/volunteers to refer all questions from parents or the media to the PIO
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Position Activity Log
- ☐ Arrange for the translation of announcements and response-related information
- ☐ Monitor news broadcasts and correct any misinformation as soon as possible
- ☐ Make sure that the Incident Commander is aware of all media-related incidents
- ☐ Supervise activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Release PIO staff and volunteers when directed by Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

Guidelines for Speaking to the Media

When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the *current* situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners

- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

(See Appendix M – Sample Informational Releases)

MANAGEMENT SECTION – SAFETY OFFICER

Primary Tasks

- ☐ Monitor all response operations to ensure the safety of staff, students and others on campus
- ☐ Stop any response activity that would create an unsafe situation or put anyone at risk

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with Incident Commander, Management Staff and Unit Leaders

Operational Duties

- ☐ Maintain incident records and track response activities
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Monitor emergency response activities for safe practices
- ☐ Identify and mitigate on-site hazards and unsafe situations whenever possible
- ☐ Stop or modify any unsafe activities/operations
- ☐ Ensure that school response units are using appropriate safety equipment
- ☐ Anticipate situation/problems before they occur
- ☐ Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- ☐ Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search
- ☐ Supervise activities, schedule breaks and re-assign staff, as needed

- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Release Safety staff and volunteers when directed by Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – LIAISON OFFICER

Primary Tasks

- ☐ Meet with response agencies and organizations such as law enforcement, fire services, the American Red Cross, etc. on behalf of the Incident Commander
- ☐ Maintain the check-in log for all staff and volunteers responding to the incident

Start-Up Actions

- ☐ If already initiated, take over check-in/check-out procedures. If not, implement these procedures
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with the Incident Commander, Management Staff and Unit Leaders for initial briefing

Operational Duties

- ☐ Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Ensure the coordination of efforts by keeping the Incident Commander informed of agency action plans
- ☐ Provide periodic updates to agency representatives as necessary
- ☐ Supervise activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Release Liaison staff and volunteers when directed by the Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Complete Check-in/Check-out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached (see Appendix D)

OPERATIONS SECTION – SEARCH AND RESCUE UNIT LEADER

Primary Responsibilities

- ☐ Conduct visual search of every classroom, office, storage area, auditorium, bathroom, outdoor area, etc. for trapped or injured victims
- ☐ Evacuate trapped or injured victims from their location to a safe place
- ☐ Cordon off buildings or locations that are unsafe to enter
- ☐ Mark buildings that have been searched with a sign or caution tape
- ☐ Ensure that Search and Rescue is conducted with a *two-person team*

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with IC for briefing and assignments
- ☐ Gather and inspect all equipment and supplies
- ☐ Check flashlight and radio batteries; perform radio check
- ☐ Make sure you and your partner have school site maps

Operational Duties

- ☐ Report all gas leaks, fires, and structural damage to the Utilities Unit.
- ☐ Inspect the exterior of each building for structural integrity *before* entering.
- ☐ Identify unsafe areas with caution tape (**DO NOT** enter unsafe buildings)
- ☐ Search **ONLY** structurally sound buildings
- ☐ Search assigned areas using established search protocols
- ☐ As searched rooms have been cleared, call in report to the IC (“Room B-2 is clear”)
- ☐ Perform emergency first aid on severely injured victims first
- ☐ Rescue lightly trapped victims afterward
- ☐ Transport injured victims to triage area **Remember to use proper lifting techniques to avoid back strain*
- ☐ Provide any medical treatment given for injured victims to Medical Unit
- ☐ Provide IC with regular updates on numbers and condition of victims (*Use proper protocol, i.e., no names are broadcast over the radio.*)
- ☐ Note damage on your team map and relay information to the IC
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log (see Appendix N)

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs, paperwork and other documents and turn them over to the Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRST AID/MEDICAL UNIT

Primary Responsibilities

- ☐ Establish a medical triage area with CPR/first aid trained staff or volunteers
- ☐ Provide care and oversee status of injured people
- ☐ Request advanced medical care when necessary
- ☐ Provide personal protective equipment (latex gloves, bandages, etc.) when needed
- ☐ Document any and all care given to injured and pass information on to professional medical responders

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Gather all supplies and personal safety equipment and transport to site of medical triage area
- ☐ Set-up medical triage area away from public view. Area should be accessible to emergency vehicles
- ☐ Set-up morgue (*if needed and if long response time from Coroner*)
- ☐ Assess need to set-up intervention/counseling area with Crisis Intervention Unit

Operational Duties

- ☐ Maintain accurate treatment records using the Medical Treatment Form
- ☐ Monitor/assess patients at regular intervals
- ☐ Report deaths immediately to IC (*by runner, NOT over the radio*)
- ☐ When transportation becomes available, facilitate patient evacuation and note status on Medical Treatment Form (*maintain original Medical Treatment Forms*) (see Appendix I)
- ☐ If injured student is transported off campus, send a copy of student emergency contact card with him/her (*request copies from Documentation Unit*)

If sufficient staffing for Medical Team - Set Up Treatment Areas “Immediate” and “Delayed”

- ☐ Have team members check-in at the ICP
- ☐ Assign one team member to do intake:
 - ☐ Greet injured student/staff, reassess and/or confirm triage category
 - ☐ Direct victim or transport of victim to appropriate treatment area.
- ☐ Assign one team member to conduct “head to toe” assessment
- ☐ Provide appropriate first aid
- ☐ Fill out Medical Treatment Form. If triage category changes, attach any previous tags to current tag
- ☐ Monitor condition of “delayed” victims and watch for any changes in condition
- ☐ Maintain Medical Treatment Forms for all victims

Deactivation

- ☐ Oversee the closing of the first aid station
- ☐ Direct the proper disposal of hazardous waste

- ☐ Release Medical Team per direction of the IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRE SUPPRESSION/HAZMAT UNIT

Primary Responsibilities

- ☐ Locate and extinguish small fires as appropriate
- ☐ Shut off utilities that could be hazardous or fire danger and report to IC
- ☐ Evaluate areas for any release or potential release of chemicals
- ☐ Cordon off hazardous areas with caution tape
- ☐ Ensure Fire Suppression/Hazmat is conducted with a *two-person team*
- ☐ This position could be assigned in conjunction with the Damage Assessment/Utilities Unit

Start-Up Actions

- ☐ Check-in at the ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ Survey on-campus hazards and prioritize team response
- ☐ Work with Safety Officer to determine if buildings are safe to begin search and coordinate with Search and Rescue Unit
- ☐ Make sure you have a school site map

Operational Duties

- ☐ Control and/or suppress small fires
- ☐ Check for gas leaks or any other potential hazard that could start a fire
- ☐ Determine building damage levels before entering and inform IC if buildings are not safe to enter for a search
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Release Team members per direction of IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – DAMAGE ASSESSMENT/UTILITIES UNIT

Primary Responsibilities

- ☐ Perform initial assessment of buildings and structures looking for structural damage
- ☐ Check gas meters, electrical outlets and wires, water pipes, filters, systems for damage
- ☐ Turn off utility if damaged and poses a hazard
- ☐ Cordon off the areas of hazard with caution tape
- ☐ This position could be assigned in conjunction with the Fire Suppression/Hazmat Unit

Start-Up Actions

- ☐ Check-in at the ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ Utilize Damage Assessment Checklist (Appendix B) to survey buildings
- ☐ Survey on-campus hazards and prioritize team response
- ☐ Work with Damage Assessment Unit and Safety Officer to determine if buildings are safe to begin search
- ☐ Coordinate with Search and Rescue Unit and Fire Suppression/Utilities Unit
- ☐ Make sure you have a school site map

Operational Duties

- ☐ Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- ☐ Secure on-campus water system
- ☐ Survey buildings for potential hazards and post warnings with signs and caution tape
- ☐ If possible, determine damage levels and inform IC if buildings are not safe to enter for a search
- ☐ Provide clear routes for campus access for emergency response vehicles
- ☐ Maintain security for campus and ensure facility is inaccessible to public
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Release staff and volunteers per direction of IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – STUDENT RELEASE/REUNION UNIT

Primary Responsibilities

- ☐ Account for students in the Assembly Area by conducting roll call
- ☐ Track missing students and staff
- ☐ Ensure proper identification procedures to reunite students with parent or authorized person for student release
- ☐ Supervise student Assembly Area
- ☐ Maintain accurate account of students

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Gather all equipment and supplies
- ☐ Attend a briefing with the IC
- ☐ Set-up secure Request and Release Gates
- ☐ Post alphabetized signage on Request Table (i.e., A-F, G-L, M-R, S-V, W-Z)
- ☐ Get Student Emergency Contact Cards from Documentation Unit

Operational Duties

- ☐ Check with school secretary to account for staff absences, substitutes or visitors
- ☐ Determine if there are any staff/visitors unaccounted for and refer to Safety Officer
- ☐ Gather classroom rosters from teachers to account for all enrolled students

Request Gate Staff

- ☐ Divide Student Emergency Cards that correspond with table signage
- ☐ Verify ID of adult requesting to pick up student (see Appendix F)
- ☐ Send runner to assembly area for requested student(s)
- ☐ Direct requestor to Release Gate to wait for their student(s)

Runners

- ☐ Retrieve student(s) from Assembly Area Unit
- ☐ If student is absent, missing, or receiving first aid, direct parent/guardian to proper location, i.e., First Aid area, Crisis Intervention area, etc.
- ☐ Release student(s) to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

Release Gate Staff

- ☐ Match adult requester to student(s)
- ☐ Verify requester ID and have them countersign Student Request Form
- ☐ Release Student(s) (see Appendix G)
- ☐ Release Runner to return to Request Gate
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Close down tables and return all equipment and reusable supplies to Logistics.
- ☐ Make sure all confidential information (i.e., student emergency contact cards) is returned to Documentation Unit for secure storage

- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out and leave contact information in case you need to be reached

OPERATIONS SECTION - ASSEMBLY AREA/SHELTER UNIT

Primary Responsibilities

- ☐ Lead students to temporary Assembly Area
- ☐ Oversee the care and needs of students in the Assembly Area
- ☐ Establish a shelter for students/staff required to stay at the school site
- ☐ Manage and staff the shelter in accordance with Shelter Procedures

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Attend a briefing with the IC
- ☐ Put on personal safety equipment
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ If designated assembly/shelter site is destroyed or inaccessible, consult with IC to determine alternate location(s)
- ☐ Initiate shelter set-up or, *if evacuating*:
 - ☐ Confirm that assembly area and routes to it are safe
 - ☐ Count/observe classroom evacuations (make sure all exit)

Operational Duties

- ☐ Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Monitor safety/well being of students and staff in shelter or assembly area
- ☐ Oversee the procurement and distribution of food and water
- ☐ Direct set-up of sanitary facilities when necessary
- ☐ Coordinate Student Release with Student Release Unit when directed by IC
- ☐ Administer *minor* first aid, as needed
- ☐ Supervise team activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Close shelter per direction of IC, release staff and volunteers
- ☐ Collect all logs, documentation and paperwork and provide to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – CRISIS INTERVENTION UNIT

Primary Responsibilities

- ☐ Assess the immediate crisis intervention required by students and staff involved
- ☐ Consider the long-term mental health support needs of students and staff
- ☐ Provide counseling/crisis intervention by contracting with licensed provider

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Establish a quiet location to conduct crisis intervention/counseling
- ☐ Gather all supplies and transport to intervention/counseling site

Operational Duties

- ☐ Set-up campus intervention/counseling site
- ☐ Provide for and monitor well being of staff, students, and volunteers
- ☐ Maintain log of all assistance given and nature of that assistance
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Communicate need for outside assistance to IC
- ☐ Cooperate with outside agency crisis intervention teams
- ☐ When necessary, request student emergency contact cards from Documentation Unit

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached.

PLANNING/INTELLIGENCE SECTION – SITUATION ANALYSIS

Primary Responsibilities

- ☐ Collect, organize and analyze information about the emergency
- ☐ Provide current situation analysis by visual displays for IC and Management Staff
- ☐ Give periodic updates of the emergency situation to the IC

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with the IC for a briefing
- ☐ Gather all supplies and set up work area

Operational Duties

- ☐ Record appropriate response-related information on site map (and keep it current)
- ☐ Facilitate the updating of the site map throughout the response
- ☐ Assess and analyze situation-relevant information
- ☐ Anticipate situations and potential problems and develop contingency plans
- ☐ Keep IC informed by relaying information gathered from field units
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs, paperwork and documentation and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

PLANNING/INTELLIGENCE SECTION – DOCUMENTATION

Primary Responsibilities

- ☐ Maintain a log of all emergency developments and response actions
- ☐ Keep Student Emergency Contact Cards for use at the Medical Unit and Student Release/Reunion Unit
- ☐ Assess the severity of the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with IC for a briefing
- ☐ Check communications equipment to monitor verbal communications orders
- ☐ Gather all supplies and set up work area

Operational Duties

- ☐ Maintain Student Emergency Contact Cards, making copies for staff when necessary

- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Dispatch runners to relay messages to Incident Commander, Management Staff, Unit Leaders, as needed
- ☐ Ensure all radio and verbal communications are recorded on Position Activity Log
- ☐ Refer all media requests to the PIO
- ☐ File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

Deactivation

- ☐ Collect all Student Emergency Contact Cards and secure them
- ☐ Close out all logs and pending messages, and turn over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – SUPPLIES AND DISTRIBUTION UNIT

Primary Responsibilities

- ☐ Acquire supplies, equipment and materials as requested and distribute
- ☐ Obtain necessary food, water, sanitary items for immediate use
- ☐ Request purchases of supplies as needed to the Purchasing Unit

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all necessary supplies and equipment

Operational Duties

- ☐ Distribute supplies and equipment as requested
- ☐ Track all supplies, equipment, materials, sundry items that are distributed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Make requests for purchases of supplies as needed to the Purchasing Unit
- ☐ Stay in contact with IC

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – TRANSPORTATION UNIT

Primary Responsibilities

- ☐ Procure transportation vehicles to evacuate students and staff
- ☐ Use trucks/vehicles to deliver equipment to and from campus
- ☐ Assist in providing traffic routes for emergency vehicles on and off campus

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment needed

Operational Duties

- ☐ Provide for transportation needs as assigned by IC and various Unit Leaders
- ☐ Assess the need for and use of vehicles on campus
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Facilitate the return of vehicles to pre-incident locations
- ☐ Complete/close-out all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – PERSONNEL UNIT**Primary Responsibilities**

- ☐ Track assigned staff to the emergency and re-assign when Unit is de-activated
- ☐ Assess skills of volunteers and assign people as requested by Units
- ☐ Assignments are based on a persons experience and training, not by their daily job assignment.

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather necessary supplies and set up work station

Operational Duties

- ☐ Survey skills and experience of staff/volunteers to make assignments to Units
- ☐ Track assigned staff and notify IC when staff is available for assignment
- ☐ Issue needed equipment and supplies to personnel being assigned
- ☐ Coordinate with the Timekeeping Unit for accurate records of personnel
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Stay in contact with IC

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – FACILITIES UNIT**Primary Responsibilities**

- ☐ Assess and locate facilities that could be used during the emergency response
- ☐ Ensure the facility fits the accommodations necessary to conduct the operations
- ☐ Assess the severity of the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather necessary supplies and equipment

Operational Duties

- ☐ Assess facility for listed accommodations as needed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Secure and restore facilities when no longer needed for the incident
- ☐ Stay in contact with IC

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – COMPENSATION/CLAIMS UNIT

Primary Responsibilities

- ☐ Process workers compensation claims for injured employees
- ☐ Receive claims for damages related to the emergency response
- ☐ Maintain accurate records of all claims related to the emergency response

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment as necessary

Operational Duties

- ☐ Track staff and volunteer hours
- ☐ Track response-related purchases
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Process purchase requests from Logistics Section Chief

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – PURCHASING/PROCUREMENT UNIT

Primary Responsibilities

- ☐ Arrange for purchases of necessary equipment, supplies and materials
- ☐ Utilize pre-designated vendor contracts for purchases
- ☐ Seek vendors for materials or services that are not pre-designated
- ☐ Track all expenditures related to the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment as needed

Operational Duties

- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Get approval from the IC for purchases requested
- ☐ Process purchase requests from Logistics

- ☐ Utilize pre-designated vendor contracts for purchases
- ☐ Seek vendors for materials or services that are not pre-designated
- ☐ Track all purchases and item requests

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – TIMEKEEPING UNIT

Primary Responsibilities

- ☐ Maintain a log of all personnel hours working at the emergency
- ☐ Track all equipment hours related to the incident
- ☐ Set up a timekeeping system to ensure accurate records of the incident

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the Documentation Unit for a briefing
- ☐ Open Go-Kit and put on personal safety equipment
- ☐ Gather all supplies and equipment as needed

Operational Duties

- ☐ Track staff and volunteer hours
- ☐ Track response-related purchases
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

RECOVERY PLANNING

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the school's assets are also crucial to the overall restoration of the educational process.

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. Seek out counseling services so as to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

Also, during the preparedness phase, local vendors who can assist in various recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

Crisis Intervention Team. Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help school personnel coordinate activities of the community service providers and see that procedures and intervention goals are followed.

Return to the “business of learning” as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Provide information on the incident to the appropriate person(s). Follow the chain of command when providing information about an incident. All information is to be disseminated through the school PIO position. It is important to have a single message being sent out to parents, staff, the community and the media. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school is providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school. Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged.

Provide assessment of emotional needs of staff, students, families and responders. Assess the emotional needs of all students and staff, and determine those who may need intervention by a counselor, social worker, psychologist or other mental health professional, if available. Arrange for appropriate interventions by school or community-based service providers. In addition, available public services could be pre-identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences.

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Remember anniversaries of crises. Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students' reactions in such situations and provide support when necessary.

RECOVERY ACTION CHECKLIST

- Assemble a Crisis Intervention Team as needed.
- Strive to return to learning as quickly as possible.
- Restore the physical school site, as well as the school community.
Restore communications systems.
- Institute data recovery procedures.
- Make arrangements for alternative housing for classes and offices, if necessary.
- Monitor how staff are assessing students for emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture “lessons learned” and incorporate them into revisions and trainings.
- Complete all paperwork and reports for financial aid for disaster relief if available.
- Work with local or state emergency services professionals to maximize your cost-recovery efforts.

Government Assistance Programs

The following are recovery programs typically available after a disaster. Not all programs may be applicable to Vincent Academy or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant. *Consult legal counsel for applicability.*

▪ **Local Emergency Proclamation Required**

California Disaster Assistance Act (CDAA) – The CDAA (Government Code § 8680-8692) authorizes the Director of the California Emergency Management Agency (CalEMA) to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.

▪ **Governor’s State of Emergency Proclamation Required**

California Disaster Assistance Act (CDAA) – With a Governor’s Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

▪ **Presidential Emergency Declaration Required**

Federal Emergency Management Agency Emergency Declaration – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of \$5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

Note: For disaster assistance, charter K-12 schools may first be required to make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to \$1.5 million), and then, if rejected by SBA or if there is damage above \$1.5 million, the school can apply to FEMA for additional assistance.

For more information contact the California Emergency Management Agency at ((916) 845-8100 or <http://www.calema.ca.gov> and FEMA at 800-621-FEMA or online at <http://www.fema.gov/assistance/register.shtm> for appropriate updated forms to use for disaster recovery documentation and requests.

EMERGENCY ACTION PROCEDURES

The following Emergency Action Procedures are designed for staff to follow in the event they need to take immediate steps to protect students, themselves and others during an emergency occurrence. All staff members need to familiarize themselves with these procedures and all students must be trained in what to do when any of these common emergency actions are implemented.

EMERGENCY ACTION – DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for:

- Earthquake or Explosion

ANNOUNCEMENT:

The following is an example announcement that would be made over the public address system and/or by teachers in the classrooms:

Example: **“Attention please. We are experiencing seismic activity. For your protection, follow DROP, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”**

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops. When quake is over, leave building if it is determined to be unsafe to remain inside. **Do not run.** Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DROP, COVER and HOLD ON (if anything is nearby to hold onto).**
- ❑ Upon the command **DROP, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops.

Post-Earthquake

- ❑ Listen for direction from Administrators.
- ❑ Take attendance and send verification email to Admin Team.

EMERGENCY ACTION – EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

ANNOUNCEMENT:

1. Fire alarm (bell, horn signal, PA system, bullhorn, etc.).
2. Provided time is available, the following is an example of an announcement made over the public address system:

Example: **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Evacuation Area. Students please remain with your teacher."**

3. Use messengers with oral or written word to deliver additional instructions to teachers.

HOS/SITE ADMINISTRATOR:

- ❑ The Evacuation Area should be a safe location on the school campus away from the building and where it wouldn't conflict with emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Evacuation Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce an "all clear" to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Evacuation Area.
- ❑ Take the emergency supplies and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.

- ❑ Remain in the Evacuation Area until further instructions are given.
- ❑ Wait for another ACTION or announce an “all clear” and instruction to return to school buildings and normal class routines.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person’s attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION – LOCKDOWN

LOCKDOWN is used to prevent intruders from entering occupied areas of the building, or when it is necessary to isolate students and school staff from danger on the school grounds or from within a building. During a Lockdown, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the classroom or safe area. A Lockdown is not normally preceded with any warning. Lockdown is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire • Rabid animal at large • Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

Example: **"Attention please. We have an emergency situation and need to implement LOCKDOWN procedures. Teachers are to keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."**

HOS/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location; status of campus; all available details of situation.
- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Immediately lock doors and close any shades and/or blinds if it appears safe to do so.
- ❑ Make sure there are no students left outside of your classroom.
- ❑ Instruct students to move away from the windows and to get down on the floor.
- ❑ Account for all of your students and send attendance verification to Admin Team via email.
- ❑ Do not open the door(s) for any reasons. Admin team will communicate "all clear" via telephone, text, email, walkie-talkie, or intercom.
- ❑ Remain in the classroom or secured area until further instructions are provided by the HOS or law enforcement.

EMERGENCY ACTION – SHELTER-IN-PLACE

SHELTER-IN-PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent

exposure to the outside air. Shelter-in-place is considered appropriate for, but is not limited to, the following types of emergencies:

- Gas Leaks
- External Chemical Release
- Hazardous Material Spills
- Dirty Bombs

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

Example: "Attention please. We have a hazard in the community and are instituting SHELTER-IN-PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

HOS/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms:
 - a) Close and lock doors and windows
 - b) Seal gaps under doors and windows with wet towels or duct tape
 - c) Shut down the classroom HVAC system
 - d) Turn off local fans in the area
 - e) Seal vents with aluminum foil or plastic wrap
- ❑ Remain in the classroom or secured area until further instructions are provided by the HOS or emergency responders

STUDENT ACTIONS:

- ❑ Proceed to the classroom, if it is safe to do so, or to a nearby classroom or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

SECTION THREE

EMERGENCY RESPONSE PROCEDURES

AIRCRAFT CRASH

DATE / /

Emergency response will depend on the size of the aircraft, nature of the crash and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

PRIORITY PROCEDURES			NOTES
AIRCRAFT CRASHES INTO THE SCHOOL			(person contacted, call back phone numbers, etc.)
x	TIME	HOS	NOTES
		Notify police and fire department (call 9-1-1).	
		Implement immediate Evacuation procedures to a safe location, on or off campus as necessary.	
		Account for all building occupants and determine extent of injuries, numbers injured, etc.	
		Initiate search and rescue of injured occupants from building and begin first aid treatment.	
		If the crash results in a fuel spill on school property, isolate contaminated victims (refer to HazMat checklist).	
		Consider activating Emergency Plan, ICS organization and Incident Command Post.	
		Secure area to prevent unauthorized access from the public, parents or media.	
		Do not allow re-entrance to any buildings until the authorities provide clearance to do so.	
		If directed by authorities to close school, implement student release procedures	
x	TIME	STAFF ACTIONS	NOTES
		Notify Head of School.	
		Move students away from immediate vicinity of the crash.	
		Evacuate students from the building using primary and/or alternate routes to a safe assembly area away from the crash scene. Take class roster and emergency supplies.	
		Check school site to ensure that all students are in the evacuation area.	
		Take attendance at the evacuation area.	
		Report missing students to the HOS and emergency response personnel.	
		Maintain control of the students a safe distance from the crash site.	
		Initiate first aid for any injured students or staff.	
		If given an all clear by authorities to return to the building, escort students back to the classroom.	
		If directed by authorities to close school, assist in student release procedures.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Assist emergency responders with utility shut-off as needed.	
		Ensure emergency responders have access to buildings/rooms.	

x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
AIRCRAFT CRASH (CONTINUED)			
		Notify parents of situation and prognosis.	
		Consider activating mental health professionals as appropriate.	
PRIORITY PROCEDURES AIRCRAFT CRASHES NEARBY THE SCHOOL			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	HOS	NOTES
		Notify police and fire department (call 9-1-1).	
		Implement Shelter-in-Place as necessary.	
		Ensure that students and staff remain a safe distance from the crash site.	
		Authorities will secure area to prevent unauthorized access.	
		If directed by authorities to close school, implement student release procedures.	
x	TIME	STAFF ACTIONS	NOTES
		Notify Head of School.	
		Move students away from immediate vicinity of the crash.	
		Account for all students. If any students were away from class, ensure safe return to classroom.	
		Remain inside with students unless subsequent explosions or fire endangers the building.	
		If school closes, assist in student release procedures.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Assist emergency responders with securing school as directed.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Notify parents of situation and prognosis.	

ASSAULT/FIGHTING

DATE / /

Violence or threat of physical harm to students, staff, administrators or other persons *not* involving a dangerous weapon or firearm.

PRIORITY PROCEDURES

NOTES
(person contacted, call back
phone numbers, etc.)

x	TIME	HOS	NOTES
		Ensure safety of other students/staff by clearing halls, room, or immediate vicinity. Maintain safe distance from combatants.	
		Approach in a calm manner and direct combatants to stop fighting. Call 9-1-1 if necessary.	
		Separate combatants to a safe area, if possible.	
		Determine who has been injured, and the extent of injuries. Request medical help as needed.	
		If suspect has already left the scene, obtain suspect identification, description, location, direction of travel, vehicle description, etc.	
		Notify Law Enforcement Agency or School Resource Officer for follow up.	
		Preserve any evidence for law enforcement purposes.	
		Identify any witnesses to the assault or fight.	
		Conduct investigation and follow school discipline policies and administrative procedures.	
		Notify parents of any students that are involved in the incident.	
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, or criminal charges.	
		Debrief with school staff.	
x	TIME	STAFF	NOTES
		Immediately notify HOS and call 9-1-1 if necessary.	
		Approach in a calm manner and direct combatants to stop fighting.	
		Escort combatants to the office, keeping them isolated from other students.	
		Assess extent of injuries, administer first aid and seek further medical support as needed.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Assist HOS or designee with notifying parents of victims.	
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	

BOMB THREAT

DATE / /

Receipt of an oral or written threat of a bomb or discovery of a suspicious device or note. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, *not emergency responders*, UNLESS a device is located.

BOMB THREAT BY PHONE			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PERSON RECEIVING THREAT	NOTES
		Record exactly what the caller says using the following questions	
		Ask the caller: Time bomb set to denote? _____ Where it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed at school or on grounds? _____ How it got on campus? _____	
		Note caller accent, age, sex, noise, mental state, etc.	
		If available, write down caller's <i>Caller ID</i> number	
		Notify the HOS as soon as possible	
		If threat is a written note, place in envelope to preserve any fingerprints. Avoid handling the written note if possible.	
		If written on door, wall, etc. cordon off area for evidence.	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement immediately.	
		Prepare to provide information for police report.	
x	TIME	HOS	NOTES
		<i>Restrict use of cell phones, radios or fire alarm system because of risk of activating a device.</i>	
		Contact police department and give information for assessment.	
		Determine, with assistance of law enforcement, if bomb threat is credible.	
		Decide whether or not to evacuate the building. If evacuating, establish the evacuation area a safe distance from the buildings. Check evacuation site for anything suspicious prior to evacuating.	
		Have staff check their immediate area for suspicious packages or devices. Report findings to HOS or emergency responders.	
		Consider implementing Emergency Plan, ICS organization and Incident Command Post.	
		Ensure accountability of all students and staff.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Check buildings and grounds for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report findings to HOS or police.	

BOMB THREAT (CONTINUED)

x	TIME	STAFF	NOTES
		Check your immediate area for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report to HOS or police.	
		<i>Restrict use cell phones, radios or fire alarm system because of risk of activating a device.</i>	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement and the HOS immediately.	
		If directed, evacuate students to safe distance away from buildings. Bring class roster and emergency supplies.	
		Take attendance in evacuation area and immediately report missing students.	
		Be prepared to treat injuries that may arise.	
x	TIME	POST INCIDENT ACTIONS - AS ASSIGNED	NOTES
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	
		Prepare press release for media. When communicating with the media, always coordinate with emergency response agency for clear, consistent message.	

EARTHQUAKE

DATE / /

Earthquakes strike without warning. The effect of an earthquake varies depending on the size, duration, and location of the quake. Damage within a building depends on the type of design, architecture and structure of the building. It is imperative to quickly move away from windows, free-standing partitions and shelves and Drop, Cover under and Hold on to a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

PRIORITY PROCEDURES

INSIDE BUILDING

NOTES
(person contacted, call back
phone numbers, etc.)

x	TIME	HOS	NOTES
		After shaking stops, initiate assessment of potential damage.	
		If earthquake is significant with signs of damage, immediately implement evacuation procedures prior to assessing buildings for damage. If upstairs, do not use elevators and inspect stairways prior to use.	
		If earthquake is mild or moderate, direct staff to inspect and assess their classrooms. Direct custodian/maintenance staff to inspect and assess utilities, outside of buildings, and school grounds.	
		Receive reports of any building damage and any students or staff unaccounted for. Send search and rescue team to look for missing or trapped students and staff.	
		If evacuation is necessary, make determination to temporarily close school until building can be inspected. If building is deemed to be safe, give an all clear to staff and resume class.	
		If evacuated, do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.	
		Determine whether to close school. If school must be closed, notify staff members, students and parents.	
x	TIME	STAFF	NOTES
		Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.	
		Check for any injured students and render First Aid.	
		Make a visual check of classroom for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and report findings to HOS.	
		If classroom or building is heavily damaged, initiate immediate evacuation. Be aware of overhead wires that may fall. Bring attendance roster and emergency supplies.	
		Check attendance at the evacuation area. Report any missing students.	

EARTHQUAKE (CONTINUED)			
		Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines or damaged buildings.	
		Stay alert for aftershocks. Implement Duck, Cover and Hold On procedures for all aftershocks.	
		Do NOT re-enter building until it is determined to be safe.	
		Follow instructions of HOS.	
PRIORITY PROCEDURES OUTSIDE BUILDING			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	HOS OR STAFF	NOTES
		Direct students to move away from buildings, trees, overhead wires and poles. If possible, Drop, Cover under and Hold On to a sturdy table or bench until shaking stops. If out in open, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.	
		After shaking stops, check for anyone injured, render first aid.	
		Keep students a safe distance from any downed power lines or damaged buildings.	
		Account for all students and staff. Send search and rescue team to look for missing and possibly trapped students/staff.	
		Make a visual check of buildings for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., before entering the building.	
		Do not re-enter buildings that have visual damage.	
		Consider implementing student release procedures and temporary closure of school until inspection of buildings can be performed.	
DURING NON-SCHOOL HOURS			
x	TIME	HOS	NOTES
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		Notify fire department and utility company of suspected breaks in utility lines or pipes.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify public information media as appropriate.	

FIRE / EXPLOSION

DATE / /

Open flames, smoke, or excessive heat radiating from an adjoining wall, ceiling, or floor or a sudden loud noise and release of energy from expanding gas or mixture of chemicals causing anything to shatter into pieces.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Pull the fire alarm and call 9-1-1.	
		Evacuate the area/building and use fire extinguisher if appropriate.	
		Check for any injured victims and assist them in evacuating.	
		Notify the HOS of location and actions taken.	
x	TIME	HOS	NOTES
		Pull fire alarm and call 9-1-1.	
		Implement Evacuation procedures.	
		If explosion occurred, make a visual check of buildings for damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and hazardous materials.	
		Ensure accountability of all students and staff.	
		Gather information from staff regarding location of fire.	
		Meet with Fire Department to pass on information regarding accountability of staff and students, location of fire.	
		Determine with Fire personnel if building is safe for use.	
		Signal "all clear" when safe to re-enter school building.	
		If building unsafe for use, implement student release procedures.	
x	TIME	STAFF	NOTES
		Evacuate students to assembly area and take emergency supplies.	
		Check attendance to ensure all students have evacuated. Report any missing students/staff to HOS.	
		Report any suspicious information about the fire to the HOS, i.e. arson related.	
		If directed, assist in student release procedures.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		If SAFE, go to alarm panel to determine the location of the fire.	
		Communicate location of fire to HOS.	
		Stay with HOS to assist Fire Department with access to school and building layout.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	

FLOOD

DATE / /

Flooding could occur from severe storm activity or as a result of damage to water distribution systems such as failure of a dam or levee. Both types of flooding should be preceded with an alert message broadcast over the weather radio station.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	HOS	NOTES
		Determine if off-site evacuation is required. Establish time period for evacuation and determine resource needs; location, method of transportation, etc.	
		Notify local police department of intent to Evacuate, the location of the safe evacuation site and the route to be taken to that site.	
		Ensure accountability of all students and staff.	
		Attempt to notify parents of need to evacuate and location for student reunion and release.	
		Post a notice on the office door stating where the school has relocated.	
		Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.	
x	TIME	STAFF	NOTES
		As directed, assist in Evacuation procedures. Take the class roster and emergency supplies.	
		Remain with students throughout the evacuation process.	
		Upon arrival at the safe site, take attendance. Report any missing students to HOS and emergency response personnel.	
		Do not return to school building until it has been inspected and determined safe by property authorities.	
x	TIME	POST INCIDENT ACTIONS - AS ASSIGNED	NOTES
		Determine if building has been damaged by flooding and unable to serve as school site. Confer with building owner.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	

HAZARDOUS MATERIALS (HazMat)

DATE / /

An uncontrolled release of a hazardous material, liquid, or vapor that could cause harm or death to humans or damage the environment. The nature and proximity of the incident to the school will determine which emergency action should be implemented.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Person observing the hazardous material spill should immediately notify the HOS/Teacher/Staff.	
		Avoid being contaminated by staying uphill and upwind.	
		Warn others in the immediate area of the hazmat spill.	
x	TIME	HOS	NOTES
		Call, or ensure someone has called 9-1-1.	
		If there is a threat of airborne toxicity, shut-off ventilation system in affected area.	
		Initiate Shelter-in-Place or Evacuation procedures depending on the circumstances. (If spill is outside or inside the buildings)	
		Isolate anyone who is contaminated with the substance until public safety personnel carry out decontamination procedures.	
		Gather information from staff regarding location of spill, extent and, if possible, the name of the substance that has spilled.	
		Wait for instructions from Fire Department or professional emergency responders.	
		If evacuated, do not allow the return of students until public safety officials declare the area safe.	
		If applicable, notify Charter Management Organization.	
		Ensure all injured students/staff receive medical treatment.	
x	TIME	STAFF	NOTES
		Implement Shelter-in-Place or Evacuation procedures.	
		Ensure accountability of all students.	
		Report any missing students to the office.	
		If evacuation has been ordered, take class roster and emergency supplies before leaving the classroom.	
		Wait until all clear has been given to return to classroom or end the Shelter-in-Place procedures.	
		Prepare to relocate students to secondary evacuation site if ordered.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Determine location of spill, extent and, if possible, the name of the substance that has spilled and report to HOS.	
		Assist HOS or Fire Department with access to school.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Ensure parents are notified of incident.	
		Coordinate information with the Fire Department to release information to the press/media.	

INTRUDER

DATE / /

An unauthorized person in a school building or on school property. There is always the potential that an intruder may possess a weapon or become violent. When interacting with a stranger at school, use the "I CAN" rule; Intercept - Contact - Ask - Notify

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Politely greet subject and identify yourself. Ask subject the purpose of his or her visit, and if possible, attempt to identify the individual and vehicle.	
		Consider asking another staff person to accompany you before approaching subject.	
		Inform subject that all visitors must register at the reception area and escort the subject to the reception area.	
x	TIME	HOS	NOTES
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school and he/she is not cooperating.	
		Advise the subject that they are trespassing and need to leave the school and if they do not leave law enforcement will be notified. Call police if intruder remains uncooperative.	
		Secure the buildings if intruder is outside of school.	
		Implement Lockdown procedures if intruder is inside the school.	
		If possible, observe actions of intruder and try to determine if they are in possession of a weapon.	
		Obtain a description of the intruder and give to police.	
		Back away from subject if he/she indicates a potential for violence.	
		Assist police as necessary.	
		When given all clear, resume normal school operations.	
x	TIME	STAFF	NOTES
		As directed, implement Lockdown procedures. Ensure all students are in classroom.	
		Attempt to observe intruder and take note of behavior.	
		Ask students and visitors to remain quiet in designated secured area, away from window, and doors, and with all lights turned off.	
		Take attendance and immediately report missing students	
		Remain in Lockdown until an all clear is given or evacuate if the HOS, designee or law enforcement gives the evacuation order.	

WEAPONS

DATE / /

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Call 9-1-1.	
		Stay calm and avoid confrontation if possible.	
		Obtain good description of individual and the type of weapon he/she has.	
		Notify the HOS or designee as soon as possible.	
		Take safety measures to protect yourself and others.	
		Inform police of your observation and be prepared to write a statement.	
x	TIME	HOS	NOTES
		Direct students and staff to Lockdown or Evacuate depending on the circumstances.	
		Direct staff to lock all hallway and exterior doors maintaining the capability to evacuate quickly.	
		Meet with law enforcement upon arrival.	
		Attend to the safety of students and staff at all times.	
		Assess situation in regard to location of person with weapon and potential for injuries.	
		Assist law enforcement as required.	
		Contact parent(s), guardian(s), or other close relative(s) of victims	
		Contact the Charter Management Organization, if applicable.	
		Issue a press release or assign this task to the PIO as deemed appropriate	
		Complete and incident report and file	
		Debrief with school crisis team and staff	
x	TIME	STAFF	NOTES
		Direct students who are in bathrooms or halls to enter into closest classroom and to inform the office about their location.	
		Direct students to use alternate routes away from the incident. During a gun incident, instruct students to "drop to the floor/ground" or "run into the building quickly."	
		Ask staff, students, and visitors to remain quiet in designated area, on the floor away from windows and doors, and with all lights turned off	
		Remain in Lockdown mode until the HOS or law enforcement orders an evacuation or calls out an all clear command	
		If evacuated, take attendance in evacuation area and immediately report missing students.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES

WEAPONS (CONTINUED)			
		Assist in Lockdown procedures by securing doors/gates of other areas of the campus.	
x	TIME	POST INCIDENT ACTIONS - AS ASSIGNED	NOTES
		Ensure parents are notified of incident.	
		Coordinate information with the Police Department to release information to the press/media.	

TSUNAMI

DATE / /

Tsunamis are ocean waves produced by earthquakes or underwater landslides. As a tsunami nears the coastline, it may rise to several feet or, in rare cases, tens of feet, and can cause great loss of life and property damage when it comes ashore. If a major earthquake is felt, a tsunami could reach the beach in a few minutes, even before a warning is issued. Areas at greatest risk are less than 25 feet above sea level and within one mile of the shoreline. An indicator of a potential tsunami is a strong earthquake lasting 20 seconds or more near the coast. A noticeable rapid rise or fall in coastal waters is also a sign that a tsunami is approaching. The West Coast/Alaska Tsunami Warning Center is responsible for tsunami warnings for California:

WARNING: A tsunami was or may have been generated, which could cause damage; therefore, people in the warned area are strongly advised to evacuate.

WATCH: A tsunami was or may have been generated, but is at least two hours travel time to the area in watch status. Local officials should prepare for possible evacuation if their area is upgraded to a warning.

ADVISORY: An earthquake has occurred in the Pacific basin, which might generate a tsunami. WC/ATWC and PTWC will issue hourly bulletins advising of the situation.

INFORMATION: A message with information about an earthquake that is not expected to generate a tsunami. Usually only one bulletin is issued.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	HOS	NOTES
		Receive tsunami warning, watch, advisory or information from West Coast Tsunami Warning Center or local emergency officials. Determine if evacuation is required, and implement procedures if necessary.	
		If tsunami watch is issued, there may be time to evacuate by public/private transportation. Follow the directions and route given by the emergency authorities, or get to higher ground as far inland as possible.	
		Know the elevation of your school above sea level and the distance of the facility from the coast or other high-risk waters. Evacuation orders may be based on these numbers.	
		Know the pre-designated escape routes before a warning is issued. Follow posted tsunami evacuation routes; these will lead to safety. Local emergency management officials can advise you of the best safety route and shelter locations.	
		Notify local police and fire departments of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.	
		Be prepared to evacuate by foot if necessary. Follow routes that lead uphill and inland, and not the roads that parallel the shoreline.	

TSUNAMI (CONTINUED)

		Issue instruction if students will be evacuated to a safer location by means of public/private transportation.	
		Once evacuated, monitor a NOAA Weather Radio with a tone-alert feature to keep you informed of local watches and warnings. The tone alert feature will warn you of potential danger even if you are not currently listening to local radio or television stations.	
		Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.	
x	TIME	TEACHERS	NOTES
		Discuss tsunamis with students ahead of time to help reduce fear and anxiety, and instruct the students in the evacuation measures that will occur if a warning or watch is issued.	
		If strong earthquake lasting 20 seconds or more occurs, have students drop, cover, and hold on. They should first protect themselves from the earthquake.	
		When the shaking stops, gather students and evacuate quickly. Leave everything else behind. A tsunami may be coming within minutes. Move quickly to higher ground away from the coast.	
		If a tsunami warning is issued, evacuate students immediately following instructions of the HOS or local emergency officials. Take the student roster and emergency supplies.	
		Remain with students throughout the evacuation process.	
		Upon arrival at the safe site, take attendance. Report any missing students to HOS/site administrator and emergency response personnel.	
		Do not return to school building until it has been inspected and determined safe by proper authorities.	

Appendices

APPENDIX A

Employee Emergency Skills Survey

Employee Name _____ Position _____

Work Location _____

During any emergency it is important to be able to draw from all available resources. The special skills, training, experience and capabilities of staff members will play a vital role in dealing with the effects of any type emergency or major disaster. The purpose of this survey is to pre-identify the skills of our employees to determine the area of emergency response they may best be suited for. Please indicate the areas that apply to you and return this survey to the HOS's Office.

Please check the boxes which indicate the skills or specific expertise or training you may have:

First Aid CPR AED Triage (Received within past ____ years?)
Firefighting Nurse Doctor/Dentist Other medical _____
Physical Fitness
Emergency/Management Search & Rescue
Bi/Multi-lingual, what language(s) _____
Construction Mechanical Ability Structural Engineering
Electrician Utilities HVAC Plumber
Heavy Equipment Operator What type: _____
Truck/Bus Driver
Food Preparation Cooking for Large Numbers of People
Shelter Management Child Care Counseling Crisis Intervention
Survival Training and Techniques
Ham Radio CB Radio Licensed Yes No
Camping Experience
Journalism Shorthand Clerical Computer
Military Reservist Law Enforcement Security
Community Emergency Response Team (CERT) training

Other special skills, training or experience that would be useful during an emergency: _____

Do you keep any emergency equipment in your office or vehicle that would be beneficial in an emergency?

Yes No

If yes, please list that which could be used in an emergency at the school: _____

What would make you feel more prepared during a disaster while you were at the school? _____

Additional Comments: _____

APPENDIX B

Damage Assessment Checklist

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: _____ Location/Room: _____

Date: __/__/__ Time: (24:00 Hours):__:__

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Description of damage, location, severity, etc.
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Natural Gas Lines and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<u>Hazardous Materials</u> Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Type/Quantity spilled or leaking: _____
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Type/Quantity spilled or leaking: _____
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<u>Physical Hazards</u> Sink Holes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Damaged Bld. Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Building or room safe for reoccupancy ☐

Building or room closed due to hazardous condition ☐

The following corrective measures need to be completed prior to reoccupancy:

[Note: Send this checklist to the IC for situation analysis and maintain the original in an emergency document file.]

APPENDIX C

INCIDENT ACTION PLAN		School:	
		Incident Name:	
Date Prepared:	Time Prepared:	Prepared by:	
Map Sketch – Draw a simple map of the incident and surrounding areas			
Current Organization – List the positions that have been activated			
Position	Name Assigned	Position	Name Assigned
Incident Commander		Crisis Intervention	
Public Information		Situation Analysis	
Safety/Security		Documentation	
School Liaison		Supplies/Distribution	
Search and Rescue		Transportation	
First Aid/Medical		Personnel	
Fire Suppression/HazMat		Facilities	
Damage Assessment/Utilities		Compensation/Claims	
Student Release/Reunion		Purchasing/Procurement	
Assembly Area/Shelter		Timekeeping	

APPENDIX C
(Continued)

INCIDENT ACTION PLAN		Page 2	
Current Objectives: List of overall objectives to be conducted to stabilize incident. Objectives should be SMART; Specific, Measurable, Achievable, Relevant, Time Oriented.			
Current Actions: Summary of current actions being taken or already achieved.			
Resources Summary			
Needed	Type	Assignment	On Scene/ETA
Safety Message:			
Attachments: ✓ if attached		Weather Forecast:	
<input type="checkbox"/> Situation Reports	<input type="checkbox"/> Medical Plan	<input type="checkbox"/> Traffic/Staging Area Map	

<input type="checkbox"/> Communications	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------

APPENDIX D

ICS CHECK IN/CHECK OUT LOG

Date: _____ Event: _____

This form serves as the check-in and check-out roster for the school staff and any volunteers assigned to the incident response. Each person is to sign in upon being assigned to a position in the ICS organization and sign out when released from the incident. Upon check-out, individuals should list their contact information in case they need to be reached. The Liaison Officer is responsible for checking staff in and out and monitoring this form for accuracy.

Time IN	Print Name/SIGNATURE	Time OUT	Section/Position Assigned	Follow Up Contact Info
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			

APPENDIX E

SITUATION REPORT

School: _____ Type of Event: _____

Completed by _____ Date _____ Time _____

Condition of Students, Staff and Visitors

_____ All Accounted For _____ No Injuries
_____ No immediate help required _____ Missing (number)
_____ Trapped in Building: (number) _____ Injured (number)

Names

Condition of School Building and Grounds

e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.

Shelter Information

_____ Number of children remaining at school
_____ Number of Staff or Visitors remaining at school
_____ Number of staff members remaining to care for children
_____ Assistance Required:
 _____ Water _____ Food _____ Blankets _____ Additional personnel

APPENDIX F

STUDENT REQUEST FORM

STEP 1: Have parents/guardians fill out one form for each student requested.
 STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.
 STEP 3: Send runner to retrieve student and bring to the reunification area.

STUDENT:	GRADE:	FOR STAFF USE
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY: Print Name		AUTHORIZED ON EMERGENCY CARD? <input type="checkbox"/> YES <input type="checkbox"/>
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <div style="text-align: center;">Signature</div>		MEDICAL NEEDS?
		STUDENT STATUS (check one) <input type="checkbox"/> Released <input type="checkbox"/> Study Issues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? YES <input type="checkbox"/> NO <input type="checkbox"/>		TIME OF RELEASE:
If YES, Name(s):		

STUDENT REQUEST FORM STEP 1: Have parents/guardians fill out <u>one form for each student requested</u> . STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form. STEP 3: Send runner to retrieve student and bring to the reunification area.		
STUDENT:	GRADE:	FOR STAFF USE
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY: Print Name		AUTHORIZED ON EMERGENCY CARD? <input type="checkbox"/> YES <input type="checkbox"/>
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <div style="text-align: center;">Signature</div>		MEDICAL NEEDS?
		STUDENT STATUS (check one) <input type="checkbox"/> Released <input type="checkbox"/> Study Issues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? YES <input type="checkbox"/> NO <input type="checkbox"/>		TIME OF RELEASE:
If YES, Name(s):		

APPENDIX G

Student Release Log

Page No. _____

[illegible]

APPENDIX H

Staff Trained in CPR and First Aid

[illegible]

APPENDIX I

Medical Treatment Log

Date: _____

Patient Name	Time:	Description of Treatment	Triage Category	Initials

APPENDIX J

After Action Report Form

Name of person completing report: _____

School: _____ Date: _____

☐ **Drills/Exercises** [check one]: ☐ **Actual Incident response** [check one]:

☐ Earthquake

☐ Fire

☐ Lockdown

☐ Evacuation

☐ Flood

☐ Other (specify): _____

☐ Table-Top

☐ Functional or full-scale exercise

Start time: _____ End time: _____

Participation: Provide a list of individuals and agencies participating in the event.

Timeline of events: Provide a detailed outline or description of events and activities.

Lessons learned: Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.

Discussion and recommendations: Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.

APPENDIX K

The following supply lists are suggested quantities are for 100 people for a period of 72 hours. The lists are broken down into the categories of food and water, assembly or shelter areas and first aid. Ensure the expiration date on all items is current. Select the foods that are best suited for your school, and also take note of any students or staff that may have food allergies.

Emergency Supplies Inventory		<i>Food/Water</i>
Food Item	Recommended Quantity	
Dried fruits/snacks/ trail mix	20 lbs.	
Canned meats	60 cans	
Canned fruits	60 cans	
Canned vegetables	20 cans	
Crackers	2 cases	
Canned fruit juice	2 cases	
Coffee, tea, drink mixes – instant type	2 cases	
Energy bars – granola, protein, etc.	2 cases	
Freeze-dried meals	2 cases	
Peanut butter/jelly – large	20 jars each	
Ready to eat soups and meals	2 cases	
Staples – sugar, salt, pepper, etc.	10 packages	
Food for persons on special diets; allergies, diabetic, etc.	As needed	
Water	Recommended Quantity	
Drinking water – based on 2 quarts per person per day	150 gallons	

Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted to maximize shelf life (5 years) and ease of storage.

APPENDIX K
(Continued)

Emergency Supplies		<i>Assembly/Shelter</i>
Item	Recommended Quantity	
Blankets	100	
Battery operated radio; extra batteries or hand crank	1	
Flashlights; extra batteries and bulbs or hand crank	4	
Whistles (for communicating with staff and students)	4	
Clipboards, paper and pens	6	
Aluminum foil, matches, charcoal (for cooking)	3 sets	
Medium garbage bags	4 packages (40 count)	
Large 3-ply garbage bags	4 packages (20 count)	
Plastic buckets – 5 gallon	6	
Pads of paper	4	
Tape; scotch and duct types	4 rolls each	
Plastic cups, plates, utensils	6 packages (100 count)	
Plastic storage containers	5 sets	
Shut-off wrench (turn off gas and water if needed)	2	
Manual can openers, utility knives	5 each	
Portable toilet kit; toilet paper	2 kits, 50 rolls	
Activities or games for children	10	

Personal Protective Equipment		<i>First Aid Unit</i>
CPR pocket masks/disposable	10	
Eye protection masks – goggles	10	
Biohazard protective gloves – Nitrile or latex, disposable	10	
N-95 biohazard disposable face masks – OSHA	10	
Splash resistant clothing and shoe coverings	10	
Spill clean up kit – clean-up powder, clean-up scoop and scraper	5 kits	

APPENDIX K
(Continued)

Emergency Supplies	<i>First Aid</i>
Item	Recommended Quantity
First Aid Handbook (current issue)	1
Ace bandages – 1” and 2” widths	4 boxes each
Adhesive tape – 1” width	20 rolls
Alcohol Swabs (for cleaning instruments)	4 boxes – 100 count
Band-Aids – assorted sizes	8 boxes
Blankets – Mylar or disposable type	150
Bleach (1:10 bleach to water ratio for cleaning)	1 gallon
Cold packs (compresses)	1 case
Cotton balls – unsterile	4 large packages
Disposable gloves (latex and non-latex)	4 boxes
Dressings – 2” and 4” disposable sterile	4 boxes each
Dressing pads – 5x9 and 8x10 sterile	4 boxes each
Dressings – eye pad, oval sterile	15 boxes
Facial tissues	10 boxes
Gauze bandage – 1” and 2” width	10 rolls each
Hydrogen Peroxide (50% solution of peroxide/water for disinfectant)	4 bottles
Liquid soap (handwashing)	5 bottles
Paper towels	4 cases
Q-tip swabs	6 packages
Safety pins – assorted sizes	6 packages
Scissors	8 pair
Splints – long and short; cardboard, boards, etc.	Several sets
Towelettes – pre-moistened hand wipes	15 boxes
Treatment log	1
Triage tags	50
Triangular bandage – for sling/safety pins	30
Tweezers/needles – sterile	9 pairs

APPENDIX L

Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between Vincent Academy, 1911 Union Street, Oakland, Alameda County and _____ ("Shelter Provider")

RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements; and

WHEREAS, if the School should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, it is agreed as follows:

1. The School shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School's conduct of shelter activities.
2. The School shall exercise reasonable care in the use of Shelter Provider's facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

_____ **CHARTER SCHOOL**

By: _____ By: _____
Authorized representative/position Authorized representative/position

Date: _____ Date: _____

APPENDIX M

SAMPLE PRESS RELEASE - Earthquake

Event: EARTHQUAKE

Date: _____

Release #: 001

Time: _____

TITLE: EARTHQUAKE CAUSES MODERATE DAMAGE TO ABC SCHOOL

FOR IMMEDIATE RELEASE

EXAMPLE.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC SCHOOL located at 1234 Anywhere Blvd. in Pleasantville, CA. There are no reports of injuries available. Search and Rescue crews are searching the buildings at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the school is closed. Parents are asked NOT to go to the school as this will hamper rescue efforts to allow emergency responders to access the site.

Further details will be provided when available. Next Scheduled Release: At ### hours

SAMPLE PRESS RELEASE - School Evacuation

Date Released:

Time Released:

Released by:

Because of the incident at (School Name Here), the students, faculty and staff have been evacuated to an alternate location as a preliminary measure. (School Name Here) has been relocated to (New Location Name Here).

APPENDIX M
(Continued)

Parents are instructed to pick up their children at the alternate location. Do not attempt to pick up children at their regular school. Please meet your child at the alternate location. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.

APPENDIX N

SAMPLE COMMUNICATIONS

STUDENT DEATH

Dear Parents,

Yesterday, we learned that one of our first graders, _____, died while in the hospital. _____ had his tonsils removed over the past weekend. Complications set in after his parents took him home and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about _____ to his/her class. We discussed what happened and how _____ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. _____'s death is particularly difficult due to his young age and its unexpectedness. The fact that _____ died while at the hospital and the fact that it was related to having his tonsils out may also be frightening for children, especially those who may need to have their own tonsils out in the future.

We recommend that you take some time to discuss _____'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about _____'s death and/or the death of any loved one. If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the _____ family and to all their friends. We at the school will miss _____ very much. He was our friend and we loved him.

Sincerely,
School HOS

APPENDIX N
(Continued)

INITIAL ANNOUNCEMENT OF A CRISIS EVENT

TO:

FROM:

We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you.

People will be available to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

As soon as we know the family's/families' wishes regarding _____ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."

APPENDIX O

POSITION ACTIVITY LOG			
POSITION:		LOCATION:	
		PAGE ____ OF ____ PAGES	
SECTION/TEAM LEADER:		FROM:	TO:
TIME	INCIDENTS, MESSAGES, NOTES	ACTION TAKEN	INITIAL
Completed by:		Position Title:	Date:

VINCENT ACADEMY

COMMUNITY OUTREACH PLAN FOR 2016-2017 SCHOOL YEAR

What	Where	When
Distribution of English and Spanish fliers advertising first information meeting	BRIDGE Properties, Saint Vincent's Day Home, West Oakland Preschools, West Oakland Health Center, local churches, West Oakland Library, De Fremery	Fall/Winter 2015
Distribution of English and Spanish fliers advertising second information meeting	BRIDGE Properties, Saint Vincent's Day Home, West Oakland Preschools, West Oakland Health Center, local churches, West Oakland Library, De Fremery	Fall/Winter 2015
Distribution of post cards in mailboxes of local homes and on counters of local businesses	West Oakland neighborhood in the vicinity of Vincent Academy	Fall/Winter 2015
Grill n' Graffiti Community Event	Invite Community Stakeholders to VA for community resources fair and community service projects in the surrounding neighborhood.	Fall 2015
Vincent Academy Website - available in English and Spanish	www.vincentacademy.org	Ongoing
Social Media Blasts	Twitter, Facebook	Ongoing

Vincent Academy Budget Narrative

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement the Vincent Academy program as described in the charter.

Revenues

LCFF revenue projections are based on the most recently released FCMAT calculator estimates. However, the calculator provides data through the 2019-2020 school year only, so we are using those revenue estimates as a conservative proxy for the 2020-2021 school year, as well.

The school anticipates continuing LEA membership with the El Dorado Charter SELPA for the purposes of Special Education program. The El Dorado SELPA rates (less the SELPA administrative fee) were provided directly by the SELPA finance director.

The school is conservatively estimating revenues connected with the food service program, including NSLP reimbursements for eligible students and direct sales to non-NSLP eligible students. Should the school find that fewer students request meals, the revenues and expenses will be adjusted downward.

The school has received Title I and Title II funding over the first charter term and anticipates continued participation in these federal programs.

The school has participated in the CDE's SB740 Charter School Facility Grant Program over the first charter term and anticipates continued participation in this state program. Currently, the school has a 90% FRL and anticipates similar percentages in future years. The SB740 minimum threshold is 70% FRL and the school therefore has wide latitude to remain eligible for the program.

Expenses

Expenses have been conservatively estimated based on historical spending patterns and strategic priorities related to the LCAP. Below is a summary of the major expense categories and the assumptions underlying them.

Staffing and Benefits: Vincent Academy will continue with the staffing model of Executive Director, Head of School, Student and Family Services Director, Extended Learning Director, Operations Manager, Office Manager, fifteen core teachers, four specialists, six instructional aides, a meal support team and an after school team.

In the first charter term and with the input of the teaching staff, the school has developed a teacher compensation framework to ensure that salaries are reflective of the high value placed on the teaching function within the school community as well as competitive within the region over the 2016-2021 charter term.

Vincent Academy will offer a health benefits plan with a fixed contribution amount (\$10,000) per employee per year and a qualifying dependent of their choice. Certificated staff will participate in STRS; non-certificated staff will be part of the social security system and have an employer match of 2% toward a 403b plan.

The school will outsource major portions of its food service program. The school has budgeted to contract with Revolution Foods or a similar provider to deliver universal breakfast, lunch, snack and supper daily to the campus.

Services and Operating: To the extent possible, all Services and Operating expenses were estimated based on actual expense history for Vincent Academy, with adjustments in our projections for modest annual escalations. The school has included the required 1% oversight payment to its charter authorizer.

Cash Flow: The school has maintained positive cash flow in all years of the prior charter term. Barring significant revenue deferrals at the State level, the school does not anticipate the need for additional loans or other sources of funding to cover cash flow needs over the course of the 2016-2021 charter term.

Contingencies and Reserves: The school maintains a rent reserve in the amount of approximately \$215,000 in an account held by our landlord, Chestnut Campus LLC; these funds were raised as part of our capital campaign and can only be used to cover rental payment deficiencies. The school maintains a 5% budget reserve in addition to a \$15,000 contingency in the event of closure.

Vincent Academy
Budget Summary

SACS Obj Code Description		2016-17	2017-18	2018-19	2019-20	2020-21
Revenue						
	State	3,337,308	3,413,113	3,630,736	4,093,410	4,187,218
	Federal	383,362	375,305	381,060	404,082	413,900
	Local	492,736	466,200	448,880	161,961	165,801
Total Revenue		\$ 4,213,406	\$ 4,254,617	\$ 4,460,676	\$ 4,659,453	\$ 4,766,919
Expenses						
1000	Certificated Salaries	1,311,355	1,283,104	1,414,488	1,491,367	1,495,715
2000	Classified Salaries	779,022	790,481	802,112	813,917	825,899
3000	Benefits	495,310	496,725	563,497	607,896	622,651
4000	Books and Supplies	424,300	434,765	440,503	446,528	452,855
5000	Services and Other Operating Expenses	938,591	1,031,528	1,035,278	1,040,903	1,049,340
6000	Capital Outlay					
7000	Other Outgoing	82,134	122,546	124,607	126,595	127,669
Total Expenses		\$ 4,030,713	\$ 4,159,149	\$ 4,380,484	\$ 4,527,206	\$ 4,574,129
Surplus / (Deficit)		\$ 182,693	\$ 95,468	\$ 80,192	\$ 132,247	\$ 192,790
Beginning Balance						
Cash + Net AR/AP		209,649	392,342	487,811	568,003	700,250
Loan / Charter School Revolving Loan Repayment (Principal)						
Ending Fund Balance		\$ 392,342	\$ 487,811	\$ 568,003	\$ 700,250	\$ 893,039

Vincent Academy Revenue

Revenue Input

SACS	2016-17	2017-18	2018-19	2019-20	2020-21
State					
8011 LCFF for all grades; state aid portion	1,783,239	1,850,174	2,213,655	2,810,030	2,903,838
8012 LCFF for all grades; EPA portion	368,870	334,895	170,845	-	-
8096 In-Lieu of Property Taxes, all grades	534,338	585,552	585,552	585,552	585,552
8019 Prior Year Income / Adjustments					
8181 Special Education	258,702	254,513	257,505	269,475	269,475
8560 Lottery	48,572	47,548	48,279	51,205	51,205
8520 State Child Nutrition program	14,487	14,182	14,400	15,273	15,273
8591 SB 740 Rent re-imbursment program	216,600	213,750	228,000	249,375	249,375
8592 After School Safety & Education Program	112,500	112,500	112,500	112,500	112,500
8590 Common Core					
8590 Mandate Block Grant					
State Revenue	\$ 3,337,308	\$ 3,413,113	\$ 3,630,736	\$ 4,093,410	\$ 4,187,218
Federal					
8220 Federal Child Nutrition Programs	301,818	295,455	300,000	318,182	328,000
8290 All Other Federal Revenue					
8291 Title I	80,344	78,650	79,860	84,700	84,700
8292 Title II	1,200	1,200	1,200	1,200	1,200
8293 Title III					
8294 Title IV					
8295 Title V					
8299 Prior Year Federal Revenue					
Federal Revenue	\$ 383,362	\$ 375,305	\$ 381,060	\$ 404,082	\$ 413,900
Local					
8660 Interest	500	500	500	500	500
8782 All Other Transfers from County Offices					
8784 All Other Transfers from Other Locations					
8785 CMO Management fee					
8792 Transfers of Apportionments from County Offices					
8980 Student Lunch Revenue	500	500	500	525	525
8982 Fundraising	350,000	325,000	300,000	-	-
8983 After School / Summer Program	116,736	115,200	122,880	135,936	139,776
8984 Student Body (ASB) Fundraising Revenue	20,000	20,000	20,000	20,000	20,000
8985 Uniform Sales	5,000	5,000	5,000	5,000	5,000
8986 Rental Income					
8989 Sale of Future Revenues					
8999 Revenue Suspense					
Local Revenue	\$ 492,736	\$ 466,200	\$ 448,880	\$ 161,961	\$ 165,801
Total Revenue	\$ 4,213,406	\$ 4,254,617	\$ 4,460,676	\$ 4,659,453	\$ 4,766,919

Vincent Academy
Expenses Summary

SACS Object Code	Code Description	2016-17	2017-18	2018-19	2019-20	2020-21
Certificated Salaries						
1100	Teachers' Salaries	913,155	879,771	1,004,437	1,075,013	1,073,470
1105	Teachers' Bonuses	21,250	20,750	21,750	22,250	22,250
1120	Substitute Expense	-	-	-	-	-
1200	Certificated Pupil Support Salaries	-	-	-	-	-
1300	Certificated Supervisor and Administrator Salaries	238,525	242,103	245,734	249,420	253,162
1305	Certificated Supervisor and Administrator Bonuses	500	500	500	500	500
1900	Other Certificated Salaries	137,025	139,080	141,167	143,284	145,433
1910	Other Certificated Overtime/Bonuses	900	900	900	900	900
1000	Subtotal	\$ 1,311,355	\$ 1,283,104	\$ 1,414,488	\$ 1,491,367	\$ 1,495,715
Classified Salaries						
2100	Instructional Aide Salaries	246,524	250,222	253,975	257,785	261,652
2110	Instructional Aide Overtime/Bonuses	2,700	2,700	2,700	2,700	2,700
2200	Classified Support Salaries	56,515	57,363	58,223	59,097	59,983
2210	Classified Support Overtime/Bonuses	800	800	800	800	800
2300	Classified Supervisor and Administrator Salaries	178,452	181,129	183,846	186,604	189,403
2310	Classified Supervisor and Administrator Salaries over	6,000	6,000	6,000	6,000	6,000
2400	Clerical, Technical, and Office Staff Salaries	37,552	38,115	38,687	39,267	39,856
2410	Clerical, Technical, and Office Staff Overtime/Bonus	500	500	500	500	500
2900	Other Classified Salaries	244,879	248,552	252,280	256,065	259,906
2905	Other Stipends	-	-	-	-	-
2910	Other Classified Overtime/Bonuses	5,100	5,100	5,100	5,100	5,100
2000	Subtotal	\$ 779,022	\$ 790,481	\$ 802,112	\$ 813,917	\$ 825,899
Employee Benefits						
3101	State Teachers' Retirement System, certificated posit	144,881	161,886	203,528	240,120	253,387
3202	Public Employees' Retirement System, classified pos	-	-	-	-	-
3313	OASDI	56,851	53,697	58,539	59,402	60,278
3323	Medicare	30,310	30,067	32,141	33,427	33,663
3403	Health & Welfare Benefits	204,349	192,590	208,072	212,755	212,755
3503	State Unemployment Insurance	21,600	21,200	22,000	22,400	22,400
3603	Worker Compensation Insurance	25,712	25,505	27,264	27,663	27,859
3703	Other Post Employment Benefits	11,607	11,779	11,953	12,129	12,308
3903	Other Benefits	-	-	-	-	-
3000	Subtotal	\$ 495,310	\$ 496,725	\$ 563,497	\$ 607,896	\$ 622,651
Total Personnel Expenses		\$ 2,585,688	\$ 2,570,310	\$ 2,780,096	\$ 2,913,180	\$ 2,944,265
Books and Supplies						
4100	Approved Textbooks and Core Curricula Materials	15,000	20,000	20,000	20,000	20,000
4200	Books and Other Reference Materials	15,000	15,750	16,538	17,364	18,233
4300	Office and Custodial Supplies	5,000	5,250	5,513	5,788	6,078
4314	Teacher Supplies	2,800	2,940	3,087	3,241	3,403
4315	Classroom Materials and Supplies	20,000	21,000	22,050	23,153	24,310
4316	Summer Program Costs	5,000	5,250	5,513	5,788	6,078
4317	Student Assessment Supplies	3,000	3,150	3,308	3,473	3,647
4340	Professional Development Supplies	3,000	3,150	3,308	3,473	3,647
4350	Uniform Sales	20,500	21,525	22,601	23,731	24,918
4400	Noncapitalized Equipment	10,000	10,500	11,025	11,576	12,155
4430	Classroom Furniture	15,000	15,750	16,538	17,364	18,233
4440	Computer Hardware	10,000	10,500	11,025	11,576	12,155
4700	Food and Food Supplies	300,000	300,000	300,000	300,000	300,000
4000	Subtotal	\$ 424,300	\$ 434,765	\$ 440,503	\$ 446,528	\$ 452,855
Services and Other Operating Expenses						
5200	Travel and Conferences	5,000	7,500	11,250	16,875	25,313
5210	Training and Development Expense	30,000	61,200	61,200	61,200	61,200
5300	Dues and Memberships	6,150	6,273	6,273	6,273	6,273
5400	Insurance	10,000	12,000	12,000	12,000	12,000
5500	Operation and Housekeeping Services/Supplies	20,000	22,000	22,000	22,000	22,000
5501	Utilities	18,000	18,000	18,000	18,000	18,000
5505	Student Transportation / Field Trips	23,080	23,542	23,542	23,542	23,542
5506	School Year Field Trips	14,000	15,000	15,000	15,000	15,000
5507	Summer Program Field Trips	5,202	5,306	5,306	5,306	5,306

Vincent Academy
Expenses Summary

SACS Object Code	Code Description	2016-17	2017-18	2018-19	2019-20	2020-21
5520	Security	29,580	30,172	30,172	30,172	30,172
5600	Space Rental/Leases Expense	303,523	329,108	329,108	329,108	329,108
5601	Building Maintenance	10,000	10,000	10,000	10,000	10,000
5602	Other Space Rental	500	500	500	500	500
5605	Equipment Rental/Lease Expense	10,000	10,000	10,000	10,000	10,000
5610	Equipment Repair	2,050	2,091	2,091	2,091	2,091
5800	Professional/Consulting Services and Operating Exp	15,000	15,000	15,000	15,000	15,000
5801	Summer Camp Honoraria	38,200	38,964	38,964	38,964	38,964
5802	Summer Academic Consultants	43,000	43,860	43,860	43,860	43,860
5803	Business and Payroll Service Fees	15,000	15,000	15,000	15,000	15,000
5804	Audit Fees	10,000	10,200	10,200	10,200	10,200
5805	Legal Fees	2,000	2,000	2,000	2,000	2,000
5807	ED/Head of School Discretionary	15,000	15,000	15,000	15,000	15,000
5808	Board Authorized Discretionary	10,000	10,000	10,000	10,000	10,000
5810	Educational Consultants	150,000	173,400	173,400	173,400	173,400
5811	Special Education Contract Instructors	50,000	50,000	50,000	50,000	50,000
5814	Student Data Systems	10,000	10,000	10,000	10,000	10,000
5815	Advertising / Recruiting	3,184	3,247	3,247	3,247	3,247
5820	Fundraising Expense	6,000	6,000	6,000	6,000	6,000
5860	Printing & Production	2,122	2,165	2,165	2,165	2,165
5880	Student Health Services	50,000	50,000	50,000	50,000	50,000
5884	Substitute Expense	22,000	24,000	24,000	24,000	24,000
5900	Communications	10,000	10,000	10,000	10,000	10,000
5999	Expense Suspense	-	-	-	-	-
5000	Subtotal	\$ 938,591	\$ 1,031,528	\$ 1,035,278	\$ 1,040,903	\$ 1,049,340
Capital Outlay						
6900	Depreciation Expense	-	-	-	-	-
6000	Subtotal					
Other Outgoing						
7000	Miscellaneous Expense-Operating Reserve	15,000	30,000	30,000	30,000	30,000
7010	Special Education Reserve	25,000	50,000	50,000	50,000	50,000
7438	Debt Service - Interest	-	-	-	-	-
7500	District Oversight Fee	42,134	42,546	44,607	46,595	47,669
7000	Subtotal	\$ 82,134	\$ 122,546	\$ 124,607	\$ 126,595	\$ 127,669
Total Non-Personnel Expenses		\$ 1,445,025	\$ 1,588,839	\$ 1,600,388	\$ 1,614,026	\$ 1,629,864
Total Expenses		\$ 4,030,713	\$ 4,159,149	\$ 4,380,484	\$ 4,527,206	\$ 4,574,129

2016/2017													
	Projected												
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	AP/AR
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	
Operating Cash	209,649	139,169	93,325	133,328	193,785	237,517	226,619	269,342	258,444	301,168	290,270	334,002	332,413
Revenue	166,865	166,865	300,358	300,358	300,358	300,358	300,358	300,358	300,358	300,358	300,358	300,358	-
State Revenue	-	-	1,628	71,355	54,630	-	53,622	-	53,622	-	54,630	33,946	59,930
Federal Income	98,547	123,184	73,910	24,637	24,637	24,637	24,637	24,637	24,637	24,637	24,637	-	-
Local Revenues	265,413	290,049	375,896	396,349	379,624	324,955	376,617	324,955	378,617	324,955	379,624	334,304	59,930
Expenses	215,474	215,474	215,474	215,474	215,474	215,474	215,474	215,474	215,474	215,474	215,474	215,474	-
Compensation & Benefits	35,358	35,358	35,358	35,358	35,358	35,358	35,358	35,358	35,358	35,358	35,358	35,358	-
Books & Supplies	78,216	78,216	78,216	78,216	78,216	78,216	78,216	78,216	78,216	78,216	78,216	78,216	-
Services & Other Operating Expenses	6,845	6,845	6,845	6,845	6,845	6,845	6,845	6,845	6,845	6,845	6,845	6,845	-
Capital Outlay	335,893	335,893	335,893	335,893	335,893	335,893	335,893	335,893	335,893	335,893	335,893	335,893	-
Other Outgoing	(70,480)	(45,643)	40,003	60,457	43,732	(10,898)	42,724	(10,898)	42,724	(10,898)	43,732	(1,589)	59,930
Operating Cash Inflow (Outflow)													
Year Transactions													
Accounts Receivable													
Accounts Payable													
Other Balance Sheet Changes (prepaids etc)													
Loan Proceeds													
Loan Payments													
Capital Expenditure													
Total Prior Year Transactions													
Operating Cash	139,169	93,325	133,328	193,785	237,517	226,619	269,342	258,444	301,168	290,270	334,002	332,413	392,942

2017/2018													
	Projected												
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	AP/AR
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	
ning Cash	392,342	309,642	250,252	282,360	336,109	373,485	357,380	393,769	377,654	414,053	397,948	435,324	429,141
ne	170,656	170,656	307,180	307,180	307,180	307,180	307,180	307,180	307,180	307,180	307,180	307,180	-
State Revenue	-	-	1,593	69,855	53,482	-	52,495	-	52,495	-	53,482	33,233	58,670
Federal Income	93,240	116,560	69,930	23,310	23,310	23,310	23,310	23,310	23,310	23,310	23,310	-	-
Local Revenues	263,896	287,205	378,704	400,345	383,972	330,490	382,985	330,490	382,985	330,490	383,972	340,413	58,670
nses	214,193	214,193	214,193	214,193	214,193	214,193	214,193	214,193	214,193	214,193	214,193	214,193	-
Compensation & Benefits	36,230	36,230	36,230	36,230	36,230	36,230	36,230	36,230	36,230	36,230	36,230	36,230	-
Books & Supplies	85,961	85,961	85,961	85,961	85,961	85,961	85,961	85,961	85,961	85,961	85,961	85,961	-
Services & Other Operating Expenses	10,212	10,212	10,212	10,212	10,212	10,212	10,212	10,212	10,212	10,212	10,212	10,212	-
Capital Outlay	346,596	346,596	346,596	346,596	346,596	346,596	346,596	346,596	346,596	346,596	346,596	346,596	-
Other Outgoing	(82,700)	(59,390)	32,108	53,750	37,376	(16,106)	36,389	(16,106)	36,389	(16,106)	37,376	(6,183)	58,670
ating Cash Inflow (Outflow)													
Year Transactions													
Accounts Receivable													
Accounts Payable													
Other Balance Sheet Changes (prepaids etc)													
Loan Proceeds													
Loan Payments													
Capital Expenditure													
Total Prior Year Transactions													
ng Cash	309,642	250,252	282,360	336,109	373,485	357,380	393,769	377,654	414,053	397,948	435,324	429,141	487,811

2018/2019												
	Projected											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
nning Cash	487,811	394,083	322,799	353,475	408,572	447,043	431,213	468,683	452,853	490,323	474,493	512,965
508,433												
Revenue												
State Revenue	181,537	181,537	326,766	326,766	326,766	326,766	326,766	326,766	326,766	326,766	326,766	326,766
Federal Income	-	-	1,518	70,926	54,302	-	53,300	-	53,300	-	54,302	33,742
Local Revenues	88,776	112,220	67,332	22,444	22,444	22,444	22,444	22,444	22,444	22,444	22,444	-
Total Revenue	271,313	293,757	395,716	420,137	403,512	349,210	402,510	349,210	402,510	349,210	403,512	360,508
59,570												
Expenses												
Compensation & Benefits	231,675	231,675	231,675	231,675	231,675	231,675	231,675	231,675	231,675	231,675	231,675	231,675
Books & Supplies	36,709	36,709	36,709	36,709	36,709	36,709	36,709	36,709	36,709	36,709	36,709	36,709
Services & Other Operating Expenses	86,273	86,273	86,273	86,273	86,273	86,273	86,273	86,273	86,273	86,273	86,273	86,273
Capital Outlay	10,384	10,384	10,384	10,384	10,384	10,384	10,384	10,384	10,384	10,384	10,384	10,384
Other Outgoing	365,040	365,040	365,040	365,040	365,040	365,040	365,040	365,040	365,040	365,040	365,040	365,040
Total Expenses	(93,728)	(71,284)	30,676	55,096	38,472	(15,830)	37,470	(15,830)	37,470	(15,830)	38,472	(4,532)
59,570												
ating Cash Inflow (Outflow)												
Year Transactions												
Accounts Receivable												
Accounts Payable												
Other Balance Sheet Changes (prepaids etc)												
Loan Proceeds												
Loan Payments												
Capital Expenditure												
Total Prior Year Transactions	-	-	-	-	-	-	-	-	-	-	-	-
568,002												
ng Cash	394,083	322,799	353,475	408,572	447,043	431,213	468,683	452,853	490,323	474,493	512,965	508,433

2019/2020													
	Projected												
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	API/AR
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	
nnning Cash	568,002	427,798	295,692	312,841	387,290	444,111	443,349	499,107	498,344	554,102	553,340	610,160	637,081
neue	204,670	204,670	368,407	368,407	368,407	368,407	368,407	368,407	368,407	368,407	368,407	368,407	-
State Revenue	-	-	1,716	75,211	57,583	-	56,520	-	56,520	-	57,583	35,781	63,169
Federal Income	32,392	40,490	24,294	8,098	8,098	8,098	8,098	8,098	8,098	8,098	8,098	-	-
Local Revenues	237,063	245,161	394,417	451,716	434,087	376,505	433,025	376,505	433,025	376,505	434,087	404,188	63,169
Total Revenue													
nses	242,765	242,765	242,765	242,765	242,765	242,765	242,765	242,765	242,765	242,765	242,765	242,765	-
Compensation & Benefits	37,211	37,211	37,211	37,211	37,211	37,211	37,211	37,211	37,211	37,211	37,211	37,211	-
Books & Supplies	86,742	86,742	86,742	86,742	86,742	86,742	86,742	86,742	86,742	86,742	86,742	86,742	-
Services & Other Operating Expenses													-
Capital Outlay	10,550	10,550	10,550	10,550	10,550	10,550	10,550	10,550	10,550	10,550	10,550	10,550	-
Other Outgoing	377,267	377,267	377,267	377,267	377,267	377,267	377,267	377,267	377,267	377,267	377,267	377,267	-
Total Expenses													-
ating Cash Inflow (Outflow)	(140,204)	(132,106)	17,150	74,449	56,820	(762)	55,758	(762)	55,758	(762)	56,820	26,920	63,169
Year Transactions													
Accounts Receivable													
Accounts Payable													
Other Balance Sheet Changes (prepaids etc)													
Loan Proceeds													
Loan Payments													
Capital Expenditure													
Total Prior Year Transactions													
ng Cash	427,798	295,692	312,841	387,290	444,111	443,349	499,107	498,344	554,102	553,340	610,160	637,081	700,249

2020/2021

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	AP/AR
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	
Beginning Cash	700,249	561,593	431,227	453,526	534,528	597,471	601,434	663,289	667,252	728,107	733,069	796,013	828,336
Revenue													
State Revenue	209,361	209,361	376,850	376,850	376,850	376,850	376,850	376,850	376,850	376,850	376,850	376,850	-
Federal Income	-	-	1,757	77,039	58,992	-	57,893	-	57,893	-	58,992	36,650	64,703
Local Revenues	33,160	41,450	24,870	8,290	8,290	8,290	8,290	8,290	8,290	8,290	8,290	-	-
Total Revenue	242,521	250,811	403,477	462,179	444,121	385,140	443,033	385,140	443,033	385,140	444,121	413,500	64,703
Expenses													
Compensation & Benefits	245,355	245,355	245,355	245,355	245,355	245,355	245,355	245,355	245,355	245,355	245,355	245,355	-
Books & Supplies	37,738	37,738	37,738	37,738	37,738	37,738	37,738	37,738	37,738	37,738	37,738	37,738	-
Services & Other Operating Expenses	87,445	87,445	87,445	87,445	87,445	87,445	87,445	87,445	87,445	87,445	87,445	87,445	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgoing	10,639	10,639	10,639	10,639	10,639	10,639	10,639	10,639	10,639	10,639	10,639	10,639	-
Total Expenses	381,177	381,177	381,177	381,177	381,177	381,177	381,177	381,177	381,177	381,177	381,177	381,177	-
Netting Cash Inflow (Outflow)	(138,656)	(130,366)	22,300	81,001	62,944	3,962	61,856	3,962	61,856	3,962	62,944	32,322	64,703
Year Transactions													
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes (prepaids etc)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Prior Year Transactions	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	561,593	431,227	453,526	534,528	597,471	601,434	663,289	667,252	728,107	733,069	796,013	828,336	893,039

LEA: Vincent Academy
Charter

123711 5 digit District code or 7 digit School code (from the CDS code)

Yes Did the CDS code exist in 2012-13?

No Was the school district reorganized and retained the original CDS code?

2013-14 First LCFF certification year

2014-15 Most recent LCFF certification year

If yes, which year:

N/A

Projection Title: 5 Year Budget Projection

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	1.57%	0.85%	1.02%	0.47%	2.13%	2.65%	2.72%
	12.00169574%	30.16016166%	51.97%	49.08%	45.34%	6.15%	34.21%
	11.75%	28.06%	53.08%	49.08%	45.34%	6.15%	34.21%
\$	12,921.15	---	---	---	---	---	---
21.5165%	21.1229%	26.6637%	25.0782%	25.0000%	23.0000%	11.0000%	0.0000%

Annual COLA
(refilled as calculated by the Department of Finance, DOF)

LCFF Gap Closed Percentage
(prefilled as calculated by the Department of Finance, DOF)

LCFF Gap Closed Percentage - May Revise
(prefilled as calculated by the Department of Finance, DOF)

Statewide 90th percentile rate
(used in Economic Recovery Target, ERT, calculation only)

EPA Entitlement as % of statewide adjusted Revenue Limit

PER ADA FUNDING LEVELS (calculated at TARGET)

[illegible]

Grade Span Adjustment

	\$	\$	\$	\$	\$	\$	\$	\$	\$
Grades TK-3		724	729	737	740	756	776		797
Grades 9-12	\$	219	221	223	224	229	235	\$	241

Supplemental Grant

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Grades TK-3	\$	1,535	1,548	1,564	1,571	1,605	1,647	\$	1,692			
Grades 4-6	\$	1,411	1,423	1,438	1,445	1,475	1,514	\$	1,556			
Grades 7-8	\$	1,453	1,466	1,481	1,488	1,519	1,559	\$	1,602			
Grades 9-12	\$	1,728	1,742	1,760	1,768	1,806	1,854	\$	1,904			

Concentration Grant (>55% population)

	\$	3,838	3,870	3,910	3,928	4,012	4,119	4,231
Grades TK-3								
Grades 4-6	\$	3,528	3,558	3,595	3,612	3,689	3,786	3,889
Grades 7-8	\$	3,633	3,664	3,702	3,719	3,798	3,899	4,005
Grades 9-12	\$	4,319	4,356	4,401	4,421	4,516	4,635	4,761

NECESSARY SMALL SCHOOL SELECTION (if applicable)

	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #1	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Vincent Academy

Inflation Rate:

Code	Revenue Item	PY		Budget	Rate					
		2014-15	2015-16		2016/17	2017/18	2018/19	2019/20	2020/21	0.0%
			Budget							
8010	Principal Apportionment									
	ADA K - 3	7,011	7,083		7,196	7,374	7,586	7,586	7,586	
	ADA 4 - 6	7,116	7,189		7,304	7,485	7,700	7,700	7,700	
	ADA 7 - 8	7,328	7,403		7,521	7,708	7,929	7,929	7,929	
	ADA 9 - 12	8,491	8,578		8,715	8,931	9,187	9,187	9,187	
8294	Title I	487	492		500	512	527	527	527	
8295	Title II	33	33		34	35	36	36	36	
8296	Title III	35	35		36	37	38	38	38	
8297	Title IV	0	0		0	0	0	0	0	
8298	Title V	0	0		0	0	0	0	0	
8434	Class Size Reduction, Grades K-3	1,173	1,185		1,204	1,234	1,269	1,269	1,269	
8480	Charter Schools Categorical Block Grant	502	507		515	528	543	543	543	
8560	State Lottery Revenue	132	133		135	139	143	143	143	
8678	Educationally Disadvantaged Aid	338	341		347	356	366	366	366	
	minimum 21+ students	7,966	8,047		8,176	8,379	8,619	8,619	8,619	
	minimum 1-20 students	5,276	5,330		5,415	5,549	5,709	5,709	5,709	
8591	Supplemental Hourly Revenue									
8590	Arts & Music Block Grant	14.63	14.78		15.02	15.39	15.83	15.83	15.83	
	minimum	3,112	3,144		3,194	3,273	3,367	3,367	3,367	

Incent Academy Hiring Summary	2016/17		2017/18		2018/19		2019/20		2020/21	
	FTE	Avg comp	FTE	Avg comp	FTE	Avg comp	FTE	Avg comp	FTE	Avg comp
Enrichment										
Administration	3.00	\$102,230	3.00	\$103,763	3.00	\$105,320	3.00	\$106,900	3.00	\$108,503
Classroom Teachers	15.00	\$53,623	14.00	\$54,894	16.00	\$55,784	17.00	\$56,547	17.00	\$56,337
PE/ Teachers	2.00	\$63,200	2.00	\$64,148	2.00	\$65,110	2.00	\$66,087	2.00	\$67,078
Classified										
Specialists (Music, Art, Technology, Language)	3.00	\$45,675	3.00	\$46,360	3.50	\$47,056	4.00	\$47,761	4.00	\$48,478
Administration	3.00	\$61,484	3.00	\$62,406	3.00	\$63,342	3.00	\$64,292	3.00	\$65,257
Instructional Aides	3.60	\$30,000	3.60	\$30,460	3.60	\$30,907	3.60	\$31,370	3.60	\$31,841
Food Service & Meal Support Personnel	2.60	\$22,914	2.60	\$23,268	2.60	\$23,607	2.60	\$23,961	2.60	\$24,320
PE/ Paraprofessionals	2.45	\$28,960	2.45	\$29,394	2.45	\$29,835	2.45	\$30,283	2.45	\$30,737
After School Staff	6.10	\$24,619	6.10	\$24,986	7.00	\$25,363	7.50	\$25,744	7.50	\$26,130



1. What is distinctive about your school?

For all intents and purposes, this particular school year is somewhat like a first year all over again. We have 1) moved to a new (and much larger!) school site, 2) doubled our total enrollment, 3) doubled our staff and 4) added a new Head of School to the staff team. The fact that this large-scale transition was possible in our first charter term speaks volumes about the determination, dedication and passion that is present within the Vincent Academy (VA) school community.

Our community has grown together to form a tight-knit family that knows how to celebrate good times and how to mature through difficult ones. As a West Oakland institution, we have always been, and will continue to be, primarily interested in the transformation of this unique and historic region of Oakland through the lever of excellent educational opportunity.

Vincent Academy offers families support through our extended hours of operation (7am-6pm daily) and full-day summer program. Our full-time Student and Family Services Director manages the Family Resource Center on campus and works to support each and every family to be successful at VA, whether that means connecting families to external resources or facilitating positive connections at school. The above features of our program are what make Vincent Academy unique and responsive to the needs of our community.

2. How effective is your school overall?

Evaluation: 4

How do you know?

Over the course of the last four years, Vincent Academy has grown from a small community of 60 Kindergarteners and first graders to a full-size elementary school serving approximately 280 students in TK-5th grade. At the outset, we leased a commercial property that housed the school for the first four years of operations. We simultaneously invested significant time and energy in the pursuit of a permanent home for VA. Through a unique partnership with BRIDGE Housing Corporation, we were able to construct a new school in West Oakland, tailored to the needs of our students and families. This past July, Vincent Academy officially moved operations into the new school at 2501 Chestnut Street, right across the street from McClymonds High School. In moving to the new site, we have doubled our student population and staff team, -- statistics that point to the overall effectiveness and desirability of our school program.

What are its notable strengths?

Vincent Academy invests heavily in social-emotional tools, wellness resources and therapeutic services in order to support students and families to create and/or optimize the conditions necessary for deep learning to occur. Our mission is to provide an excellent education, regardless of circumstance. To make good on that promise, we actively consider the circumstances of both our students and their families and work in partnerships to provide a program that meets the real needs and desires of the community. An example of this approach is evidenced in the fact that we are open daily from 7am-6pm, in the school year and summer months, in order to support families in creating stability and routine for their children.

3. How well is the school regarded by its students and parents?

Evaluation: 5

How do you know?

Over the past five years, Vincent Academy has become a school of choice for West Oakland families. The single most important factor in our upward enrollment trend over the first charter term is word of mouth. Nearly all of VA's incoming families cite being referred to the school by their family members or friends. In a geographic region that has historically suffered from declining school enrollment, we see the demand for VA seats and the ability to maintain a full roster as positive signs that VA is a highly regarded option for students and their parents.

Our annual survey points to satisfaction among our families at the school. On a five-point scale, with five the highest score, we averaged a score of 4.3 on a range of questions meant to solicit evaluative feedback on many aspects of our program. On the highest end of the scale, we received high marks for the statements "Vincent Academy encourages me to be an active partner with the school in educating my child" and "Vincent Academy gives all students opportunities to "make a difference" by helping other people, the school, or the community." At the other end of the spectrum, families rated us at 3.5 and reflected back to us that improvement is needed in the areas of providing families more opportunities for input prior to major decisions and improving the quality of food served to students.

What do (a) students and (b) parents most like about the school?

At VA, we consistently hear feedback from families that our school is one-of-a-kind in our love, care and appreciation for each individual student and that our community truly feels like a family that provides a home-away-from-home for students. Given that many of our students and their families are dealing with acute and environmental trauma, it can mean a lot to parents and their children to feel that school is both a physically and emotionally safe place to grow and learn.

Families also remark on how much they appreciate our summer program and extended daily hours (7am-6pm). For a lot of our families, VA's comprehensive schedule makes a big difference in reducing their stress levels because they can deal effectively with their life situation knowing that their children are in good hands.

Students feel known, safe and cared for and many enjoy being at school so much that they complain when they finally have to go home at the end of the day! Our program emphasizes responsive and positive relationships, so it is not unusual to see students engaging in informal and friendly conversation with staff outside of the classroom. Learning is the priority at VA and students love being challenged to excel. Students are also quite enamored with the new facility and specifically with the play structure. From their perspective, they had to tolerate not having a play structure for what felt like an eternity!

What do they feel needs improvement, and what action is being taken?

As mentioned above, the annual family survey points to a need to create better systems for input and feedback prior to major decisions. While the intention to do so has always been present, and indeed has been supported by both informal and formal opportunities for feedback, it has been a struggle to balance the need to complete the business at hand while simultaneously finding better ways to promote inclusivity and participation for a larger percentage of our families. As at most schools, VA experiences the phenomenon of a wide spectrum of engagement across the body of families. We are using participation data to better understand the trends and tailor our outreach to the subgroups that have historically been the least active in the life of the school.

Students express dismay that we do not have more counselors on the staff. Many have self-identified as needing therapeutic services. This year, we have added an intern counselor our program to create new slots for therapy in order to better meet the needs of our student population.

4. How well do students achieve?

Evaluation: 3

How do you know?

Over the past four years, minimal high-level summative testing data has been generated for Vincent Academy due to the grade range of students served and the testing gap associated with the transition from STAR to SBAC. That being said, when viewed in the context of the data trends in the surrounding area and across the city of Oakland, the data points that we have paint a promising picture about VA's overall student performance. Tables 1-3 present 2014-2015 SBAC test results by grade and other key groupings of students.

In which subjects and grades do students do best, and why?

In the areas of reading and writing, our students express enthusiasm and demonstrate stamina. Students from 2nd grade up who have been exposed to the Reading and Writing Workshop over multiple years can be counted on to work steadily and independently for up to an hour. The Workshop Model hinges upon differentiation and student-driven material selection, two of the main reasons we believe VA students do well in the program.

Our younger students are also showing promise in mathematics. They have had The Story of Units (Eureka Math Program) from the very beginning of their school careers and have taken well to that curricular resource.

In which subjects and grades is improvement needed, and what action is being taken?

Improvement is needed in all subjects and at all grades, however the most pressing needs are related to improving the performance of this year's 4th graders in both mathematics and language arts. At the 4th grade level team, we have paired a more experienced, returning 4th grade teacher with a teacher new to VA to promote collaboration and consistency across the two classes. Both 4th grade teachers are receiving additional in-class instructional supports and coaching and we are monitoring student progress in shorter intervals than is our standard practice.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

There is an achievement gap associated with gender. On the 2014-2015 SBAC, proficiency rates for girls at VA were higher by 9% in ELA and 12% in Math. An even larger gap was present in the comparison of students who were in the lowest band (Standard Not Met). In ELA, 38% of girls were in the lowest band while 69% of boys fell into that category-a 31% difference between the genders. For the Math SBAC, 42% of girls and 54% of boys were in the lowest band, a less striking difference than ELA, but nonetheless significant.

The assessment data correlates to other important indicators of school success such as attendance and discipline data. In general, the data bears out that boys are having a more challenging time succeeding at VA than their female counterparts.

We are actively working to counteract this situation. First, we are looking carefully at class level data to understand better where male students do well and are utilizing that data to identify the best practices in place to support the boys in those classes and replicate those best practices across the school. Second, the Leadership Team is tasked this year with reviewing the progress of all subgroups in the school, including males, and seeking out resources and partnerships beyond Vincent Academy to inspire and support the changes needed to improve outcomes for these students. Third, the male students in need of more support are partnered with a male mentor/advocate, either from our staff team or a member of VA's Dad's Cub in order to create a caring point of connection for each individual boy. Finally, we have updated some components of our curriculum to include resources reputed to have appeal to young boys.

Table 1. THIRD GRADE ELA/MATH 2014-2015 SBAC

THIRD GRADE RESULTS

				West Oakland Neighborhood Schools				OUSD Schools with Similar Demographics		Charter School with Similar Demographics
ELA	STATE ALL	OUSD ALL	VA	LAFAYETTE	HOOVER	MLK	PRESCOTT	PARKER	SANKOFA	ASPIRE TRIUMPH
%Proficient	38	26	26	3	8	6	7	11	4	12
% EXCEEDED	18	12	8	0	4	2	0	0	2	2
% MET	20	14	18	3	4	4	7	11	2	10
% NEARLY MET	26	22	18	15	13	18	22	48	17	21
% DID NOT MEET	36	52	56	82	79	74	70	41	79	62

THIRD GRADE RESULTS

				West Oakland Neighborhood Schools				OUSD Schools with Similar Demographics		Charter School with Similar Demographics
MATH	STATE ALL	OUSD ALL	VA	LAFAYETTE	HOOVER	MLK	PRESCOTT	PARKER	SANKOFA	ASPIRE TRIUMPH
% Proficient	40	31	27	0	6	11	7	27	2	9
% EXCEEDED	14	11	11	0	0	2	0	6	0	0
% MET	26	20	16	0	6	9	7	21	2	9
% NEARLY MET	27	25	18	28	16	23	44	21	14	28
% DID NOT MEET	33	45	55	72	78	66	48	51	83	63

Table 2. FOURTH GRADE ELA/MATH 2014-2015 SBAC

FOURTH GRADE RESULTS

				West Oakland Neighborhood Schools				OUSD Schools with Similar Demographics		Charter School with Similar Demographics
ELA	STATE ALL	OUSD ALL	VA	LAFAYETTE	HOOVER	MLK	PRESCOTT	PARKER	SANKOFA	ASPIRE TRIUMPH
%Proficient	40	29	17	3	8	17	9	7	22	17
% EXCEEDED	19	13	6	3	2	11	0	0	5	4
% MET	21	16	11	0	6	6	9	7	17	13
% NEARLY MET	21	19	22	5	22	14	18	48	7	0
% DID NOT MEET	39	52	61	92	71	69	73	44	71	81

FOURTH GRADE RESULTS

				West Oakland Neighborhood Schools				OUSD Schools with Similar Demographics		Charter School with Similar Demographics
MATH	STATE ALL	OUSD ALL	VA	LAFAYETTE	HOOVER	MLK	PRESCOTT	PARKER	SANKOFA	ASPIRE TRIUMPH
% Proficient	35	27	19	3	15	17	12	15	4	15
% EXCEEDED	13	10	13	0	4	3	0	0	2	2
% MET	22	17	6	3	11	14	12	15	2	13
% NEARLY MET	35	32	44	18	42	25	33	43	40	36
% DID NOT MEET	31	41	38	79	44	58	55	43	53	47

Table 3.
2014-2015
SBAC
PERFORMANCE
by SUBGROUP

SUBGROUP ECONOMICALLY DISADVANTAGED						
	THIRD GRADE RESULTS			FOURTH GRADE RESULTS		
	STATE	OUSD	VA	STATE	OUSD	VA
	ECON DISAD	ECON DISAD	ECON DISAD	ECON DISAD	ECON DISAD	ECON DISAD
ELA						
% Proficient	24	16	21	26	19	13
% EXCEEDED	8	5	9	9	6	0
% MET	16	11	12	17	13	13
% NEARLY MET	29	22	21	23	20	19
% DID NOT MEET	47	61	58	51	60	69
	THIRD GRADE RESULTS			FOURTH GRADE RESULTS		
	STATE	OUSD		STATE	OUSD	
	ECON DISAD	ECON DISAD	ECON DISAD	ECON DISAD	ECON DISAD	ECON DISAD
MATH						
% Proficient	27	21	22	21	18	14
% EXCEEDED	6	5	13	5	5	7
% MET	21	16	9	16	13	7
% NEARLY MET	30	27	19	38	33	43
% DID NOT MEET	43	53	59	41	49	43
SUBGROUP ENGLISH LANGUAGE LEARNERS						
	THIRD GRADE RESULTS			FOURTH GRADE RESULTS		
	State	OUSD	VA	State	OUSD	VA
	EL	EL	EL	EL	EL	EL
ELA						
% Proficient	17	4	25	12	2	0
% EXCEEDED	5	1	8	3	0	*
% MET	12	3	17	9	2	*
% NEARLY MET	28	18	17	20	14	*
% DID NOT MEET	55	79	58	68	84	*
	THIRD GRADE RESULTS			FOURTH GRADE RESULTS		
	State	OUSD	VA	State	OUSD	VA
	EL	EL	EL	EL	EL	EL
MATH						
% Proficient	22	9	33	11	5	0
% EXCEEDED	5	1	25	2	0	*
% MET	17	8	8	9	5	*
% NEARLY MET	29	28	25	34	28	*
% DID NOT MEET	49	64	42	54	67	*

5. How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation: 4

How do you know?

At Vincent Academy, teachers are regarded as the strongest lever in positively impacting a child's trajectory towards success. For this reason, our teachers are supported to implement research-based instructional best practices day in and day out. For many years, we have utilized the Marzano Framework for Effective Instruction and additionally pull from resources such as Lemov's Teach Like A Champion in order to develop instructional coherence across the school. In practice, this coherence results in a similar approach to teaching and learning from classroom to classroom, which is readily evidenced in instructional observations.

Teachers are supported to plan thoroughly and utilize assessment data to develop lesson objectives that effectively advance student learning. Our Head of School and Academic Coach both work with individual teachers and teacher teams on lesson development, assessment data analysis, long-range planning and instructional coaching.

Which are the strongest features of teaching and learning, and why?

The transition to the Common Core has been a sea change that places greater emphasis on rigor, depth of knowledge and conceptual understanding. From the beginning, Vincent Academy has aligned our program with the Common Core and has taken the spirit of the standards to heart. The following features of our program demonstrate our orientation:

- The backbone for our literacy program is based on Columbia Teachers College Reading and Writing Workshop model. Educators from Columbia's Teachers College have been at the helm of the Common Core movement from its inception.
- VA was an early adopter of Eureka Math, a common core aligned mathematics program.
- VA's Extended Learning Director explicitly links the day program to the after-school program in order to maximize the learning potential outside of the regular day.
- VA participates in the TK SEEDS Initiative through the Rainin Foundation.

What aspects of teaching and learning most need improvement, and what action is being taken?

In the 2015-2016 school year, due to our relocation and expansion, we have doubled our teaching staff and student population. Eight of our twelve teachers are new to the school and all are in need of further induction into the VA instructional model. In order to meet this need, the professional development calendar has been amended this year to allow extra time and space for teachers to receive training and support in small groups as well as individually. Likewise, we are developing additional resources for VA families that explain our educational program in clear terms and greater depth. Our goal is to assist all families in knowing how they can best support their children to succeed within our school's instructional model.

6. How effective are the professional development opportunities provided to teachers and administrators?

Evaluation: 4

How do you know?

Teachers and administrators are offered a variety of professional development opportunities throughout the school year and summer months. Consistently, staff report great appreciation for the opportunities to grow as an educator and also a desire for more quality professional development. More formally, VA teachers complete anonymous semi-annual surveys that provide quantitative feedback in many areas, including professional development. Teacher input is also solicited in the development of the professional development plan for the upcoming school year.

Which are the strongest features of professional development, and why?

For multiple years, VA staff members have received high-quality, on-going professional development in the areas of Common Core mathematics (Eureka Math), Columbia Teacher's College Reading and Writing Project and The Responsive Classroom Approach. Additionally, the one-time Common Core grant funding received by VA was utilized for professional development related to complex conceptual development, depths of knowledge and academic rigor. The consistency of the professional development focus has created significantly more coherence in our academic program than was present at the outset. In addition, it has facilitated horizontal and vertical alignment of our program from one teacher to another and up through the grade levels.

How are professional development activities selected and evaluated?

A variety of factors are involved in the selection of professional development activities. First, student academic, attendance and discipline data point to our strengths and weaknesses as a school community and provide clear guidance on what areas need to be shored up with additional resources and support. Second, the nation-wide transition to the Common Core has provided a strong impetus to include the standards and their implications as a priority area for professional development. Third, teachers weigh in about their desires and what they understand to be the most impactful professional development for themselves and for their teammates. Finally, leadership is tasked with articulating a clear vision for the school's progress over time and providing the resources necessary to bring the vision to life.

What aspects of teaching and learning most need improvement, and what action is being taken?

There are two main areas of focus for this school year. First, given the large influx of new members on to the teaching staff, we are revisiting the topic of guided reading instruction to ensure that all VA teachers are highly skilled at delivering instruction in this small group format. In the first half of the school year, teachers will be working every week to hone their practice through coaching support and peer-to-peer lesson modeling. The second area of professional development focus is formative assessment. Teachers need support in analyzing various assessments to make micro-adjustments to their

instruction and to revise their long-range plans. Again, we are opting to work on a core feature of data use in professional development so that all teachers new to VA are effectively inducted into our program.

7. How effective is the assessment of student learning?

Evaluation: 3

How do you know?

Vincent Academy has collected standard assessment data for students at each grade level in a regular and predictable manner for years and we have utilized data monitoring systems such as Data Director and Illuminate to disaggregate data and assist with the critical tasks of analysis and planning. All students take math and language arts interim assessments and are also assessed in reading and writing at multiple intervals throughout the year. Teachers are able to access and configure student data reports easily so that they can drill down and see the specifics of a student's performance over time.

What are the strongest features of assessment?

Teachers, especially those who have been at VA for multiple years, are invested in the data cycle because they witness the positive impact on their practice as teachers and therefore, their students' learning. Formal assessments are administered according the annual assessment calendar. Once teachers have the pertinent student data, they can take meaningful action. For example, with the results of our Fountas and Pinnell reading assessment in hand, a teacher knows specifically what to focus on instructionally in order to guide a student through the next reading level.

What aspects need improvement, and what action is being taken?

We need to correlate the VA interim, reading and writing assessments with the SBAC interim and summative assessments in order to better understand the relationship between the two sets of tools. Ultimately, we would like all of our assessments to provide both meaningful and predictive results so that we can better align all of our educational efforts in service of students learning at deeper levels while also performing well on high-stakes assessments.

Another step is identifying and training a teacher to take the lead on data analysis and reporting to the broader community. We are interested in pursuing training for a teacher who would like to move in that direction through our partnerships with REACH or New Leaders for New Schools.

8. How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

Evaluation:4

How do you know?

Vincent Academy would ideally be a neighborhood school, exclusively enrolling students who live with the geographic region of West Oakland. At this time, roughly two-thirds of our families reside in West Oakland, twenty-percent commute daily from other parts of

Oakland and the remaining fifteen percent harken from cities neighboring Oakland. Our active outreach efforts are limited to West Oakland and are intended to enroll a student body that reflects the demographics of the West Oakland area.

In order to reach a diverse and balanced student population reflective of the area, we engage in intentional recruitment and outreach practices that include:

- Hiring a recruiter with ties to the area
- Developing outreach materials for posting around West Oakland
- Leading regular tours of the school
- Providing Spanish translation for outreach and materials
- Developing strong connections with all West Oakland preschools
- Leveraging our current and former families to help spread the word
- Ensuring diversity on our staff team that reflects the community served by VA

As a matter of course, our admissions practices are non-discriminatory and open to any resident of the State of California. In years where we have had more applicants than slots, we have held a random public lottery to assign seats and a waitlist order.

What are the strongest aspects of efforts to ensure a diverse student population?

A diverse group of families choose Vincent Academy as their school of choice each year. Nearly all VA students are of color and identify as members of an ethnic minority. Over 90% of our students qualify for free or reduced lunches. Families who have reported feeling unwelcome and/or unsuccessful in previous school experiences report that Vincent Academy is a great option for their family.

What aspects need improvement, and what action is being taken?

We continue to strengthen our relationship with local West Oakland pre-schools and deepen the curriculum alignment between programs. This year we are participating in the SEEDS Pre-K/TK trainings alongside ten preschool instructors from West Oakland. As we prepare for renewal, we plan to seek a preference for students who reside in West Oakland for our second term. We feel that the students who live in the neighborhood of the school have the fewest quality options and should be given attendance preference.

9. How effective is the leadership and management of the school?

Evaluation: 4

How do you know?

Over the past charter term, Vincent Academy has grown from a small organization of eight employees serving sixty students to a full-size elementary school of approximately two hundred eighty students who are supported by a nearly fifty-person staff team. Effective leadership and management of the school over the past 4+ years has entailed successfully navigating the new opportunities and challenges that come with organizational growth while keeping a steady focus on our core mission to provide an excellent education to our students and their families. The backdrop of our first several years of operation was a

pressing need to secure a permanent home for the school. At this juncture, after having successfully relocated the school over the summer of 2015 to our newly minted site, the substantive focus of our leadership and management is shifting from brick and mortar concerns to expansion and improvement of the school program.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

There are multiple ways in which we regularly monitor the implementation of our standards-based program.

- Teachers participate in a weeklong training prior the start of the school year to develop plans and pacing guides that are aligned to the VA instructional framework.
- Teachers receive regular feedback through the observation and coaching cycle.
- Instructional team leaders meet weekly to discuss plans to support teachers in reaching professional goals tied to program implementation.
- Teachers have four planning periods per week, common planning time and three hours of required professional development weekly.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

The Head of School, with the support and guidance of the Executive Director, is responsible for ensuring that teachers, coaches and all other members of the instructional staff are implementing the VA Instructional Framework. The Executive Director and Head of School conduct instructional rounds together 1x/week to ensure vision alignment and to calibrate observations and feedback.

The Head of School meets weekly with the instructional team and provide direction and support on walk-throughs, coaching practices, observation and feedback practices and program implementation.

The evaluation tool utilized at VA was co-developed with teachers. As specified in the evaluation system, teachers who are struggling to perform well are identified by the Head of School and provided with a support plan. Struggling teachers who make the required improvements are taken off the support plan and teachers who do not are subject to corrective action, including termination.

10. How well does the charter school collaborate with parents to encourage active participation in their student's education?

Evaluation: 4

How do you know?

Vincent Academy welcomes family participation and implements various strategies to support robust parent engagement because we hold the belief that the immediate family is the first and foremost teacher of any child. VA keeps the home-school connection strong by 1) sending out weekly bulletins via a school-wide communicator folder, 2) utilizing the One Call Now system to provide information and updates, 3) holding monthly, formal PTAC meetings and bimonthly, informal coffees with the school leader, and 4) creating a

comfortable Family Resource Center on campus for families to access resources, connect with one another and engage with school personnel. The turnout to meetings and the sheer volume of parent volunteers willing and eager to help in a variety of ways helps us know that we are on a path of success in terms of collaboration with families.

Which are the strongest features, and why?

One of the strongest features of our program is that we have a dedicated person in the position of the Student and Family Services Director (SFSD), ready and able to address the needs of students and their families either directly through a school service or via referral to an outside support agency. The SFSD promotes close communication between the school and the family and is able to link families to resources that support a deeper engagement with school in general and with their children's learning experience.

Families are oriented to the school through a welcome picnic, an annual group orientation and meetings with the Head of School and/or Student and Family Services Director. Returning families take new families under their wing and help everyone to feel a sense of belonging early in the year.

Back to School Night, special performance events throughout the year and student-led conferences allow parents to understand the inner working of the school program and culture and provide an opportunity for parents to communicate directly with their children's teachers. Vincent Academy teachers conduct visits to students' homes (or to any place that is comfortable for a family) to create a strong bond that emphasizes our commitment to each and every one of our students.

What most needs improvement, and what action is being taken?

With the recent expansion of the school, we need to regroup and perhaps restructure our PTAC meetings to accommodate a larger number of participants. We also need to closely monitor participation to make sure that going to scale has not interfered with our ability to reach all families through informal channels of communication.

11. How effectively does the school community analyze and use school-wide data for continuous improvement?

Evaluation: 3

How do you know?

Data-driven decisions are the norm at Vincent Academy. Teachers and administrators collect, review, analyze and act upon many different data streams in order to arrive at good decisions that lead to continuous improvement.

To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?

After formal interim assessments are administered, the staff as a whole reviews the data to uncover trends, track our course towards school-wide, grade-level and sub group goals and make needed modifications to our action plans.

In concert with the LCAP cycle, VA's Leadership Team regularly reviews the performance data with an eye to programmatic improvements and brings those recommendations to the Ed Policy board committee.

As mentioned in a section above, a major component of our professional development plan for this year is focusing on formative assessment practices, so the instructional staff is immersed in this topic as it pertains to instruction at the levels of the classroom and grade level team.

Describe how the school is training administrators and teachers to understand and use assessment data.

Trainings on the best practices related to data occur during grade level meetings and weekly professional development, with ongoing support from VA's Head of School and Academic Coach on how to use data effectively on a weekly basis to modify instruction and how to engage misconceptions that interfere with learning.

To what extent are parents and students informed of student performance data individually and school-wide?

VA Families attend student led conferences twice per year to review the performance data for their children alongside their child's teacher.

School events, central bulletin boards, newsletters and media communications are all utilized to disseminate information about school-wide performance on metrics that are tracked with the community (i.e. attendance rates, school-wide/grade-level assessment averages etc.)

PTAC meetings provide a consistent forum to discuss the data that has been previously disseminated to families and set goals and agreements related to the data. For example, in the 2014-2015 school year, VA families are engaging in fluency practice at home to help students reach their reading goal. The training for this fluency practice took place at a PTAC meeting last Spring.

What most needs improvement, and what action is being taken?

We are working on ownership throughout 100% of the school community on our school-wide goals:

VA 2015-2016 School-Wide Goals

1. 96% attendance
2. 80% of students making 1.5 grade level reading level growth
3. 80% of families represented at PTAC meetings

To support this effort to spread the word and build investment, all staff members have been encouraged to talk with students and families about the goals and are eligible for a bonus at the end of the year if all the goals are attained.

We are also experimenting with a new system of sending home progress reports on a monthly basis that show progress-to-date on individual goals and school-wide goals.

12. How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

Evaluation: 4

How do you know?

Prior to the 2015-2016 school year, Vincent Academy was a member of the OUSD SELPA for the purposes of Special Education. Therefore, in our first four years of operation, our staff supported the OUSD SPED team in helping to identify students with special needs, participating in IEP team meetings and working productively within the limits of the program set forth by OUSD.

For the 2015-2016 school year, Vincent Academy took the leap to become an LEA for the purposes of Special Education through the El Dorado County Charter SELPA. Currently, the VA SPED team is developing a full inclusion model of SPED to ensure that all students within the program are provided the proper range of supports through Push-In and Pull-Out to allow for quality instruction within the classroom the majority of the time. Students in need of specialized services such as speech and language support, counseling or occupational therapy are served as needed by skilled professionals who contract with Vincent Academy.

What are the strongest features and why?

We are not building our SPED program in isolation, nor are we recreating the wheel around best practices. There are many other charter schools in Oakland that have paved the way for successful SPED programs, including Leadership Public Schools (LPS). We are working in collaboration with SPED staff from LPS to develop our program in a thorough and sustainable manner. We are also collaborating with other schools in the area that are interested in service-sharing and the development of effective additional supports. We also believe that OUSD has substantial expertise to offer and look forward to remaining in partnership despite the SELPA switch.

What most needs improvement, and what action is being taken?

The Vincent Academy ELL population is in need of further systematic academic supports in order to close the achievement gap. We are working to fully build out this aspect of our program to ensure that ELLs get their particular instructional needs met. Specifically, we've identified a need for stronger English Language Development throughout the grades, which is especially critical for students in the upper grades. All members of the instructional team are being provided with specialized professional development along these lines.

13. How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

Evaluation: 3

How do you know?

In July of 2015, VA moved into the EDCOE SELPA in order to take on the responsibility for directly serving special needs students in our care. Beginning in the 2015-2016 school year, VA has created an in-house Special Education department initially staffed by a resource specialist, behavioral paraprofessionals and an instructional paraprofessional. This team is tasked with the development and implementation of an inclusion model. For additional support, VA is contracting with a highly regarded Special Education advisor to assist in the rollout of our program this first year. We are confident that our new status as a LEA for the purposes of Special Education will provide us with the autonomy necessary to quickly diagnose and address the needs of our most academically vulnerable students.

English Learners have predictable and particular academic needs that we are working to meet through a combination of English Language Development and SDAI/GLAD strategies.

While we see all students as gifted and talented in particular ways, we recognize that some students demonstrate a pattern of asynchronous development and are in need of particular supports and opportunities to feel successful. To provide cognitive challenge at the appropriate level, we utilize curriculum compacting and enrichment activities. To provide social-emotional support, we provide social skills support and individual therapy as needed.

Students in need of remediation are served in our RtI model, which provides tiered supports depending on the determined needs of each student.

Which are the strongest features, and why?

What led to our decision to apply to the EDCOE SELPA was recognition that the supplemental services we were providing for our SPED students through RtI were effective in their own right and would only be more effective if we were able to deploy them quickly and to a broader student audience. Early on, we realized that many of our students were grappling with serious issues related to both acute and environmental traumas and that we needed to offer a range of therapeutic services in order to meet those needs. This led us to apply for an Alameda County mental health contract, which we were subsequently granted. The county mental health contract has allowed us to provide therapeutic services to a range of students and families and improve the pre-conditions for learning for many students experiencing significant challenges.

What most needs improvement, and what action is being taken?

There are three main areas of improvement focus this school year.

- 1) Building out systems and resource development for VA SPED services;
- 2) Systematizing EL supports across the new members of the teaching staff; and
- 3) Refining RtI supports at Levels II and III, while simultaneously strengthening Level I supports for the entire student population.

14. How effective is the governing board of the school?

Evaluation: 4

How do you know?

VA Board members contribute to the effective management of the organization and provide significant support to senior staff in leading the organization. Those elements of support include policy setting, financial oversight, strategic direction, program evaluation and monitoring and compliance.

As our organization grows and develops over time, the Board continues to evolve, as well. The Board annually sets aside resources to assist with Board training and development. Over the past few years, Vincent Academy has contracted with organizations such as The High Bar and law firms such as Corr, Young and Minney to receive governance trainings specifically tailored to the needs of the VA Board. The VA Board is continually focused on adopting best practices at the board level.

Describe the process of selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

Vincent Academy places great importance on the recruitment and development of the VA Board. Vincent Academy's Governance Committee conducts extensive due diligence to ensure that new Board members are a good fit with the organizational culture, add value in specific arenas and have the necessary time and will to contribute positively to VA's overall growth and success.

Vincent Academy always seeks to maintain a board membership that is diverse, dedicated and knowledgeable. Recruitment, evaluation and selection of new Board members typically are conducted through the following eight-step process:

1. Determination by the Governance Committee of the desired skill sets and relevant experience desired to complement the current board membership
2. Solicitation of nominations
3. Initial meeting of prospective Board member with Board President, Governance Committee Chair and nominating Board member
4. Report on initial meeting to the full Board by Governance Chair
5. Subsequent meetings of prospective Board member with ED and other Board members
6. School visit by prospective Board member
7. Final meeting of prospective Board member with Board President and/or Governance Chair
8. Formal nomination of the prospective Board member by the Governance Committee

Following completion of the nomination process, the VA Board conducts a simple majority vote on the candidacy of nominated board members.

Describe the board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

Most fundamentally, the VA Board stewards taxpayer funds and ensures that the organization stays on track to provide an excellent academic program as described in the charter petition and remains fiscally sound over time. Board members are tasked with oversight of the academic program, fiscal oversight, setting the strategic course for the organization and working to support leadership in implementing broad policies aligned to the strategic priorities of the organization. The Board also takes a central role in annual fundraising efforts to support school operations. Most recently, the work on the board in this regard led to the successful completion of a \$2.6 million dollar capital campaign that led to the development of a permanent home for Vincent Academy.

What are the notable features of the governing board of the school?

The VA Board membership includes highly skilled professionals who bring considerable resources to bear to the governance of the school. In addition, the Board President, Executive Director and Audit Committee Chair are founding board members with long-standing commitments to the school.

How effectively does the governing board work with the school leadership?

The governing board and school leadership work in partnership to ensure that Vincent Academy progresses along an upward trajectory of academic achievement and community responsiveness. In the first term of the charter, the focus has been on developing a healthy and strong foundation that can be built upon over time. The Board worked diligently and in tandem with school leadership to secure a permanent home for VA over the course of many years. The new facility at 2501 Chestnut Street bears witness to the effectiveness of the partnership between the Board and the school's leadership.

What improvements are needed at the Board level of the organization?

Currently, the board membership is all female, so there is a strong desire to reestablish a gender balance in the near future.

Through the auspices of the Governance Committee, the Board seeks to continue to gravitate towards strategic discussion and decisions and away from tactical concerns. This transition is particularly appropriate at this time since two of the major long-standing priorities of the VA Board--establishment of a permanent home and scaling up to a full enrollment model-- have been achieved.

15. How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation: 4

How do you know?

From the very beginning, the leadership of Vincent Academy has been intentional in seeking input from a variety of stakeholder groups within the school for major decisions that have far-reaching implications. For example, in year three, a task force was convened

to collaboratively develop a new teacher evaluation framework. Four of six teachers fully participated in the development of the framework, which was then brought to the Education Policy committee of the board for further review and the finally held to a vote at a regular Board meeting. In the following school year, a similar task force was formed to re-design the teacher compensation system. Likewise, in the overhaul of the report card system that was required to create alignment with the Common Core, parents and teachers were engaged over the course of the design process to provide feedback and input prior the adoption of the new report card system.

The PTAC is our formal body for parent and teacher input. The PTAC meets monthly to discuss school matters and provide input and feedback when decisions are at hand.

Which are the strongest features, and why?

Family engagement in their child's education is strong at Vincent Academy. Our program relies on the work of a Student and Family Services Director to find a point of connection with each and every family. Through this process of welcoming individual families to VA, we have created a positive relationship from the beginning. We seek out the views of all of our families on what is needed and desired so that we can incorporate that feedback into our program. A great example of this can be seen in the way that families weighed in on the safety concerns that arose in relation to the location for the new school. A safety committee with broad representation in the community formed in response to the issues at hand and provided input to leadership regarding the safety features desired in the new facility. The leadership was able to incorporate the feedback into the safety plan for the facility and the community is generally pleased with the outcome.

What most needs improvement, and what action is being taken?

At this juncture, we have resolved the issue of locating a permanent home. This relative stability in our operations is welcome and creates an opportunity to improve upon our initial steps towards inclusivity.

There are two areas where we are enacting new plans. First, we are determined this year to create an environment for board meetings that is more inviting and enjoyable to attendees. While we readily post all meetings, provide childcare and are always encouraging of parents and staff to come to board meetings, we have had very little reception to the idea and have received feedback that the meetings do not hold a lot of interest to members of our community. We are revising our board meeting structure this year to 1) include a topic of interest in the community at the beginning of every board meeting and 2) to hold our board meetings in the multi-purpose room so there is plenty of space. Additionally, we are utilizing our One Call Now system to send text reminders to parents regarding the board meetings since we have determined that texting is the most convenient and well-received mode of communication within our community.

Second, with respect to staff input and engagement, we have formed a formal staff Leadership Team that includes Lead teachers, Division Directors, the Head of School and the Executive Director. This body is tasked with setting the direction of the school and prioritizing areas for improvement. Ultimately, the work of this body is relayed to the Board of Directors for the school via the Education Policies Committee and Executive Director's monthly reports.

16. How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation: 5

How do you know?

- Annually, our audits have been clean and unqualified.
- We have pro bono legal assistance provided by Paul Hastings LLP.
- We have an effective Board Finance Committee that includes a charter school CFO, a CPA and a professor of Economics and Finance.
- We contracted with reputable back office providers (EdTec and CSMC) in our first three years of operations; in our fourth year we became established enough to pull our back office functions in-house.
- Our Operations Manager has an MBA and works with a contracted accountant and an HR specialist to manage business transactions.
- Our Executive Director and Head of School have earned CA Administrative Credentials, training for which includes specific modules related to finance and legal compliance.

Which are the strongest features, and why?

Vincent Academy has a set of robust fiscal policies and procedures that contain multiple checks and balances to ensure the financial health of the organization. The finance committee meets monthly to review financials, stay abreast of fiscal updates at the local, state and federal levels and ensure compliance with state and federal law concerning funding requirements.

What most needs improvement, and what action is being taken?

For many educators, budgeting and finance in general can seem abstract when compared with the daily task of teaching children; however we feel that our organization would be strengthened if more members of our staff team were meaningfully engaged in the annual budgeting cycle. To move in this direction, the school's leadership has presented information about the financial standing of the organization and solicited feedback for the budgeting cycle.

17. How effectively is the school managed fiscally?

Evaluation: 5

How do you know?

Our ability to start out as a small school community of 60 students and expand by one grade level each year was linked to the ability of the founding team to raise enough funding upfront (approximately \$900K) to see us through a multi-year funding gap. We were able to implement this growth model successfully because of our responsible financial management.

We have maintained a strong cash flow over the years and have met all obligations without issue.

According to OUSD's *Fiscal Conditions Summary Checklist*, Vincent Academy's fiscal health is evaluated favorably, receiving the highest mark possible.

Which aspects of the school's fiscal operations work best?

We adhere to the budgeting cycle faithfully and produce budgets that are conceived thoughtfully.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

With the advent of LCFF and LCAP, we are looking to seek guidance on best practices related to the linking of LCAP goals to LCFF spending. As it stands currently, the guidance in this area has been scant and somewhat inconsistent and we feel the need to seek further clarity.

18. What are the most significant aids and/or barriers to raising student achievement?

AIDS

1. Staff reflects diversity of student body.
2. Our focus is on achievement and high standards for ALL students.
3. VA now has in-house SPED department to serve the most academically vulnerable students.
4. We are expanding our Student and Family Services Program.
5. The fundraising capacity of the VA Board has resulted in an annual fundraising campaign upwards of \$250,000 to expand the operational budget.
6. We provide an academically enriching summer program.
7. We have strong working relationships with partners such as Lincoln Child Center, BRIDGE Housing and Super Stars Literacy.
8. We have enjoyed high rates of staff retention.
9. We are working on development of a talent pipeline with CSUEB.
10. Founders of the school are still engaged at the staff and board levels, institutional knowledge is rich.

BARRIERS

1. We recognize the need for equity and cultural competence professional development.
2. Our services and supports for EL students are inadequate currently.
3. We lack an adequate technology infrastructure.
4. We lack adequate resources to respond comprehensively to the widespread environmental stresses experienced by many of our students and their families.

Charter Renewal Data Document

Name of school: Vincent Academy			Name of school leader: Kate Nicol			
Financial Information			Year 2015-2016		5 th Year of Renewal	
Total Operational Budget	\$3,578,067	Per Student Revenue		\$12,778		
Total Expenditure	\$3,501,902	Expenditure Per Student		\$12,507		
Balance brought forward from previous year	\$266,802	Projected balance carried forward to next year		\$209,649		
Special Populations	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal	
Percentage of Students Receiving free/reduced lunch	85.4%	87.1%	84.3%	88.7%	90.0%	
Percentage of ELL students	14.5%	21.8%	23.9%	23.9%	22.8%	
Percentage of students with IEPs	3.2%	5.9%	8.8%	8.5%	10.0%	
Percentage of students with 504 Plans	0%	0%	0%	0%	0%	
Pupil Mobility in the school in the prior year	Number of Students					
Students who joined the school other than at the time of first admission	7					
Students who left the school other than at the time of usual leaving (excluding expulsions)	9					
Attendance for current and prior year P-2 ADA	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal (most recent)	Attendance rate to date
School Data	51.43	99.47	127.58	134.98	261.47	95%
Background of students 4 th year of renewal	Number of students/percent of students		Discipline-prior school year	Suspension # of incidents		Expulsion # of incidents
African American	104/73.2%		African American	1		0
Asian/Pacific Islander	5/3.5%		Asian/Pacific Islander	0		0
Hispanic	22/15.5%		Hispanic	2		0
White	2/1.4%		White	0		0
Mixed/No Response	9/6.3%		Mixed/No Response	0		0
Gender (male/female)	(71/50%)/(71/50%)		ELL	2		0
Homeless Students	2/1.4%		SPED	1		0
			Gender (male/female)	3/0		0/0
			Homeless Students	0		0
Lottery/Waitlist Information						
	Date of Lottery	Grades of Applicants (per grade)	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)	
1 st year of renewal	No Lottery	K-1 st Grade	K-49 1 st -16	K-40 1 st -9	K-0 1 st -0	
2 nd year of renewal	January 26, 2012	K-2 nd Grade	K-35 1 st -12 2 nd -4	K-40 1 st -15 2 nd -7	K-0 1 st -0 2 nd -0	
3 rd year of renewal	January 18, 2013	TK-3 rd Grade	TK-11 K-21 1-0 2-0 3-2	TK-20 K-20 1 st -0 2 nd -0 3 rd -0	TK-0 K-1 1 st -3 2 nd -2 3 rd -2	
4 th year of renewal	No Lottery	K-5 th Grade	TK-18 K-74 1 st -34 2 nd -10 3 rd -14	TK-20 K-75 1 st -67 2 nd -6 3 rd -14	TK-0 K-0 1 st -0 2 nd -4 3 rd -0	

			4 th -13 5 th -6	4 th -10 5 th -6	4 th -3 5 th -0
Teacher Recruitment/Retention					
	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal
Total Number of Teachers	3	4	6	6	14
#/% New Hires	3/100%	3/75%	2/33%	2/33%	10/71%
#/% Retained from Prior Year	n/a	1/25%	4/100%	4/66%	4/29%
Total number of vacant teaching posts currently (FTE)					0

AYP	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal
AYP Met?	n/a	N	N	n/a	Y
% AMOS Met	n/a	33%	50%	n/a	100%
% Proficient-AMOS: African American	n/a	n/a	N	n/a	n/a
% Proficient-AMOS: Asian/PI	n/a	n/a	n/a	n/a	n/a
% Proficient-AMOS: Hispanic	n/a	n/a	n/a	n/a	n/a
% Proficient-AMOS: Mixed/No Response	n/a	n/a	n/a	n/a	n/a
% Proficient-AMOS: White	n/a	n/a	n/a	n/a	n/a
% Proficient-AMOS: Socioeconomically Disadvantaged	n/a	n/a	N	n/a	n/a
ELL	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a
API	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal
API	n/a	n/a	n/a	n/a	n/a
Statewide Rank	n/a	n/a	2	n/a	n/a
Similar Schools Rank	n/a	n/a	n/a	n/a	n/a
CST/SBAC	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal
ELA					
Proficient/Advanced	n/a	27%	n/a	23%	n/a
Basic/Proficient/Advanced	n/a	67%	n/a	42%	n/a
Below Basic/Far Below Basic	n/a	33%	n/a	58%	n/a
MATH					
Proficient/Advanced	n/a	47%	n/a	23%	n/a
Basic/Proficient/Advanced	n/a	87%	n/a	48%	n/a
Below Basic/Far Below Basic	n/a	13%	n/a	52%	n/a

Measurable Pupil Outcomes

Measurable Pupil Outcomes	Instrument	Target	2012-2013	2013-2014	2014-2015
Students will be expected to read grade-appropriate texts fluently and with comprehension, to demonstrate facility in expository and narrative writing forms, to communicate ideas and understandings clearly and in detail, and to demonstrate a correct understanding of the rules that govern the English Language.	Teachers College Benchmark Reading Assessment (K-5)	K-Level C; 70% 1st-Level I; 70% 2nd-Level M: 70% 3 rd -Level	57% of students met proficiency standards.	57% of students met proficiency standards.	65% of students met proficiency standards.
	Vincent Academy's standards-based interim benchmark assessment (K-5)	80% Correct; 12-13 40%	76% of students met proficiency standards.	75% of students met proficiency standards.	80% of students met proficiency standards.
	California Standards Test (CST/SBAC)	Proficiency	2nd Grade=27% of students met proficiency standards.	n/a 13-14	23% of students met proficiency standards.
	Vincent Academy's standards-based writing assessment (K-5)	3 out of 4 point rubric; 12-13: 60%	54% of students met proficiency standards.	38% of students met proficiency standards.	55% percent so students met proficiency standards.
	Standards-based report card (K-5)	3 out of 4 point rubric; 12-13 70%	81% of students met proficiency standards.	96% of students met proficiency standards.	80% of students met proficiency standards.
Students will be expected to understand and correctly apply mathematical concepts to simple and complex problems, compute accurately, and coherently explain their mathematical reasoning.	Vincent Academy's standards-based interim benchmark assessment (K-5)	80% Correct; 12-13 60%	71% of students met proficiency standards.	64% of students met proficiency standards.	70% of students met proficiency standards.
	California Standards Test (CST/SBAC)	Proficiency	2nd Grade=47% of students met proficiency standards.	n/a 13-14	23% of students met proficiency standards.
	Standards-based report card (K-5)	3 out of 4 point rubric; 12-13 60%	78% of students met proficiency standards.	82% of students met proficiency standards.	79% of students met proficiency standards.
Students will demonstrate understanding of key scientific concepts in the fields of earth, life and physical sciences. Students will be	California Standards Test (CST -5)	Proficiency	No scores to report until 16-17 school year.	No scores to report until 16-17 school year.	No scores to report until 16-17 school year.

expected to apply their knowledge and skills in real-world situations through service-learning projects.	Grade-Level Signature Project Assessment	3 out of 4 point rubric; 12-13 60%	n/a 12-13	n/a 13-14	n/a 14-15
	Standards-based report card (K-5)	3 out of 4 point rubric; 12-13 70%	85% of students met proficiency standards.	82% of students met proficiency standards.	85% of students met proficiency standards.
Students will demonstrate understanding of key geographical, social, historical, political, and sociological knowledge. Students will be expected to apply their knowledge and skills in real-world situations through service-learning projects.	Grade-Level Signature Project Assessment	3 out of 4 point rubric; 12-13 60%	n/a 12-13	n/a 13-14	n/a 14-15
	Standards-based report card (K-5)	3 out of 4 point rubric; 12-13 70%	91% of students met proficiency.	96% of students met proficiency	92% of students met proficiency standards.
Students will be expected to gain one ELL level per year until reclassification as English language fluent.	Proficiency Indicators (CELDT etc.)	Advancement to next level; 12-13 70%	77% of students tested in 2011-2012 advanced one or more levels in 2012-2013.	73% of students tested in 2012-2013 advanced one or more levels in 2013-2014.	78% of students tested in 2013-2014 advanced one or more levels in 2014-2015.
Students will be expected to meet the annual goals articulated in the student's Individualized Education Plan (IEP)	Tri and Annual Review Assessments	Determined to have Met Stated Goal(s) in IEP; 12-13 70%	OUSD	OUSD	OUSD
Students will be expected to demonstrate emotional awareness, conflict resolution skills, and self-control. Students will develop clear definitions and high-standards.	PATHS Annual Evaluation	Checklist; 12-13 70%	n/a discontinued use of this curriculum in favor of Toolbox curriculum	n/a discontinued use of this curriculum in favor of Toolbox curriculum	n/a discontinued use of this curriculum in favor of Toolbox curriculum
	Standards-based report card (K-5)	3 out of 4 point rubric; 12-13 70%	95% of students met proficiency standards.	93% of students met proficiency standards.	85% of students met proficiency standards.
Students will be expected to gain knowledge about featured artists, gain technical vocabulary and skill related to the discipline, and participate with confidence in performances and exhibitions.	Standards-based report card (K-5)	3 out of 4 point rubric; 12-13 70%	99% of students met proficiency standards.	100% of students met proficiency standards.	85% of students met proficiency standards.

	President's Physical Fitness Test (5th)	85th percentile in all 5 events;15-16 85%	n/a until '15-16	n/a until '15-16	n/a until '15-16
Students will be expected to know the rules of standard games (e.g. basketball, 4-square etc.), play cooperatively and for fun, prepare for and earn the Presidential Fitness Award, and demonstrate the principles of health in their daily school lives.	Standards-based report card (K-5)	3 out of 4 point rubric; 12-13 70%	87% of students met proficiency standards.	92% of students met proficiency standards.	90% of students met proficiency standards.
Students will be expected to gain knowledge, skill and understanding of the language and cultural heritage featured in their world language class (2nd-5th grade).	Standards-based report card (K-5)	3 out of 4 point rubric; 12-13 70%	100% of students met proficiency standards.	81% of students met proficiency standards.	80% of students met proficiency standards.
Students will be expected to learn basic word processing and internet skills and demonstrate their skill base through integrated assignments/projects.	Standards-based report card (K-5)	3 out of 4 point rubric; 12-13 70%	90% of students met proficiency standards.	99% of students met proficiency standards.	87% of students met proficiency standards.

Overall, Vincent Academy students made continual progress towards expected outcomes, but generally fell short of the targets set at the outset of the charter term. Our team set aggressive growth targets because we wholeheartedly believe that it is necessary to drive towards levels of high achievement.

In particular, students fell short of our reading proficiency goals as measured by the Fountas and Pinnell reading assessment. Our internal data analysis suggests that students who have received the highest-quality guided reading instruction have made the most improvement over time. For this reason, we have invested heavily in developing a stronger guided reading program school-wide. At this point in the 2015-2016 school year, we are seeing great improvement across all grades and are on track to have 80% of our students grow 1.5 grade levels.

Our SBAC baseline proficiency scores came in at 23%, which points to a need for significant growth. However, we are heartened by the fact that a large percentage of students fell into the nearly met category for both ELA and Mathematics and we are working in the 2015-2016 school year to promote all students, at a minimum, to the next category. It is a critical goal that all students attending VA for more than two years move out of the lowest category of achievement on the SBAC. To this end, VA is utilizing the SBAC interim assessment system to assist students in familiarizing themselves with the technology component of the new assessments so that they can more readily focus on the content.

LCAP Goals Update

Identified Need and Metric		Progress Update (M/NM)
	LCAP YEAR Year 1: 2014-2015	End-of-Year Goals
<u>Goal # 1</u> Need: Complete sets of ELD and math curricula Measurement: Materials inventory log, purchase receipts	100% of teachers and students will have access to all of the materials necessary to implement the ELD and Mathematics curricula.	Met Purchased curriculum
<u>Goal #2</u> Need: Adequate time and training to become skillful and effective in implementing the school's CCSS-aligned curriculum Measurement: Professional development attendance logs, feedback on trainings collected from attendees	Teachers will receive 30 hours of quality CCSS ELA and Mathematics professional development in order to implement the CCSS-aligned literacy and math programs of the school. Instructional aides will receive 10 hours of quality CCSS ELA and Mathematics professional development in order to implement the CCSS-aligned literacy and math programs of the school.	Met PD for 2014-2015 included 30 hours of CCSS-aligned math and ELA for teachers and 10 hours for instructional aides.

<p><u>Goal #3</u></p> <p><u>Need:</u> Ensure that a high proportion of ELLs attending VA can systematically develop English Language skills to the degree that they can be re-classified as FEP.</p> <p><u>Measurement:</u> ELLs making yearly progress goals. Reclassification rate.</p>	<p>70% of students will reach annual progress goals and/or will be reclassified.</p>	<p>Met 78% met annual progress goals.</p>
<p><u>Goal #4</u></p> <p><u>Need:</u> To support all students in becoming high-performing scholars</p> <p><u>Measurement:</u> SBAC proficiency rates</p>	<p>Benchmark to be set in 2014-2015.</p>	<p>Met Baseline set at 23% proficiency</p>
<p><u>Goal #5</u></p> <p><u>Need:</u> To support all students in becoming high-performing scholars</p> <p><u>Measurement:</u> SBAC proficiency rates</p>	<p>Benchmark to be set in 2014-2015.</p>	<p>Met Baseline set at 23% proficiency</p>

<p><u>Goal # 6</u></p> <p><u>Need:</u> To support students in keeping pace with technological advancements and to create a STEM focus at VA.</p> <p><u>Measurement:</u> Scope and sequence for technology program, average final ratings on rubric</p>	<p>100% of students will have 15 hours of integrative technology practice.</p> <p>75% of students will receive a proficient score on the culminating project as per the project rubric.</p>	<p>Met 87% of students proficient.</p>
<p><u>Goal # 7</u></p> <p><u>Need:</u> To foster a school-family partnership around the priority of learning</p> <p><u>Measurement:</u> Conference attendance rates</p>	<p>85% of families will attend and participate in student-led academic conferences each year.</p>	<p>Not Met 70% of families participated in conferences.</p>

<p><u>Goal #8</u></p> <p><u>Need:</u> To develop a deep learning partnership between VA families and the school's instructional team</p> <p><u>Measurement:</u> Rate of parents who describe themselves as knowledgeable about the school's program on family survey.</p>	<p>60% of families will attend at least one of four academic workshops offered in the school year.</p>	<p>Met</p> <p>85% of families attended at least one academic workshop.</p>
<p><u>Goal # 9</u></p> <p><u>Need:</u> To reduce the rate of chronic attendance issues</p> <p><u>Measurement:</u> Attendance rate</p>	<p>Cut 2013-2014 chronic absentee rate by 50%.</p>	<p>Not Met</p> <p>Chronic absenteeism rates were at the same level as 2013-2014.</p>
<p><u>Goal # 10</u></p> <p><u>Need:</u> To support all students to work out behavior issues in a positive way that leads to overall success at school</p> <p><u>Measurement:</u> Attendance rate</p>	<p>Maintain suspensions to 5% or less.</p>	<p>Met</p> <p>Suspension rate was at 3% for 2014-2015.</p>

<u>Goal # 11</u> <u>Need:</u> To ensure that all students feel safe, welcome, and encouraged to learn at school <u>Measurement:</u> RC Quotient Ranking	85% of all VA staff members will have an RC ranking between 8-10.	Met All of VA staff members met or exceeded minimum requirements for Responsive Classroom approach implementation.
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Identified Need and Metric		
	LCAP YEAR Year 2: 2015-2016	Action Steps for 2015-2016
<u>Goal # 1</u> <u>Need:</u> Complete sets of ELD and math curricula <u>Measurement:</u> Materials inventory log, purchase receipts	90% of teachers will report confidence and facility in the use of the Eureka Math and Systematic ELD curriculum on annual teacher survey.	All teachers will continue to receive mathematics professional development on the Eureka Math curriculum. All teachers will begin receive formal training in the Systematic ELD curriculum.

<p><u>Goal #2</u></p> <p><u>Need:</u> Adequate time and training to become skillful and effective in implementing the school's CCSS-aligned curriculum</p> <p><u>Measurement:</u> Professional development attendance logs, feedback on trainings collected from attendees</p>	<p>100% of Kinder through fifth grade teachers will have daily lesson plans and assessments that are common core aligned.</p> <p>Professional development plan will emphasize unpacking the CCSS, with at least 3 full days of in-service related to the CCSS implementation priorities and weekly coaching/planning sessions.</p>	<p>Hire an academic coach to support instructional staff with the implementation of the common core and alignment of teaching standards with SBAC performance standards.</p>
<p><u>Goal #3</u></p> <p><u>Need:</u> Ensure that a high proportion of ELLs attending VA can systematically develop English Language skills to the degree that they can be re-classified as FEP.</p> <p><u>Measurement:</u> ELLs making yearly progress goals. Reclassification rate.</p>	<p>2015-2016 rate of reclassification/goal achievement +2%.</p>	<p>Provide additional training to instructional aides who supported EL students through small group instruction delivered weekly.</p>

<p><u>Goal #4</u></p> <p><u>Need:</u> To support all students in becoming high-performing scholars</p> <p><u>Measurement:</u> SBAC proficiency rates</p>	<p>2014-2015 SBAC proficiency rates +2%.</p>	<p>Teachers hired will be expected to fully implement the CCSS in the context of the school's program.</p> <p>Professional development will be designed to support the implementation of the CCSS. In the area of ELA, instructional staff will receive continued professional development in the Teachers College Reading and Writing Workshop model.</p> <p>Hold a series of three workshops for parents to understand SBAC and help prepare their children for success.</p> <p>Contract with Super Stars Literacy to provide in-class support for students behind grade-level expectations in grades Kindergarten through 2nd grade</p>
<p><u>Goal #5</u></p> <p><u>Need:</u> To support all students in becoming high-performing scholars</p> <p><u>Measurement:</u> SBAC proficiency rates</p>	<p>2014-2015 SBAC proficiency rates +2%.</p>	<p>Teachers hired will be expected to fully implement the CCSS in the context of the school's program.</p> <p>Professional development will be designed to support the implementation of the CCSS. In the area of Math, instructional staff will receive continued professional development in the Eureka Math program.</p>

<p><u>Goal # 6</u></p> <p><u>Need:</u> To support students in keeping pace with technological advancements and to create a STEM focus at VA.</p> <p><u>Measurement:</u> Scope and sequence for technology program, average final ratings on rubric</p>	<p>75% of students will receive a proficient score n the culminating project as per the project rubric.</p> <p><u>Metric:</u></p> <p>Project rubric</p>	<p>Develop grade-level specific projects that integrate specific technologies and skills.</p>
<p><u>Goal # 7</u></p> <p><u>Need:</u> To foster a school-family partnership around the priority of learning</p> <p><u>Measurement:</u> Conference attendance rates</p>	<p>90% of families will attend and participate in student-led academic conferences. 65% of families will attend at least one of four academic workshops offered annually. 75% of families will rate themselves as knowledgeable about the school’s program.</p> <p><u>Metrics:</u> Attendance and participation logs</p>	<p>Teachers to personally contact all families to invite to conferences and school-wide academic events.</p> <p>Identify and hire translators for all home languages.</p> <p>Implement “VA Bucks” incentive system for families where they earn bucks that can be used for summer camp payments by attending conferences, academic workshops etc.</p> <p>Administer annual survey online through parent portal.</p>

<p><u>Goal #8</u></p> <p><u>Need:</u> To improve attendance rates across the board and reduce 2014-2015 chronic absenteeism rate by 50%.</p> <p>To respond systematically to student misbehavior in a manner that supports all students to grow, learn from their mistakes and to remain focused on academics.</p> <p><u>Measurement:</u> Absenteeism Rate</p> <p>Suspension Rate</p>	<p>2014-2015 chronic absenteeism rate -2%.</p> <p>Maintain suspension rate at 5% or less.</p>	<p>Students and families will receive formal recognition for excellent attendance habits.</p> <p>Families will be supported to solve attendance issues through the school's Student Attendance Review Team (SART), a body that will meet regularly throughout the school year.</p> <p>At the beginning of the year, students will receive explicit instruction and feedback within the school's adopted programs for maintaining a positive school climate and culture, The Responsive Classroom and Toolbox.</p> <p>Increase staff Behavioral Interventionist through Lincoln to full-time.</p> <p>The VA Student & Family Services Director will provide case management for students needing extra support and will create individualized behavior plans that ensure a students success.</p> <p>School-wide community meetings will be utilized as opportunities to discuss and clarify important principles and policies pertaining to student success.</p> <p>The VA Student & Family Services Director will facilitate the efforts of the student leadership group, Peacekeepers.</p>
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LCAP Expenditures for FY 2015-2016

- Goals 1 and 2: \$5000 for ELD training/coaching and \$5000 for match coaching.
- Goals 2, 3, 4, 5 and 8: \$1,098,832 toward salaries for personnel key to achieving stated LCAP goals: Academic coach, Student and Family Services Director, Teachers, and Instructional Aides
- Goal 3: \$30,000 for Super Stars Literacy Support and \$6,000 for additional CCSS-aligned literacy professional development
- Goal 5: \$5,000 for additional CCSS-aligned math professional development.
- Goal 6: \$25,000 for staff time associated with the development and implementation integrated technology practice through grade level projects.
- Goal 7: \$1,500 for translation services to assist at student-led conferences and \$2,500 in VA Bucks to incentivize families to attend conferences.
- Goal 8: \$25,000 to cover mental health contract expenses, \$2,000 for materials and supplies associated with absenteeism education and support.

Facilities

Our new facility is meeting the needs of our staff and student body quite well and will accommodate our anticipated future growth. Through our partnership with BRIDGE Housing, we have a long-term lease with Chestnut Campus, Inc. that extends for 20 years.

The facility is brand new and in excellent condition. As per the terms of our lease, substantial facility repairs are handled by Chestnut Campus, Inc. and minor repairs and upkeep are tended to by our maintenance team.

Future Plans

We are requesting two material revisions to our charter petition for the 2016-2021 renewal term.

First, we request to extend our grade span from TK-5 to TK-6 for the 2016-2017 school year only. Our rationale for this request is that we have current 5th grade families who are in need of quality middle school options for the 2016-2017 school year. Vincent Academy is interested and willing to explore the possibility of either 1) opening a separate middle school in the area **or** 2) supporting OUSD and the other community stakeholders currently discussing region-wide needs and solutions in developing an alternate middle school plan that is amenable to VA parents. As the West Oakland quality school regional planning has just recently commenced, we believe it is the best course of action to provide a bridge year for VA students and families until the best path forward has been determined collectively from within the West Oakland community.

Our academic program is flexible enough to easily expand through 6th grade, so we do not see any structural barriers to a temporary, 1-year grade expansion up through 6th grade. Ultimately, this solution would provide VA's current 5th grade students stability for the 16-17 school year and the flexibility to enroll in a middle school that the parents of those same students would have had a hand in developing through the regional quality school planning efforts taking place in West Oakland.

Second, we request to be able to give enrollment preference to West Oakland applying to Vincent Academy prior to the lottery date. This preference would come before the established preference for Oakland students. Our rationale is that because West Oakland is a region in need of quality schools, it is equitable to give the students and families living in the immediate neighborhood priority access to our school program.

Finally, the Measurable Pupil Outcomes included in this renewal charter petition reflect the work of the team that developed the Collective MPOs. Depending on whether or not the Collective MPOs are submitted to the district via the OUSD Office of Charter Schools prior to the OUSD Board's decision hearing for the Vincent Academy renewal petition, the MPOs

included in this petition may or may not be considered a material revision to the original charter petition for Vincent Academy.

**VINCENT ACADEMY
PETITION FOR CHARTER**

DATE SUBMITTED:
January 27, 2016

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SUBMITTED BY:
PARTNERS IN OAKLAND EDUCATION

LEAD PETITIONER:
~~KATE NICOL, EXECUTIVE DIRECTOR~~
PARTNERS IN OAKLAND EDUCATION

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SUBMITTED TO:
OAKLAND UNIFIED SCHOOL DISTRICT

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“Table of Contents of Legal Requirements:”

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

1.	<i>Affirmations/Assurances</i>	page <u>3</u>
2.	<i>The Educational Program</i>	page <u>15</u>
3.	<i>Measurable Pupil Outcomes</i>	page <u>43</u>
4.	<i>Methods to Assess Pupil Progress towards Meeting Outcomes</i>	page <u>44</u>
5.	<i>Governance Structure of School</i>	page <u>51</u>
6.	<i>Employee Qualifications</i>	page <u>58</u>
7.	<i>Health and Safety Procedures</i>	page <u>62</u>
8.	<i>Means to Achieve Racial/Ethnic Balance Reflective of District</i>	page <u>69</u>
9.	<i>Admissions Requirements</i>	page <u>68</u>
10.	<i>Independent Financial Audit</i>	page <u>94</u>
11.	<i>Pupil Suspension and Expulsion</i>	page <u>70</u>
12.	<i>Retirement System</i>	page <u>61</u>
13.	<i>Attendance Alternatives</i>	page <u>70</u>
14.	<i>Employee Rights to Return</i>	page <u>61</u>
15.	<i>Dispute Resolution</i>	page <u>65</u>
16.	<i>Labor Relations</i>	page <u>61</u>
17.	<i>School Closure</i>	page 93
18.	<i>Impact Statement</i>	page 96

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AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Vincent Academy to be located at 2501 Chestnut Street, Oakland CA, is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.
7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).
9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.

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10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.

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11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school 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.”

14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (I).

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data each March to the OUSD Office of

Charter Schools by the required deadline.

20. Will comply with "[a]ll laws establishing minimum age for public school attendance," as required by Education Code section 47610(c).

21. Will operate in compliance with generally accepted government accounting principles.

22. Will maintain separate accountings of all funds received and disbursed by the school.

23. Will participate in the California State Teachers' Retirement System and other retirement systems, as applicable.

24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.

25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).

26. Will at all times maintain all necessary and appropriate insurance coverage.

27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 *et seq.*)

30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 *et seq.*).

31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.

32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate

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of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

Kate Nicol, Executive Director

Date

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INTRODUCTION

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities 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 accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provided vigorous competition within the public school system to stimulate continual improvements in all public schools.

Vincent Academy fully embraces the Legislative Intent of the Charter Schools Act, and its mandate.

Vincent Academy meets the Legislative Intent by improving pupil learning and increasing learning opportunities for all pupils with special emphasis on expanded learning opportunities for students from economically challenged communities. By having created a school that seeks to support the family as well as the pupils, Vincent Academy provides parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

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EXECUTIVE SUMMARY

Partners in Oakland Education, a California nonprofit corporation, seeks to ~~renew the charter for~~ Vincent Academy, a public elementary ~~charter school~~. In partnership ~~with BRIDGE Housing Corporation and several other successful community~~ organizations, Vincent Academy ~~combines~~ exemplary elementary education with a robust program of family education and services.

Mission Statement

The mission of Vincent Academy is to provide excellent education, grounded in scholarship, compassion and resilience. The school is founded on the belief that academic success is attainable for all students in the context of family support and community involvement. ~~Our~~ school combines a rigorous academic program, augmented by a rich offering of the arts, with a strong system of education and support services for parents, in partnership with other community organizations. ~~Vincent Academy~~ promotes the intellectual, social and emotional growth of our students, helping them to develop deep respect for, and clear sense of responsibility to themselves, their families, their cultures, and their communities. While striving for academic excellence, we place equal value on ~~the~~ character development and self-esteem of our students. Our robust curriculum prepares our students to be 21st century learners, and seeks to inspire and prepare them to participate actively as members and leaders of a democratic society.

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Vincent Academy ~~is a~~ safe, joyful, academically rigorous, and community-minded elementary school where children can develop their innate talents and skills, learn about the complex world around them, and receive the support necessary to truly thrive and become community leaders in a global context.

The development of our vision has been inspired by ~~the leadership of those who have guided the St. Vincent's Day Home, a successful preschool in West Oakland, through generations of small children and waves of change in the community as well as the~~ the work of Geoffrey Canada's Harlem Children's Zone. Canada's work in Harlem and the research associated with that work have shown that to change the trajectory of a disadvantaged child, one needs to: intervene early in life; continue to intervene through adolescence; give the child extra time in school and support outside of school; involve the child's parents and family; focus on improving cognitive skills but also nurture the child's non-cognitive, social and emotional skills.¹ Our vision for Vincent Academy is the creation of just such an integrated learning community.

Our vision is echoed in the ~~U.S. Department of Education's~~ Promise Neighborhoods ~~initiative~~. The core idea behind the Promise Neighborhoods ~~initiative~~ is that providing both effective schools and strong systems of support to children and youth in poverty and, thus, meeting their health, social services, and educational needs, will offer them the best foundation for a successful future. The Promise Neighborhoods ~~initiative~~ promotes a continuum of effective community

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services, strong family supports, and comprehensive education reforms to improve the educational and life outcomes for children and youths in high-need communities.

Vincent Academy's program is an outgrowth of the St. Vincent's Day Home's program and aims to provide wrap-around services for children and families, coupled with a state-of-the-art, research-based education program. It is the combination of excellent education and family services that makes Vincent Academy an extraordinary elementary school and an important community asset.

Target Population

Vincent Academy currently serves approximately 275 TK-5th grade children with a broad range of ethnic backgrounds and with the vast majority from low-income families living and working in Oakland. Vincent Academy strives to be a West Oakland neighborhood school and is seeking a priority preference in the second charter term for serving West Oakland students and families. For the 2016-2017 school year alone, Vincent Academy also wishes to expand the elementary grade span up through sixth grade while the school's leadership fully participates in the West Oakland Call for Quality Schools and supports the broader community's efforts to ensure equitable access to quality middle school options in the region. Vincent Academy wishes to provide a stable bridge year for current year fifth grade students while the regional school planning process is underway and then assist student's in making a smooth transition to their school of choice in the 2017-2018 school year.

Educational Philosophy and Approach

What it Means to Be an Educated Person in the 21st Century

The reality of the 21st century world demands of us all the knowledge and skills necessary to access, process and utilize the vast amount of information literally at our fingertips. Equally important is to acknowledge our increasing interdependence in a global context of rapid ecological, political and social change. Now, more than ever, the education that our students receive will have a lasting impact on our collective future.

Vincent Academy engenders in students the habits of mind and emotional intelligence necessary to meet the challenges of our time. The School's program places an emphasis on foundational knowledge, critical thinking skills, and learning applications within real-world contexts, while simultaneously nurturing each student's innate sense of responsibility, respect, caring, persistence, fairness and collaboration.

How Learning Best Occurs

Analysis of successful education programs suggest that three main factors are involved in assuring the optimal conditions for learning: environment, expectations and experience. The overall design of Vincent Academy has been time-tested and has been proven successful in the field by other school programs that adhere to the same basic tenets as Vincent Academy.

Environment

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Significant environmental factors include a small school design, small class sizes, extended day and year-round programming, on-going education and wrap-around services available to families.

Expectations

The high-expectations held for all students, staff and families of Vincent Academy are only meaningful if those very expectations are met. Thus, various supports -- ranging from Individualized Learning Plans for every student to high quality professional development opportunities-- ~~are~~ put into place to ensure achievement of the School's goals. ~~High standards are applicable to both academic and social/emotional realms.~~

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Experience

Imperative to the Vincent Academy program is building the best team possible. Staff ~~members are~~ selected on the basis of their formal training, commitment to the vision and mission of the school, and their proven success with the population Vincent Academy aims to serve.

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LEADERSHIP TEAM

The Vincent Academy Leadership Team consists of the Board of Directors of Partners in Oakland Education and Vincent Academy's Executive Director and Head of School.

Partners in Oakland Education

Partners in Oakland Education, a public nonprofit benefit corporation, began operating in Oakland, CA in 2009. Current and former members of the Board of Directors possess the following backgrounds and skills:

- Combined total of more than 70 years of teaching and school administration experience
- Combined total of 65 years of legal experience in the California judicial system, including the Federal District Court, the California Supreme Court and California State Court of Appeal
- More than 20 years in private and public finance
- More than 90 years of involvement in West Oakland community organizations
- Social entrepreneurship, with an emphasis on community investment and urban development

Current and former board members are or have been involved with numerous California organizations, including: St. Vincent's Day Home, California Teacher's Retirement System (STRS), Holy Names University, University of San Francisco, East Bay College Fund, Northern California Community Loan Fund, Oakland Public Ethics Commission, California Board of Common Cause, David and Lucile Packard Foundation, Head-Royce School, California Center for Judicial Education and Research, Urban Strategies Council, and Clausen House.

Members of the Board also have significant experience working and/or volunteering with the target student population in the West Oakland area. A description of each current member is listed below.

Krystal Bowen

Krystal Bowen is a partner in the San Francisco office of Sheppard, Mullin, Richter and Hampton LLP. As an experienced trial lawyer, Krystal focuses her practice on white-collar criminal defense, internal corporate investigations and complex commercial litigation. In addition to her work in private practice, Krystal served for nearly six years as an assistant United States attorney for the Central and Northern Districts of California. As an assistant United States attorney, she gained substantial trial and appellate experience, having conducted several trials in federal court and oral arguments before the Ninth Circuit Court of Appeals on a broad range of criminal matters, including white collar and other offenses. Krystal currently serves on the Board of the Lawyers' Committee for Civil Rights of the San Francisco Bay Area, and is a member of the Northern District of California Criminal Justice Act Panel. In addition, Krystal previously served as a Director of the San Francisco Bar Association (where she served as a member of the

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Bar Association's Finance Committee, and Chair of its Judiciary Committee). Krystal has a BA from Hofstra University and a J.D. from U.C. Berkeley School of Law (Boalt Hall).

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Natalie Compagni Portis

Dr. Compagni Portis is a licensed marriage and family therapist who has worked in public mental health and private practice since 1985. Dr. Compagni Portis works with adults, children and families dealing with trauma and loss, as well as with patients and their families dealing with cancer and other life threatening illness. Dr. Compagni Portis has a doctorate in clinical psychology from the Wright Institute in Berkeley. Dr. Compagni Portis is on the board of A Home Within, a national organization offering long term, pro bono psychotherapy for foster children. She coordinates the collaboration between the Wright Institute and A Home Within to train students to work effectively with children, their caregivers, and adults who are or have been in the foster care system. She has worked locally and nationally on matters of health policy, including issues related to breast cancer, and she lectures and consults with regard to optimal patient care, and the patient perspective in treatment and research.

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Elizabeth Crabtree

Elizabeth Crabtree is president of SF Arts Media LLC, a company that provides arts media, including a monthly publication, an arts calendar-based website and applications for the iPhone and Droid, as part of San Francisco's Grants for the Arts' Arts & Tourism program. Ms. Crabtree formerly served as Board chair at Head-Royce School. She is a long-time supporter, and former Board chair, of Arts for Oakland Kids (formerly Oakland Fund for the Arts), a nonprofit that funds arts programs in Oakland public schools. She received a BA from New College in Sarasota, Florida. Ms. Crabtree serves as Secretary of the Board of Vincent Academy.

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Jean Driscoll

Jean Driscoll is an adjunct professor of economics at Holy Names University and the University of San Francisco School of Business and Professional Studies. Ms. Driscoll worked as a finance and strategy consultant for more than two decades; first at McKinsey and Co., and later in her own practice, which served business, public and nonprofit clients. Her consulting engagements ranged from advising major financial institutions, including Wells Fargo and the Bank of America, on the development of new products and market strategies for real estate lending and retail banking, to financing land conservation projects and developing financing techniques for the David and Lucile Packard Foundation and other philanthropies. Ms. Driscoll has a BA in economics from the University of Massachusetts and an MBA from Columbia University. Ms. Driscoll is President of the Board of Vincent Academy.

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Cathy Greenwold

Cathy Greenwold is Executive Vice President of TMG Partners, a real estate development company focused on urban infill projects in the San Francisco Bay area. Ms. Greenwold has been responsible for expanding the company's portfolio through strategic acquisition of projects with particular emphasis on development opportunities and value enhancement. Ms. Greenwold

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has managed over \$2.7 billion in project financing and development activity for TMG. She has over 35 years of real estate and finance experience, and is a member of the TMG's Investment Committee. Ms. Greenwold holds a Bachelor's degree from the University of California Los Angeles. She was also a Sloan Fellow at Stanford Graduate School of Business, where she earned a Masters of Science degree in Business.

Crystal Land

Crystal Land is the Interim Head of School at the Head-Royce School. Crystal has held a variety of positions at Head Royce, including Assistant Head/Academic Dean, Director of Admissions and English teacher. She received her BA from UC Berkeley, an MA from Stanford in Education, and an MA in English from Middlebury College. Additionally, she serves on the editorial board of Independent Teacher, an on-line journal for independent school teachers, and works as a Lead Mentor for the East Bay College Fund. Her professional interests include supporting teachers through mentoring and professional development and developing school programs that effectively engage student learners. She also writes regularly on educational topics.

Gayle Quinn

Gayle Quinn has worked at the West Oakland Health Council for 39 years, and has served as the Director of Health Education there for 26 years. In addition to her work at WOHC, Ms. Quinn has served as assistant to three Alameda County Supervisors, and has been involved in the local faith-based community. Ms. Quinn earned a Master's Degree in public health from the University of California, Berkeley and a BA in Health Sciences from San Francisco State University. Ms. Quinn currently serves on the Advisory Board Member of the Allen Temple Robert C. Scott Wellness Center.

Laura Robell

Laura Robell is currently the Principal of Envision Academy, an Oakland charter high school, and has over 15 years of teaching and leadership experience in the Bay Area. Prior to her work at Envision, Ms. Robell was the Managing Director of Programs for New Leaders for New Schools in the Bay Area. Previously, she taught English and journalism at San Lorenzo High School and was the principal at Elmhurst Community Prep (ECP), an Oakland Unified middle school. Ms. Robell joined ECP in its first year of operation as a founding administrator in 2006 as it converted from a large, comprehensive middle school into a small school and saw dramatic gains in student achievement. Ms. Robell holds a BA from Duke University and an MA in Education from Stanford and was a 2006 New Leaders for New Schools resident.

Maisha Wilson

Maisha Wilson is a CPA with more than 20 years of experience in accounting, financial operations, strategic planning and analysis. Since 2009, Ms. Wilson has been vice president of finance at Cartridge World North America, a global retail organization. Earlier in her career, Ms. Wilson spent six years as vice president at Edison Learning, Inc., a charter school operator based

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in New York. She also has worked as a corporate controller and was a senior associate at PriceWaterhouseCoopers, LLP. Ms. Wilson has a BA from the University of California, Berkeley. Ms. Wilson is Treasurer of the Board of Vincent Academy.

Key Program Administrators

Kate Nicol, Executive Director

Kate Nicol served as lead designer of Vincent Academy's educational program, served as the Head of School for three years and now serves as the Executive Director for the school. Previous to this post, Ms. Nicol served as the Alameda County Regional Director for the California Charter Schools Association, where she worked at a systems-level to support and advocate for the fifty charter schools in the region. In prior years, Ms. Nicol received leadership training through New Leaders for New Schools and served as an elementary school principal in Oakland. She also taught in Philadelphia and San Leandro. Ms. Nicol holds a BA in Environmental Toxicology from UC Davis, a MA in Instruction from Drexel University and California Teaching and Administrative Credentials.

Drew Sarratore, Head of School

Drew Sarratore leads the Vincent Academy school team. Previous to this post, Mr. Sarratore served as principal of Rocketship Los Suenos, a Rocketship Network school in San Jose, where he worked successfully to increase achievement outcomes, expand enrichment opportunities and raise attendance and family participation rates. In prior years, Mr. Sarratore served as an Instructional Reform Facilitator in San Francisco and was a Teach for America Corps Member teacher and dean of students in South Los Angeles. Mr. Sarratore holds a BA in Kinesiology from Indiana University, a MA in Education from Loyola Marymount University, a MA in Educational Leadership and Policy from Cal State North Ridge and California Teaching and Administrative Credentials.

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I. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.--California Education Code Section 47605 (b)(5)(A)(i).

Mission Statement

The mission of Vincent Academy is to provide excellent education, grounded in scholarship, compassion and resilience. The school is founded on the belief that academic success is attainable for all students in the context of family support and community involvement. Our school combines a rigorous academic program, augmented by a rich offering of the arts, with a strong system of education and support services for parents, in partnership with other community organizations. Vincent Academy promotes the intellectual, social and emotional growth of our students, helping them to develop deep respect for, and clear sense of responsibility to themselves, their families, their cultures, and their communities. While striving for academic excellence, we place equal value on the character development and self-esteem of our students. Our robust curriculum prepares our students to be 21st century learners, and seeks to inspire and prepare them to participate actively as members and leaders of a democratic society.

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School Year	Grade Levels Served	Approximate # of Students ³
2016-2017	TK-6	304
2017-2018	TK-5	300
2018-2019	TK-5	320
2019-2020	TK-5	354
2020-2021	TK-5	364

Vincent Academy's target student population currently reflects that of the West Oakland community. Vincent Academy intends to continue to enroll a diverse student population of African American, Hispanic, Asian, and Caucasian student subgroups, as well as a substantial number of English Learners. It is expected that the vast majority of those enrolled will continue to be students living in poverty: currently, 90% of our students qualify for free/ reduce lunch.

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Vincent Academy plans to serve 324 K-5 students during the 2015-2016 school year, the School's fifth year of operation. The growth plan begins with two classes of Kindergarten and three classes of first grade, and then adds a grade level each succeeding year as enrolled students are promoted and new kindergarteners and first graders enter the program. With approximately 20 children to a class in K-3 and ≤27 children to a class in 4-5, it is anticipated that the School will maintain two kindergarten classes, three classes in each grade 1-3 and two classes each of fourth and fifth grades.

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As required by law, the School will conduct outreach to gain a student body reflective of Oakland's general population. The School's demographic profile over the next charter term is expected to correspond broadly with the School's current demographic profile.

Percentage of Families Living Above, at or Below Poverty Level	
Above Poverty Level	10%
At or Below Poverty Level	90%

Ethnicities	
Asian	2%
Latino/Hispanic	16%
African American	76%
Two or More Races	3%
Caucasian	3%

Given the current and anticipated student population, Vincent Academy has identified specific educational needs for two primary student subgroups -- English Learners (EL) and Socio-Economically Disadvantaged (SED) students. In addition, the School views the diversity of its learning community as an asset that must be valued. To this end, Vincent Academy is dedicated to a shared perspective on educational equity, ensuring a program that is culturally relevant and employing educators who are culturally responsive to the School's students and families.

Educational Needs of English Learners

First and foremost, English Learners -- and all learners -- need to be supported day in and day out by teachers who employ best teaching practices. These practices include: setting clear learning objectives, designing predictable instructional routines, providing frequent opportunities to actively engage with peers and participate fully in learning tasks, and employing re-teaching when assessment results deem it necessaryⁱⁱ.

Beyond good teaching, there are three additional components that must be integrated into any program geared toward English Learners. First, students must receive **systematic instruction in English language development (ELD)**. Second, all content instruction must have built-in scaffolds to support access for English Learners in the form of **sheltered instruction** protocols and strategies. Lastly, English Learners must receive **focused language instruction** prior to instruction that matches the cognitive and linguistic demands of that specific segmentⁱⁱⁱ.

Vincent Academy strives to have multilingual capacity on staff to provide written and oral translation services.

Educational Needs of Socio Economically Disadvantaged Students

While there is much debate in the field of education about the particular needs of socio-economically disadvantaged students and the resulting "pedagogies of poverty"^{iv}, what is clear is that the vast majority of the School's students live at or below the poverty line. Vincent

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Academy's leadership team and staff are familiar with the continuum of educational issues associated with poverty and have an articulated approach to working constructively with these phenomena.

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As with English Learners, socio-economically disadvantaged students require daily doses of sound instruction to advance in their learning. Notwithstanding this, and without making any assumptions about particular economically disadvantaged students, the School recognizes the potential existence of an "opportunity gap" where students, due to their past circumstances, may not have been afforded full access to services and learning experiences more common to children of higher socio-economic status^v.

For this reason, the Vincent Academy program emphasizes family support in the form of wrap-around services. In this way, families have access to the services that will help meet the needs of children who might otherwise be hampered in their learning due to health, transportation or other important issues. The Student and Family Services Director at Vincent Academy is key to linking and assisting families in accessing the services beneficial to themselves and their children.

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In addition, Vincent Academy offers an engaging and educational extended day program on a year-round schedule to ensure that students are provided with quality education and care for far more minutes and days than the traditional school year. Vincent Academy students receive 182 days of formal instruction, 182 days of before - and after -school programming, and 35 days of intercession academic and recreational programming, all on a daily schedule of 7:00 a.m. to 6:00 p.m. Daily enrichment opportunities, including field trips, arts education and participation in games and sports, are interwoven throughout the program to ensure that rich and varied learning experiences abound.

Rigorous academics, with adequate supports and tiered interventions for struggling students, are coupled with a tenacious plan to address learning issues until they are resolved. In the end, students learn best when the professionals directly responsible for their education communicate confidence about a student's learning abilities and an unwillingness to relent in the face of challenges^{vi}.

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Finally, the School overcomes the predictable challenges to developing a strong home-school connection associated with homelessness, transiency and general struggle and exhaustion on the part of families dealing with "toxic stress".^{vii} Vincent Academy is always prepared to adhere to the McKinney-Vento Act^{viii} in response to homeless families, and to otherwise tactfully and resolutely reach out to families repeatedly and in multiple creative ways. Each interaction between home and school is meaningful as each has the potential to build bridges or further isolate. For this reason, Vincent Academy has chosen to invest in a Student and Family Services Director and will continually seek to ensure effective communication within the community.

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Educational Needs of a Multicultural Community of Learners

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The Leadership Team recognizes that the “institutional memory” of urban school systems is a powerful force^x, and is aware of the challenges commonly faced by those who either have attempted or who currently operate schools in similar settings, with analogous populations and comparable funding levels. For this reason, the School explicitly integrates an equity perspective in all of its work.

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This equity perspective has deep implications for the work of Vincent Academy and provides us with a container for opening and sustaining rich and challenging dialogues about the issues of inequities related to culture, class, race, and gender and their presence and effect within the school.

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In order to formally engage in equity work, the School is committed to working with organizations, such as the National Equity Project, that engage in the explicit work of supporting and coaching school communities to effectively build equity into their school systems^x.

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Mission and Vision Alignment with Student Population

The mission and vision of Vincent Academy are especially aligned with the needs of its student population. First, Vincent Academy provides a quality educational program that rests on best practices, tailored professional development, and an instructional framework that allows for a strong match between learning needs and teaching methods through differentiation. Second, the School has modeled the family services component of its program after the work of Geoffrey Canada and the Harlem Children’s Zone and frequently seeks to improve services by partnering with community organizations that add value and experience to the Vincent Academy program. The School provides its students and their families with wrap-around services in a program that extends throughout the calendar year. Lastly, the experience, perspectives and creative ideas within the School’s diverse community are viewed as the keys to running a successful school and the leadership and staff will continue to work reflectively and collaboratively to ensure that the cultural richness of the community is reflected throughout the program.

A crucial need of parents and students who reside in West Oakland is for quality, affordable school options. Two thirds of the students attending Vincent Academy live in the West Oakland neighborhood. With approximately 60% of students in West Oakland emigrating to attend school elsewhere, Vincent Academy is one component of an aligned community-based solution for revitalizing the neighborhood school base.

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EDUCATIONAL PHILOSOPHY AND APPROACH TO INSTRUCTION

In accordance with SB 1290, Vincent Academy pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual

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actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

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Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)

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Rationale for Vincent Academy Educational Philosophy and Approach

Given the legitimate need for quality school options in the broader community of West Oakland, the Leadership Team continues to implement and improve upon a school program intended to educate the School's target population for 21st Century life.

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What it Means to Be an Educated Person in the 21st Century

The 21st Century world demands of us all the knowledge and skills necessary to access, process and utilize the vast amount of information literally at our fingertips. Equally important is to acknowledge our increasing interdependence in a global context of rapid ecological, political and social change. Now, more than ever, the education that students receive will have a lasting impact on our collective future.

To be an educated person in the 21st Century means that one has a mature and multi-faceted intellect formed along social, emotional, and rational lines, capable of navigating today's world. Experiential knowledge of our shared social fabric, of the human emotional landscape and of the freedom to be intellectually curious lays the groundwork for a sound education. Such knowledge must be accompanied by a skill set that allows for analysis, evaluation, and selection of information from multiple sources, and effective communication with a diverse array of people.

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Due to the rapid rate of change in the world around us, an educated person must also be motivated to live a life of continual learning. A well-educated person will be open to new ideas, engaged in an ongoing process of inquiry and discovery, and be able to adapt to our rapidly changing world. Simultaneously, a well-educated person must use self-reflection as a tool to recognize one's personal strengths and weaknesses, chart a self-directed course towards

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| achieving meaningful goals and proactively seek out the inspiration necessary to pursue his or her aspirations tenaciously.

It is the objective of Vincent Academy to enable its students to become self-motivated, competent, and lifelong learners. The School program takes into account the whole child and therefore emphasizes foundational knowledge, critical thinking skills, artistic exploration and learning applications within real-world contexts, while simultaneously nurturing each student's innate joy and sense of responsibility, respect, persistence, caring, fairness, and collaboration. Vincent Academy students are supported to engender the habits of mind and emotional intelligence necessary to meet the challenges of our time by engaging in a comprehensive life skills curriculum. In addition, the School program takes into account the ubiquities of modern technology and supports students in gaining and maintaining the skills necessary to keep pace.

Finally, an educated person in the 21st Century has been supported in his or her education by educators, family and community, and understands deeply the meaning of that support and the responsibility it implies. Vincent Academy is committed to helping its students recognize the importance of, and their personal responsibilities to their communities.

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Education Philosophy: How Learning Best Occurs

Three main factors are involved in assuring the optimal conditions for 21st Century learning: *environment, expectations and experience.*

Environment

Environmental factors that influence learning outcomes range from the length of the school day to the classroom and broader school climate. Vincent Academy seeks to support students by offering a personalized program in a nurturing setting that results in an environment that is joyful, well maintained, visually appealing and, most significantly, conducive to learning.

A small school with small class sizes ensures that each child can be known by several caring school adults and can receive the individualized attention needed to grow and develop optimally^{xii}. Each student is viewed as a unique individual with particular learning needs and is supported as such through the use of differentiation tools such as individualized learning plans and student-led goal-setting conferences.

A year-round program ensures that students are actively engaged and connected to their learning throughout the entire calendar year without the lengthy gaps where learning “slippage” can occur^{xii}. In this same vein, Vincent Academy is open for extended hours in the morning before school and in the evening after the day program has concluded, thus creating a “home away from home” sense for all Vincent Academy children. Academic support is built into the extended day program in the form of tutoring for underperforming students and enrichment classes and homework assistance for all students. Additionally, after school programming includes enrichment in the visual and performing arts, and is intended to build student confidence and enthusiasm for learning while fostering creativity^{xiii}.

Vincent Academy utilizes the Responsive Classroom Approach and Positive Behavioral Interventions and Supports (PBIS) to support the social and emotional development of all students. Through explicit instruction, students develop emotional awareness, conflict resolution and social skills, and the self-control necessary to play and work in harmony with others. As students gain these valuable life skills, they contribute to a positive school climate that encourages academic and social learning. Additionally, Vincent Academy contracts with the Alameda County Department of Behavioral Health to provide clinical support to students and families requesting services.

Finally, taking care of the physical and emotional wellbeing of students is important to maintaining a positive school culture that enables students to focus on learning. Healthy meals – breakfast, lunch, snack and supper – are provided daily to Vincent Academy students through Revolution Foods, via participation in the Federal Nutrition Program. Physical activities are emphasized during recess, in physical education classes, and through local field trips and the use of nearby community recreational facilities.

Vincent Academy provides an array of educational supports for parents, including a family literacy program, parenting classes, a financial education program and a health education

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program. Additionally, Vincent Academy provides health prevention and screening services and, when appropriate, provides referrals for family support services and counseling.

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Family and student input and engagement is a key factor in every aspect of the school's functioning.

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Expectations

The second condition for optimal learning involves promoting a school culture of high expectations that encompasses students and staff members. Vincent Academy serves a diverse student population with a high proportion of English Learners and students living in poverty. Vincent Academy firmly believes that background, including home language, parent education levels, and family economic resources should not dictate the quality of a child's education; nor should it predict the present or future academic and personal success of any individual. To this end, Vincent Academy implements a program specifically designed to foster high expectations for *all* students.

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In explicit and implicit communications, students are given the message that it is effective effort and not innate ability that determines success. In interactions with students, school staff convey the sense that student learning is of the utmost importance and is deserving of great attention and care. Furthermore, students see that learning issues are taken seriously and disturbances to learning receive an immediate response designed to redirect and maintain the order and integrity of the school program (*See Appendix A- Culture, Climate and Conduct Plan*).

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The School's instructional model is built on the principles of cultural relevance and differentiation, and utilizes reliable and timely data from multiple measures of student learning progress to assess areas of effective and ineffective teaching practice. With this critical lens, teachers are supported to refine their practice and hone their instructional capacities through targeted professional development. All staff and students are expected to work cooperatively, diligently, and collaboratively to ensure a culture of continuous improvement for all. Progress is celebrated continually.

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High expectations extend to non-core academic classes, as well, Students are expected to excel in life skills, visual and performing arts, physical education, technology and world languages. Students are given age-appropriate support and are expected to exemplify the qualities of responsibility, respect, persistence, caring, fairness, and collaboration.

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Experience

Equally critical to learning is the opportunity for students to learn and staff to work within a professional learning community, consisting of qualified and experienced teachers and sound school leadership. A substantial body of research suggests that the quality of teachers is one of the most important school determinants of student achievement.

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The leadership and instructional approaches employed at Vincent Academy call for creativity, flexibility and the ability to collaborate. Leadership and teacher candidates are comprehensively

screened, vetted and selected in a rigorous hiring process to ensure that they are excellent matches for the school and its students. In addition to proper qualifications, prospective staff members are expected to have previously demonstrated success working with students and families similar to those of Vincent Academy in an educational setting or to demonstrate an aptitude for successfully navigating a steep learning curve. Prospective members of the school's educational team must view all manifestations of diversity as an asset and be eager to engage fully in the ongoing school dialogue about equity.

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Approach to Instruction

In a strong school program, the instructional approach is adapted to the needs of the learners, and not vice versa. Five broad criteria must be applied instructionally to ensure consonance with the needs of the School's anticipated student population. The approach of Vincent Academy:

- ✓ Encourages culturally responsive teaching and culturally relevant resources
- ✓ Allows for differentiation to meet individual learning needs
- ✓ Relies on useful data streams to make instructional decisions and program improvements
- ✓ Links to on-going, high-quality professional development
- ✓ Promotes outreach and inclusion of a student's family

Each of these five cornerstones of Vincent Academy's educational approach is described below.

Cultural Responsiveness and Relevance

The School's instructional approach focuses on cultural responsiveness and relevance. It is critical that staff have the skill and enthusiasm for tapping resources within the community, developing positive and productive relationships with all parents, and respectfully learning significant information about students' lives.

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Educators honor the important and personal knowledge gained about their students by selecting instructional materials that spark engagement, building on students' interests and linguistic abilities, using examples and analogies to which students can relate, and helping students to find meaning and purpose through deepening their personal connections to what is to be learned.

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Finally, educators who exhibit cultural responsiveness know that it is imperative that students come to examine the world from multiple perspectives, and aid them in doing so by providing opportunities to engage with primary sources of information. Students are supported to construct their own meaning by organizing, elaborating and representing knowledge in a learning style that suits them well. In this way, teachers bring the curriculum to life for each unique student and prepare their students to effect change in the real world.^{xiv}

Emphasis on Individual Learning through Differentiation

An integral underpinning of Vincent Academy's program is differentiated instruction. Differentiation is built into the workshop structure for reading, writing and mathematics instruction. For example, in the reading workshop, teachers and students are able to select

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As the authorized lead petitioner, I, Jean Driscoll, hereby certify, under penalty of perjury that the information submitted in this petition for Vincent Academy (the "School"), a California public charter school, 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 petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the School will follow any and all federal, state, and local laws and regulations that apply to the School, including but not limited to:

The School shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

The School shall be deemed the exclusive public school employer of the employees of Vincent Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

The School shall be nonsectarian in its programs, admissions, policies, governance, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

The School shall not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. Education Code Section 47605(d)(1)]

The School shall be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race, color, 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

literature by interest and text level. Writing workshop is differentiated by content, as the teacher confers with individual writers and provides targeted support in gaining a new skill. In mathematics, students are flexibly grouped to work on concepts and skills for which they show readiness. Differentiation ensures that students are not faced with the negative challenge of overcoming boredom, frustration or humiliation, but instead can focus on the positive challenge of learning beyond their current level^{xv}. Driven by assessment, teachers are able to match their instruction to each individual's developmental learning stage through flexible groupings and brief conferences to maximize the learning progress of each student^{xvi}. Beyond the workshop model, teachers employ scaffolding methods to their questioning techniques and the front-loading of content. Finally, teachers broadly apply the multiple intelligence and learning style theories to their planning and lesson execution to ensure student receptivity to learning experiences.

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Each student at Vincent Academy will have an Individualized Learning Plan (ILP) (See Appendix D - Individualized Learning Plan) that will serve as a basis for an ongoing conversation between teachers and leaders, family members and an individual student. The ILP will take into account a student's dominant learning style and multiple intelligences and will serve as a record of learning milestones that assists in mapping a forward course. The ILP will provide insight for successive teachers beyond quantitative measures and is intended to accelerate student learning by assisting educators in quickly identifying approaches and strategies that are well matched with a particular student's learning needs. A student's ILP will be annotated on a trimester basis and will be shared with students and families at conferences to gain their input.

Assessment and the Use of Data to Drive Instruction

Vincent Academy's program explicitly values a data-driven instructional culture where quality assessments linked to effective data analysis practices are key to improving student performance^{xvii}.

Student learning is assessed through multiple measures, including, mandated state tests, interim benchmark assessments, formative probe assessments designed by teachers (exit slips, quizzes etc.), qualitative records (conference notes, observation logs, student reflections etc.) and projects and performances evaluated through established rubrics. Students, parents and teachers work collaboratively in the assessment of student learning.

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A web-based platform with the capacity to handle multiple streams of data, Illuminate, is utilized to produce disaggregated reports on student progress. Teachers and leaders work with adopted tools and protocols to effectively analyze student data and make sound instructional decisions aimed at the continuous improvement of student performance. With coaching and support, teachers work in grade-level teams to review student data on a regular basis and develop instructional plans informed by the results of student progress. All instructional staff members conduct reviews of student progress in mixed grade-level teams in order to promote school-wide awareness of student achievement and to support vertical alignment of instruction throughout the grade span.

Continual Investment in Teacher Capacity through High-Quality Professional Development

Research shows that a high level of professional capacity within a school is a strong determinant of student academic success^{xviii}. Key to this capacity are both maintaining a qualified and effective instructional staff that shares the belief that schools can effect change, and providing the staff with ongoing opportunities to participate in high-quality professional development. The School's professional development plan takes into account four distinct areas: program elements, instructional strategies, equity perspective, and distributive leadership.

Program Elements

First, it is very important to adhere faithfully to the School's educational program. In order to do this, there must be cyclical opportunities for new and returning staff alike to become familiar with, and master the instructional methods particular to the School's program.

Instructional Strategies

Second, each educator brings a unique professional development background and personal kaleidoscope of instructional strengths and weaknesses. Differentiated support is required for each teacher to 1) identify instructional strategies that should be improved and 2) receive appropriately matched development resources for this purpose.

Equity Perspective

Third, the collective ability of staff to act as social change agents in the context of urban schooling hinges on the emotional intelligence and relational skills accessible to and exhibited by the group. Development initiatives that support a growing awareness of bias in institutional policies and practices and skillful responses to emotionally challenging circumstances are crucial to bolstering staff capacity and resolve to address problems at a causal level.

Distributive Leadership

Fourth, leadership must be developed from all quarters in order to facilitate collaborative decision-making on improvement efforts, active participation of staff and students' family members in school governance, shared staff accountability for student learning and involvement of all of these parties in the evaluation of the school's academic success over time. Providing avenues for leadership development for key members of each stakeholder group is imperative.

The following table describes the professional development plan for Vincent Academy:

Professional Development Activity	Participants	Content	Schedule
Program Elements Development Institute (PEDI)	All New Staff -and- Returning Staff Who a) desire a refresher course b) are referred by dint of	Development modules on classroom management and each of the instructional segments teachers are expected to faithfully carry out. Mix and match	Intersessions -and- Development following from intersession modules may

Professional Development Activity	Participants	Content	Schedule
	annual evaluation	depending on educator's development needs.	continue through the year as necessary. Includes coaching/modeling sessions, readings, related conferences and workshops cycle of inquiry research and focused peer, coach and administrator observations and reflections.
Instructional Strategies Development (ISD)	All instructional staff	In conjunction with the Marzano framework, teachers collaborate with administrators and coaches to determine 3 strategies to focus on over the course of the year	On-going development throughout the course of the school year. Includes coaching/modeling sessions, readings, related conferences and workshops, cycle of inquiry research and focused peer, coach and administrator observations and reflections. Development initiative carried out weekly during class and early release time
Equity Perspective Development (EPD)	All staff	Annual equity retreat attended by all staff. School leadership ultimately determines the equity focus for school with input from all members of the community. Ongoing development activities include reflections on and sharing of personal experience, discussion, videos, readings, panels, and cycle of inquiry projects. Professional development geared towards the needs of focal groups such as ELLs and SED students occur here.	Development initiative carried out weekly during early release time
Distributive Leadership Development (DLD)	School leadership, PTAC	Formulation of school improvement plan.	Development initiative carried out during regularly scheduled leadership team meetings and additional release times for retreats and conferences.

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In addition to the formalized professional development plan above, the following conditions and practices are critical supports in the development of a professional learning community:

- Maintenance of a culture of continual improvement**

Members of a professional learning community hold one another accountable for their collective and individual progress towards achievement goals. To this end, there is an explicit focus on data-driven instruction. Data collection, analysis and usage in

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decision-making assist in identifying and amplifying effective practice. Instructional staff are further supported in carrying on productive and extended dialogues about student learning by having significant time blocks reserved and structured for these purposes in the form of grade-level collaboration time, weekly professional development activities, peer review and extended retreats and workshops.

- **Consistent opportunities to receive timely and insightful feedback aligned to the adopted instructional framework on classroom teaching**

A streamlined system for delivering and receiving feedback on instruction is employed.

- **Collaboratively developed, individualized teacher professional development plans which are customized to each teacher's growth areas**

Teachers self-identify their growth areas within the broad areas of classroom management and instructional methods and strategies. Based on these selections, individualized development plans are created; these include in-service dates, coaching and observation schedules, and accessible resources.

- **Provision of quality resources for teachers to address growth areas which are clearly related to the instructional framework**

Teachers have access to video, books and research articles tailored to their development needs. Outside developers will be brought in to share expertise related to annual development initiatives. Additionally, administrators, coaches and peers provide support.

- **Encouragement, support and resources for teachers' ongoing skill development in teaching English Learners**

On a regular basis, staff members are engaged in ongoing development within the equity perspective. This includes professional development on cultural relevant teaching and strategies specific to target populations, such as English Learners.

- **Providing teachers access to experts in the field who can:**

- Model effective classroom practices
- Offer guidance in lesson development, assessment practices and material selection
- Assist with strategies for meeting the needs of English Learners
- Promote multi-grade communication and peer learning (peer observation, peer lesson review etc.)
- Support family literacy development

- **Formal and informal opportunities for teachers to share expertise and collaborate with peers and leadership**

Teachers are invited to provide development and support for peers and administration during weekly development sessions. The professional development plan allows for flexibility in groupings from week to week.

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- **Schedules, calendars and budgets with significant time and financial resources built-in for development activities**

Weekly development and collaboration time is built into the schedule. Funding for professional development is prioritized in the budgeting process.

- **Annual review and/or training on educational program elements with specialized modules for new and returning staff**

Regularly scheduled in-services on management and instructional methods and strategies are held during intersessions with follow-up throughout the trimester(s).

- **Opportunities for teachers to contribute to the evaluation and improvement of the professional development program**

Annual teacher satisfaction survey includes a section for feedback on professional development. Teacher leaders are integral to forward planning efforts and will have decision-making powers (*See Appendix B – Human Resources: Teacher Satisfaction Survey*).

Family Outreach and Participation in School Program

The families of Vincent Academy students are regarded as full partners in the education of their children. Thus, many avenues for meaningful participation in the life of the school must be immediately apparent and readily accessible to a student's family. To this end, the School intentionally creates an environment where families are welcomed into the school, literally and figuratively, and encouraged to make their unique contribution to the positive school culture^{xix}. To accommodate a variety of schedules, many opportunities are made available for parent involvement in school activities and efforts that take place during and outside of school hours. In addition, awareness of schedule constraints is taken into account when scheduling key school events (i.e. offer two events at different time slots etc.) so that the maximum number of families may participate.

In addition to informal opportunities for involvement, parents are invited to take an active role in the school's Parent Teacher Advisory Council (PTAC). Representatives for the PTAC are elected by their peer group and serve a one-year term. The PTAC provides a forum for parents to request information and provide feedback on School policy, and facilitates effective communication among parents, teachers and administration. The Parent-Teacher Advisory Council meets regularly and provides feedback and recommendations to the Head of School and Executive Director. The Executive Director is charged with sharing PTAC recommendations with the Board of Directors, as appropriate.

Upon entry to the school, each family is connected with the Student and Family Services Director (SFSD). The SFSD works to establish a friendly point of contact and help to partner the new family with a buddy family already settled within the School. Each new family is encouraged to attend an annual orientation event for the School and is supported by the SFSD and buddy family to receive satisfactory answers to questions and/or concerns.

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Regular communication with parents regarding the school program and their children's individual progress takes place informally through written notes, phone calls and brief face-to-face interactions and formally through trimester report cards, interim progress reports and academic conferences. In all cases, the communication norms at Vincent Academy are intended to support a productive dialogue in the service of greater student achievement.

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As a final component, the School's program includes parent education in the areas of parenting, health and nutrition, childhood development and learning, and financial literacy. Vincent Academy expands and updates offerings on the basis of identified needs within the parent community.

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Alignment of Instructional and Curricular Framework to Vincent Academy Mission and Vision

Vincent Academy's educational philosophy and approach are closely aligned to its mission and vision. The School's mission is to provide an excellent educational program in the context of a full family services model toward a vision of students of strong character who apply their critical thinking and artistic expression for the collective good. The philosophy and approach employed are robust, research-based and up to the task of bringing our mission and vision to life.

Benefits of Educational Philosophy and Approach to Target Population

The School's educational philosophy rests on three pillars: a healthy **environment** conducive to learning; high **expectations** for *all* students coupled with the adequate resources to meet them; and educators with successful and demonstrated **experience** working in learning partnerships with students and families.

Vincent Academy's instructional approach is culturally responsive and relevant, differentiated, data-driven, supported by high-quality professional development and intertwined with a student's family system.

The students of Vincent Academy thrive within the School's educational model for two reasons. First, the educational approach is supported by research and case studies. On the national scale, programs such as Canada's Promise Academies and the North Star Academies of Newark, New Jersey embrace similar principles of intentional environments, high expectations, and experienced educators in relation to similar populations, and are making significant gains.

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Second, families are provided tangible supports with the understanding that children are not separate from their family system. While many schools have drawn an invisible divide between home and school in an attempt to focus their efforts on what they can control, Vincent Academy is approaching the endeavor of schooling very differently. Families are their children's first and most influential teachers. A family that is struggling to make ends meet or is suffering from emotional turmoil will be significantly less able to give children needed time and attention; a family that is less burdened is more available to contribute to its child's healthy growth and development and also to the greater community. Therefore, the definition of school is

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intentionally altered at Vincent Academy to include built-in family services and robust community partnerships.

INSTRUCTIONAL and CURRICULAR FRAMEWORK

The key components of the School's instructional and curricular framework are highlighted in this section. A more detailed treatment is included in the appendix. (*See Appendix C-Instructional Framework*).

Adoption of Common Language and Model of Instruction

Key to building a shared understanding of professional practice within Vincent Academy is the adoption, from the outset, of a common language of instruction. A shared framework allows for meaningful conversation and dialogue about teaching and learning, reasoned selection of pedagogical strategies, targeted data collection, and effective feedback loops with minimal energy and effort wasted on translation between various systems of thought.

Vincent Academy works within Robert Marzano's framework while acknowledging that there are many other legitimate and articulated languages and models of instruction (Skillful Teacher, Danielson Group etc.). Due to the presence of high-quality companion tools aimed to support professional development and instructional observation and evaluation efforts, the Marzano framework is the School's preference. (*See Appendix C - Instructional Framework: Common Language and Model of Instruction*).

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Instructional Format, Curriculum and Materials

The high-quality program resources detailed herein are a starting point from which Vincent Academy intends to adapt and refine over time in order to better meet the educational needs of its students. The School's curriculum is tightly aligned to the content standards and to rigorous grade-level benchmarks and performance standards. Supplemental materials will be utilized to augment official program resources when California Common Core Standards implementation and/or student needs dictate that further resources are necessary.

Language Arts: Vincent Academy utilizes a three-block workshop model that includes a reading workshop, writing workshop and a language and word study block. The balanced literacy model places a premium on developing engaged readers, proficient writers and skilled oral communicators with mastery of the English language. Instructional and independent reading texts are matched to a student's interest and instructional level in guided reading. Students are provided with daily opportunities to write for authentic purposes about their life experiences with support for developing their craft as writers. Vincent Academy's program systematically develops student facility with the complexities of the English language through the English Language Development (ELD) curriculum and additional activities in the language and word study block. Core curricular resources are a comprehensive and leveled guided reading library, *Continuum of Literacy Learning* (Fountas and Pinnell), *Writing Units of Study* (Calkins), *Words Their Way* and *Phonics and Word Study* (Fountas and Pinnell), Systematic ELD (Dutro).

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Rationale: The five pillars of comprehensive literacy instruction (phonemic awareness, phonics, vocabulary, comprehension, and fluency) are fully accounted for in the three instructional blocks of writing workshop, reading workshop and language and word study. As students move through the grades, the workshop format remains familiar and anchors students in a predictable learning routine. However, the content focus within the workshop shifts to match the applicable standards for a particular grade level. For example, Kindergarteners working in the Language and Word Study block would work on generating original rhymes to develop their phonemic awareness. By fifth grade, students in this block are studying word lists to identify prefix patterns and determine meanings of new vocabulary.

This literacy model allows for the presentation of culturally relevant, high-interest texts for guided teaching and independent reading. Students have a measure of choice in what they read and how they respond to their reading selections^{xx}. Collaboration skills are explicitly taught and working together to achieve academic ends is encouraged. Students do not work in isolation, but instead are arranged in flexible and fluid grouping structures that are formed to meet particular learning needs (whole group lessons, ELD instruction, intermediate readers etc.). Writing and reading instruction are interpenetrating as students write about their responses to reading material and study literature to become better writers.

Finally, teachers have the opportunity to grow in knowledge and skill through this model. To successfully carry out the reading, writing and language and word study instructional blocks, teachers work regularly with all students, individually and in small groups, to gain a clear sense of student strengths and needed growth areas. Through these interactions and with the support of ongoing professional development, teachers become skilled diagnosticians, and have a flexible framework in which to apply the necessary teaching to bolster a student's learning to grade-level standards. Since there is not a prescribed one-size-fits-all curriculum, teachers are compelled to make instructional decisions based on the actual learning needs of their students.

Mathematics: The mathematics program balances the need to teach students the California Common Core Standards with experiences that maintain their natural curiosity and develop their proficiency in using mathematics to understand the world that surrounds them. The Common Core Eureka Math Curriculum, A Story of Units, comprises the backbone of the Vincent Academy mathematics program. ST Math is a game-based supplemental curriculum in use that increases conceptual development through visual learning.

Rationale: Students must build their mathematical knowledge and skill systematically over the course of years through a logically sequenced introduction of new concepts and distributed practice of material previously learned. Anything less is in contradiction to the discipline itself, as mathematics is a logical pursuit. Students must come to see the purpose and application of mathematics in the real world, and not mistake mathematics to be isolated computational skills applied only to worksheets. The introduction of algorithms should be appropriately matched to the sophistication and depth of students' conceptual understandings. Students maintain their knowledge and skills by putting them to use. The program will incorporate the Story of Units curriculum, as it provides a thoughtful sequence of lessons that build logically within and throughout the grades, spiraling skills practice, and opportunities for daily problem solving. The

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mathematics instruction is differentiated through guided math, a format in which teachers work with small groups of students that have similar mathematical learning needs. Students also engage in brief daily practice with math facts in order to build automaticity. Throughout the math program, students have opportunities to engage with their peers in the exploration of math concepts, providing a social context conducive to learning.

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Social Studies: The history and social science program is designed to help students develop a foundational understanding of the components of a respectful and nurturing community, an understanding which then becomes the basis for grappling with the challenges and opportunities our moment in history affords us as global citizens of the world community. The core curricular resource is *Social Studies Alive!* ~~((K-5th))~~

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Rationale: Dramatic reminders of our increasingly complex and interdependent world are commonplace these days. In order to make sense of the events on the world stage and their impact on our daily lives, students must gain useful knowledge within the history-social science disciplines. This foundational knowledge forms the basis for thoughtful consideration of the choices we face as individuals and as a local and global society, and facilitates active citizenship. Vincent Academy will use the *TCI: Social Studies Alive!* as its primary curricular resource because it combines rich standards-based content with teaching strategies that promote critical thinking and active student engagement. Formative assessments are employed to monitor and adjust teaching to ensure successful learning outcomes for all students. TCI also provides teachers a web-based subscription service with resources for multi-sensory presentations and learning extensions to aid in differentiation practices.

Science: The science program is based on studies of physical, life and earth sciences along a continuum of investigation and experimentation. Over the K-5 grade span, students gain increasingly complex knowledge and skill related to observation, inquiry, hypothesis-testing and experimentation techniques. The core curricular resource is the full set of grade-level *FOSS* modules.

Rationale: Over the past 250 years, science and technology have dramatically transformed our world, from the rise of computers to the specter of oil spill cleanups. In order to participate in the important social, ecological and ethical dialogues of the 21st Century, students must first establish a solid understanding of the basic scientific principles in constant operation around them. Such a foundation of scientific knowledge and the development of a complementary set of analytical skills will allow students to make meaningful connections to new discoveries and to join the community of scientific advancement.

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Vincent Academy's science program incorporates the modular FOSS curriculum resources, which are standards-based, logically sequenced, and rigorous, yet readily accessible to both students and teachers. The FOSS materials engage students in hands-on learning experiences, provide teachers with the comprehensive resource kit to necessary for effective teaching, and incorporate formative assessment practices to maximize student learning. FOSS also provides extensive resources in Spanish and a web-based supplemental resource matrix for teachers.

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Visual Art: The visual arts program is ~~carried out in~~ conjunction with the Museum of Children's Art (MOCHA) through their Artist in Residence program. The focus of the program is on: 1) increasing students' understanding of and skills in visual art in accordance with California state standards; (2) providing students with school-day arts experiences that support the core curriculum; (3) building students' confidence, self-esteem and self-expressive abilities through engagement with various art processes; (4) engaging students in a range of visual arts disciplines representing various periods, styles and cultures; and (5) supporting classroom teachers through continuing professional development on effective arts-integration practices.

World Languages: The World Language Program, in grades ~~3-5~~, ~~offers~~ Spanish; funding permitting, one Asian language ~~will be added in the future~~ at which point students will have a choice of foreign language. The program ~~is based on~~ communicative language learning and ~~aims~~ to generate student and family excitement for learning and discovering a new language within a rich cultural context of heritage, customs and celebrations. The program includes aural immersion, and the development of speaking, reading and writing skills. Students ~~practice~~ newly acquired language skills through whole group and partner activities, and games, songs, skits and native speaker community involvement.

Physical Education: Vincent Academy's physical education program leads to fitness, sport-specific skills, and a positive sporting ethic through the use of cooperative games and lively fitness activities that integrate the five components of health-related fitness: aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. In addition, the physical education program is considered an important component of the Coordinated School Health Program (CSHP) as outlined by the Center for Disease Control (CDC). The core curricular resource is the *SPARK* curriculum.

Music and Performing Arts: Vincent Academy ~~includes~~ music as part of the weekly curriculum for all grade levels. ~~Music specialists provide weekly instruction and plan units and lessons that are integrated with the general education program.~~

Technology: Vincent Academy ~~provides~~ students with technology ~~as part of the weekly curriculum.~~ ~~Technology specialists provide weekly instruction and plan units and lessons that are integrated with the general education program.~~

Integration of Multidisciplinary Content and Skills Through Service Learning

Vincent Academy is committed to guiding students to apply their knowledge and skill to the real-world contexts in which they live. The School ~~utilizes~~ the methodology of service-learning to integrate core content learning with authentic community needs into signature service-learning projects for each grade level. Science and social studies content anchor the projects, with language arts and mathematics concepts interwoven where applicable. Service learning projects are key to inspiring students to actively engage with the surrounding community and engender, even at a young age, a sense of caring and responsibility for the greater good.

Cycle of Inquiry

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The School engages in cycles of inquiry to understand student progress and adapt the teaching plans to advance student learning.

Additionally, support structures and processes and are in place to quickly identify student learning difficulties and provide targeted resources to overcome them. The Student Study Team (SST) and Response to Intervention (RTI) are two such supports for student learning.

Student Study Team (SST)

A first step for addressing student learning needs is the SST process (*See Appendix F – Special Populations: SST Process and Referral*). The purpose of the SST process is to bring together all of the key members of a student’s support system; parents, teacher(s), administrators, counselors, and specialists. This group becomes the “team” that works together to understand the root causes of a student’s learning issue and to propose solutions. Any plan derived from the SST process should be implemented for a minimum of 6-8 weeks before reconvening to determine progress and make further recommendations.

Parents, teachers and administrators may submit an SST referral at any time to the school’s SST coordinator. The SST process is intended to address a range of learning issues, from low-achievement to high achievement and/or issues that impact learning, such as behavior.

Response to Intervention (RTI)

Response to Intervention is a systematic, tiered approach intended to resolve student learning challenges by systematically providing the necessary level of support and intervention^{xxii}. RTI includes both academic and behavioral systems.

The following table explains the programming implications of RTI at Vincent Academy:

Academic Systems			Behavioral Systems		
	Students served	Example	Tier	Students served	Example
Tier 3	Individuals	One-on-one work with resource specialist	Tier 3	Individuals	One-on-one work with behavioral paraprofessional
Tier 2	At-risk, small groups, some individualizing	Small group reading intervention	Tier 2	At-risk, small groups, some individualizing	Social skills group work

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Tier 1	All Students, core curriculum	Individualized learning plan that takes into account dominant learning style	Tier 1	All students, preventative and pro-active, suffices for 80- 90% of student population	Positive incentives for reaching class learning goals
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The RtI program at Vincent Academy is able to match supports to individual students so that there is a systematic plan to address the needs of all students.

SPECIAL POPULATIONS: STUDENTS WITH DISABILITIES

Overview

Vincent Academy **complies** with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEA").

Special Education

California law gives the school various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. During its first **four** years of operations, the School functioned as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). **In the fifth year of operations**, Vincent Academy **joined the El Dorado County Office of Education Charter SELPA as a member local education agency (LEA)**.

LEA Member in EDCOE Charter SELPA

The School will continue to participate as a LEA member of the El Dorado County Office of Education Charter SELPA for the purposes of special education. The School assumes full responsibility for the provision of special education and related services to eligible students as a LEA member of the El Dorado County Office of Education (EDCOE) Charter SELPA. Specifically, the School assumes all responsibility for any and all costs associated with the provision of special education and related services and accommodations under Section 504, of the Rehabilitation Act, for all students who are enrolled in the School, over and above state or federal funding received for such purposes. As such, State and Federal funding shall be allocated directly to the School per the allocation plan of the Charter SELPA. The School shall assume responsibility for the general education contribution that may be necessary for the provision of special education services to identified students and shall meet the annual Maintenance of Effort Requirement.

EDCOE LEA Assurances

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As required of LEA members within the EDCOE Charter SELPA, the School provides the following assurances:

- Free Appropriate Public Education (FAPE): The School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find: The School will assure that all students with disabilities are identified.
- Full Educational Opportunity: The School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE): The School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.
- Individualized Education Program (IEP): The School will assure that an IEP is developed, reviewed and revised for each child who is eligible.
- Assessments: The School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards: The School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards: The School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- State Assessments: The School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The School complies with all requirements of the Federal Individuals with Disabilities in Education Act (IDEA), State laws and the EDCOE Charter SELPA Local Plan, and will perform all corrective actions deemed necessary by Vincent Academy, the Charter SELPA and/or CDE. The Vincent Academy Executive Director will involve the School team in the development of the budget, hiring necessary staff, contracting for appropriate services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. Vincent Academy works with an EDCOE Charter SELPA Program

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Specialist to support the School and to provide coaching support to the school's special education team to ensure that all requirements of IDEA are met, and each child is well served.

Section 504 of the Rehabilitation Act

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. 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 is assembled by the Head of School and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews 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 IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team, which evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes 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 including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence 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 IDEA, a referral for assessment under the IDEA is made by the 504 team.

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

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Funding

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Plan, the 504 team considers 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.

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

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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 site administrator ensures 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 is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

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SPECIAL POPULATIONS: ENGLISH LEARNERS

Vincent Academy English Learner Statistics

Currently, twenty-three percent of the School population is comprised of English Learners. Of that percentage, approximately sixty percent are Spanish speakers and the remaining forty percent include speakers of Arabic and Afro-Asiatic languages.

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Identification and Reclassification of English Learners

Home Language Survey

The School administers the home language survey upon a student's initial enrollment in the School (on enrollment forms).

Family Contact

Upon entry to the school, each family is connected with a staff liaison with home language compatibility. In addition to reaching out to the family to establish a friendly point of contact, the staff member 1) provides explanation and support for completion of the home language survey, and 2) provides literature in the student's home language (if available) that explains the School's plan for meeting the specialized needs of English Learners.

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CELDT Testing

All students who indicate that their home language is other than English are given the California English Language Development Test (CELDT) within 30 days of enrollment⁵ to evaluate their listening, speaking, reading and writing abilities in English. This test is

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⁵ 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.

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given at least annually between July 1 and October 31 until the student is re-designated as fluent English proficient. The School notifies all parents of its responsibility for CELDT testing and of CELDT results within 30 days of receiving test results from the publisher. The CEDLT is used to fulfill the requirements under the No Child Left Behind Act for English proficiency testing.

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English Learner Reclassification

Vincent Academy utilizes multiple criteria (*See Appendix F – Special Populations: English Learner Reclassification Form*) in determining whether to reclassify a pupil as proficient in English, including but not limited to all of the following:

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- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CEDLT.
- Participation of the student's classroom teachers and any other certified staff with direct responsibility for teaching or placement decisions of the student to evaluate the student's mastery of grade-level standards.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure.
- Comparison of the student's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient students of the same age that demonstrate tat the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
- The use of the achievement data also drives the instruction and professional development as it relates to English Learners. The School analyzes achievement data by this subgroup, and continues to assess the students through teacher-designed assessments.

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Access to Core Educational Program

English Learners have full access to Vincent Academy's educational program. The School is committed to the success of its English Learners and supports are offered both within academic classes and in supplemental settings for students who need additional support for English language learning. With provision of help and support as needed, Vincent Academy's English Learners are expected to meet School standards in all academic and non-academic areas of the instructional program.

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Second Language Acquisition - Instructional Approach

Vincent Academy's instructional blueprint for English Learners has three components: systematic English Language Development (ELD), content front-loading across subject areas and instructional settings and integration of research-based sheltered English instructional strategies throughout the educational program.

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- Systematic ELD refers to instructional blocks dedicated to explicit English language instruction that follows a scope and sequence of language skills. The specific content is dependent on a student's EL designation.
- Content front-loading equips students with the language necessary to easily access a particular subject matter.
- Sheltered English strategies (SDAIE) are integrated throughout the program in multiple forms:
 - Read-alouds, songs, and poems accompanied by text
 - Explicit modeling of reading, writing, listening and thinking
 - Realia
 - Visuals and graphic organizers
 - On-going and meaningful recognition and validation of various culture, traditions and language
 - Field experiences and exposure to the world outside the school-building through speakers, demonstrations etc.
 - Collaborative work structures (peer discussion, think-pair-share, small group work etc.)

All relevant forms of assessment ~~data are~~ disaggregated for the EL student subgroup to determine areas of strength and weakness in the educational program as it pertains to the needs of English Learners. The results of this analysis ~~are~~ utilized to make necessary adjustments to the program over time to ensure that ~~EL~~ students are successful within the School's program.

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Academic Intervention for English Learners

ELs who do not make the minimum expected growth of one EL level per year will be referred to the SST process through the SST coordinator (lead contact). In addition, parents, teachers and administrators may also refer an EL to the SST process due to a perceived lack of adequate progress at any time.

Through the SST process, a student becomes eligible for intervention services through the tiered ~~RtI~~ program. Within ~~RtI~~, there are specific supports tailored to ELs, including inclusion in ~~Leveled Literacy Intervention~~ and additional ELD services.

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Vincent Academy ~~meets~~ all applicable legal requirements for English Learners related to annual notification to parents, student identification, placement, program options, reclassification of fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The School ~~implements~~ policies to assure proper placement, evaluation and communication regarding English Learners and the rights of students and parents.

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SPECIAL POPULATIONS: STUDENTS ACHIEVING ABOVE GRADE-LEVEL EXPECTATIONS

With parental consent, Gifted and Talented Education (GATE) Testing will be conducted to ensure that students with heightened intellectual abilities ~~and/or asynchronous development~~ are

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identified and served accordingly and appropriately. Students identified as GATE remain in the general education program, but receive tailored instruction that meets their specific needs. In addition, and whenever possible, high-achieving students are assigned to classrooms that have multiple high-achieving/GATE students in order to assist with their social and emotional development.

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The Vincent Academy program relies on differentiation to ensure that students who are consistently achieving above grade-level expectations continue to expand the breadth and depth of their knowledge and skill base. The workshop model employed in math and language arts is tailored to the instructional levels of all students. Through the use of curriculum compacting, tiered assignments, extension activities and carefully selected groupings, students who are beyond grade-level benchmarks can continue to progress within their current grade-level by going into greater depth in areas related to the current unit of study.

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While grade acceleration may be warranted for some individuals (*See Appendix C - Instructional Framework: Promotion and Retention Policy*), the preference is for students who are high-achieving or identified as “Gifted and Talented (GATE)” through testing to receive satisfactory support for their learning needs within the grade-level that best supports their overall healthy growth and development.

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II. PUPIL OUTCOMES AND PROGRESS MEASURES

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program

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

AND

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured.

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

In accordance with SB 1290, Vincent Academy pupil outcomes will be set related to increases in pupil academic achievement both school-wide 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 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.

Vincent Academy shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.

The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of

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the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

PUPIL OUTCOMES

Alignment of Pupil Outcomes to Vincent Academy Mission and Vision

Vincent Academy aims to provide students with a sound education that helps to open the many doors awaiting them in their promising futures. No matter the setting, whether it be college, work or the ins and outs of everyday life, the graduates of Vincent Academy will be equipped with the skills and knowledge necessary to make productive contributions to the communities they touch, and to take the next steps on their personal journeys with confidence.

Broadly, the educational program is designed to ensure that all students: 1) master grade-level competency in mathematics, English language arts, science and social studies, and to apply that knowledge and skill to complex tasks, problems and real-world experiences; 2) understand their unique role within their local and global community, and develop and demonstrate the life skills that aid them in making valuable contributions to society; and 3) cherish and utilize their unique capacity for creative expression for the collective good.

In collaboration with the Oakland Unified School District, Vincent Academy has adopted the Collective Measureable Pupil Outcomes (MPOs) to serve as reliable and comparable measures of student academic and school-wide program success.

Methods to Measure Pupil Outcomes

Vincent Academy's pupil outcomes, related to increases in pupil academic achievement both school-wide 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, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:

Focus Area	Measureable Pupil Outcomes	Instrument	Targets
Chronic Absenteeism: All Students	% Students missing more than 10% of school days	P1, P2, Annual Attendance Rate	6% or less annually
Chronic Absenteeism: Statistically Significant Subgroups	% Students missing more than 10% of school days	P1, P2, Annual Attendance Rate	6% Low Income 6% African American 6% Latino 6% Special Education 6% English Learners
Student and Family Satisfaction	% Positively rate academic program	Student & Family Surveys	90% or more annually

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Student and Family Satisfaction	% Positively rate input into decision-making	Student & Family Surveys	90% or more annually
Student and Family Satisfaction	% Positively rate school safety	Student & Family Surveys	90% or more annually
Special Populations: English Learners	% ELs progressing 1 or more proficiency levels on CELDT	CELDT	70% annually
Reading Proficiency All Students	% Progress at least one grade level	Fountas & Pinnell Reading Assessment	75%
Reading Proficiency Statistically Significant Subgroups	% Progress at least one grade level	Fountas & Pinnell Reading Assessment	75% Low Income 75% African American 75% Latino 75% English Learners Per IEP Goals Special Education
CCSS English Language Arts All Students	% Proficient or Advanced	SBAC	48% or more over charter term
CCSS Mathematics All Students	% Proficient or Advanced	SBAC	48% or more over charter term
CCSS English Language Arts Statistically Significant Subgroups	% Proficient or Advanced	SBAC	48% Low Income 48% African American 48% Latino 48% English Learners Per IEP Goals Special Education
CCSS Mathematics Statistically Significant Subgroups	% Proficient or Advanced	SBAC	48% Low Income 48% African American 48% Latino 48% English Learners Per IEP Goals Special Education

State Assessments

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Pursuant to California Education Code Section 47605(c), Vincent Academy conducts state pupil assessments, including the Smarter Balanced Assessments, California English Language Development Test (CELDT), California Fitness Exam and any other assessments as mandated by the State of California. Vincent Academy is subject to all state (API) and federal (AYP) assessment and accountability requirements.

The results of these state assessments serve as indicators of overall school wide performance, class performance, grade-level performance, and subgroup performance. These tests are included in the MPOs and serve as one of multiple assessment methods used to document and monitor student growth on a continuum of achievement.

School-Wide Performance Targets and Methods of Measurement

The matrix below details school-wide performance targets and methods of measurement that will be pursued by Vincent Academy:

School-wide Measures and Goals	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
AYP	Yes	Yes	Yes	Yes	Yes
ADA	95%+	95%+	95%+	95%+	95%+

State Assessment Modifications and Accommodations

Students with disabilities under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized testing and are afforded the appropriate accommodations or modifications where necessary and appropriate.

Target Performance Levels

Vincent Academy is committed to setting rigorous, yet reasonable targets that steadily move greater and greater percentages of students towards proficiency and beyond. Taking into consideration the performance of students from neighborhood schools, national schools, and innovative local schools that serve a similar demographic, these targets reflect what Vincent Academy believes is possible in the second term of the charter given an experienced staff, strong school program with a system of multi-faceted academic supports, and a comprehensive professional development plan. The School's targets are set between average neighborhood school scores and the national examples of "90-90-90" schools and are indicative of scores that other established charter schools demonstrate as feasible. For the sake of comparison, below are the 2015 SBAC percentage advanced or proficient scores for three schools in neighboring West Oakland and two additional Oakland schools with demographically similar student populations.

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ELA: 11%	Math: 10%
<u>Martin Luther King</u>	
ELA: 13%	Math: 14%
<u>Lafayette</u>	
ELA: 4%	Math: 5%
<u>Parker</u>	
ELA: 22%	Math: 13%
<u>Aspire Triumph</u>	
ELA: 14%	Math: 10%

PUPIL PROGRESS

Pursuant to the transition to California's Common Core and the accompanying shift in the state accountability testing system, Vincent Academy will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

If Vincent Academy does not test (i.e., SBAC) with the District, Vincent Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Assessments

Range of Assessments

Vincent Academy employs a range of formative and summative assessments to gauge student progress toward program objectives and provide targeted instruction where needed, as indicated by the data.

Formative Assessments

- Fountas and Pinnell Reading Assessment
- Heinemann Writing Assessment
- Vincent Academy Interim Assessments
- Teacher-created probe assessments

Summative Assessments

- SBAC
- Report Cards
- CELDT

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Rationale for Assessment Choices

Vincent Academy has adopted quality assessments that are aligned with standards-based learning objectives. Each assessment provides teachers with useful information about student progress towards articulated grade-level learning goals in core and non-core areas. In core subject areas, interim assessments are utilized to ensure that standards-based teaching results in learning outcomes consistent with the performance standards expected at each grade level.

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Improvement of Instruction

The School is mindful of the need for a balance between assessment and learning experiences, and understand that student learning must not be over-assessed, under-assessed or assessed with faulty instruments. For this reason, the School employs a cyclical assessment plan that includes a combination of formative and summative assessments, with an intentional skewing towards formative assessment meant to drive ongoing instructional improvement efforts. While summative assessment results are also useful in improvement efforts, they are generally utilized in big- picture review and planning processes such as drafting the annual school improvement plan (See Appendix C – Instructional Framework: Assessment Calendar).

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Cycles of Inquiry

As members of a professional learning community, teachers and administrators are engaged in on-going cycles of inquiry into their practice and its connection to student learning outcomes. At Vincent Academy, teachers and administrators review student data in weekly collaboration meetings to note trends and make instructional decisions. Teachers employ one of several analysis protocols to the data at hand, depending on the nature of the data itself and the types of instructional decisions that will result from the analysis.

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Reporting and Accountability to Authorizer

Vincent Academy will continue to promptly meet all reasonable inquires for data from the District or other authorized agency and assure timely scheduled data reporting to the District in compliance with the law; further Vincent Academy hereby grants authority to the State of California to furbish copies of all test results directly to the District, as well as to the School.

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Use and Reporting of Data to School Stewards and Stakeholders

Vincent Academy utilizes multiple streams of data to review program effectiveness and inform programmatic decisions on a regular basis. Sources of data include, but are not limited to, API scores, SBAC results, interim benchmark assessment results, unit assessment results, student, staff and family satisfaction surveys, discipline referrals, attendance rates, and student/family attrition rates.

Where appropriate, the data is broken out by school, target subgroups, grade-level, individual class, and individual student, and is collected, analyzed, and disseminated in a transparent

manner ~~to~~ promotes accountability and continuous improvement amongst members of the school community.

Academy ~~utilizes~~ the web-based platform ~~Illuminate~~ to produce timely disaggregated reports for use in school data review processes.

Vincent Academy continuously reviews academic content and instruction in light of the data produced in accordance with this section, and will make improvements in curriculum, instruction and professional development as appropriate. To this end, a school improvement plan ~~is and will continue to~~ be developed each year with the input of the PTAC and approval of the Vincent Academy Board.

Use and Reporting of Data to the Vincent Academy Board

Charged with stewardship of public school funds, the Vincent Academy Board systematically reviews school data in order to monitor trends in student learning outcomes and ensure that there are sufficient and appropriate financial and human resources to properly enact the School's program and remain true to the charter. The Board ~~works~~ in conjunction with the Vincent Academy leadership and community to make necessary changes in response to identified needs as reflected in the School's data streams.

Use and Reporting of Data to Vincent Academy Staff

All staff, including non-teaching staff, ~~are~~ included in the process of school data review in order to ensure that all practices and policies are supportive and in alignment with the overall goals of the School program. Staff ~~engage~~ in cycles of inquiry at regular intervals throughout the school year to identify areas of relative strength and challenge within the school program, both in design and implementation, and make appropriate adjustments to maintain a course of continuous improvement.

Use and Reporting of Data to Vincent Academy Students and Families

Students and families ~~are~~ directly apprised of individual assessment results during ~~twice~~-yearly academic conferences, and through trimester report cards and interim progress reports. Working as a team, students, parents and teachers ~~utilize~~ an individual student's data to review progress towards stated goals and formulate future action steps within the student's ~~learning plan~~.

Teachers ~~engage~~ students in data review and goal setting within the context of their classroom learning community. Through this process, teachers ~~reinforce~~ the notion that effective effort, as opposed to innate ability, is what leads to academic success. Students ~~are~~ explicitly taught and encouraged to work collaboratively, and not competitively, to meet collective and individual learning goals.

In accordance with Title III, Vincent Academy ~~adheres~~ to all mandated reporting guidelines in relation to English Learners, including notification to parents regarding CELDT results and

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| reclassification. In accordance with IDEA, Vincent Academy will continue to comply with all state and federal laws regarding reporting requirements for students with IEPs, including, at a minimum, trimester reports to a disabled student's parents on progress towards goals stated within the IEP.

Reporting to Broader Community

| Vincent Academy annually publishes achievement results the School Accountability Report Card (SARC) as required by state and federal law.

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III. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement—California Education Code Section 47605 (b)(5)(D)

Non-Profit Public Benefit Corporation

~~As an independent charter school, Vincent Academy, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.~~

Vincent Academy ~~operates~~ 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 the School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts or obligations of Vincent Academy, or for claims arising from the performance of acts, errors, or omissions by Vincent Academy, if the District has complied with all oversight responsibilities required by law.

Included as appendices are the Articles of Incorporation and Corporate Bylaws for Vincent Academy (*See Appendix G_x—Articles of Incorporation and Bylaws*), which can be amended from time to time by the Board of Directors in accordance with the bylaws.

~~Vincent Academy shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Vincent Academy amends the bylaws, Vincent Academy shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.~~

~~Vincent Academy shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Vincent Academy shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Vincent Academy's website will satisfy this requirement.~~

~~The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).~~

Board of Directors

Vincent Academy ~~is~~ governed by a corporate Board of Directors ~~who~~ govern the School in accordance with their adopted corporate bylaws, which ~~are~~ maintained to align with the terms of this charter and applicable law. Partners in Oakland Education, a California nonprofit public benefit corporation, ~~is the~~ statutory member of Vincent Academy and ~~is~~ responsible for, among other things, appointing the Board of Directors of Vincent Academy as outlined in the Vincent Academy bylaws.

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A ~~roster~~ of the ~~current~~ members of the Vincent Academy Board of Directors are included as Appendix ~~H~~.

Board Duties

The Vincent Academy Board of Directors ~~is~~ responsible for the operation and fiscal affairs of the School, including but not limited to:

- Approval of the annual school budget, calendar, salary schedules ~~and~~ major fundraising events;
- Negotiation and approval of an MOU or other contracts with the District;
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law;
- Long-term strategic planning for the School;
- Participation as necessary in dispute resolution with the District;
- Monitoring overall student performance;
- Filling the position of ~~Executive Director~~, as necessary;
- Evaluating the ~~Executive Director~~;
- Monitoring the performance of the School and taking necessary action to ensure that the School remains true to its mission, charter, and applicable laws;
- Monitoring the fiscal solvency of the School;
- Participation in the School's independent fiscal audit;
- Participation in the School's performance report to the District;
- Participation as necessary in student expulsion matters;
- Increasing public awareness of the School; and
- Fundraising efforts

The Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with its charter, governance documents, and any applicable law and which is not in conflict with the purposes for which charter schools are established.

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Board Meetings

The Board of Directors ~~meets~~ monthly (except for ~~the months of January and July~~) to review and act on its responsibilities. All meetings of the Board of Directors ~~are and shall continue to~~ be held in accordance with the Brown Act.

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The Board of Directors ~~has adopted, and will continue to annually reaffirm~~ a conflicts code ~~that complies~~ with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code and any conflicts statutes or regulations that may be adopted in the future as applicable to the School.

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The Board of Directors meetings ~~are~~ headed by the ~~President~~ of the Board, who ~~is~~ elected annually by the Board of Directors.

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Board Delegation of Duties

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 or contractor of the School any of those duties with the exception of employment of the ~~Executive Director~~, dismissal of ~~key~~ employees, approval of Board policies, approval of the budget or budget revisions or ~~unbudgeted~~ purchases over \$~~50~~,000. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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- 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 present Board members.

Executive Director

The Board of Directors ~~hires the Executive Director~~ who ~~is~~ responsible for ~~overseeing~~ the School in all of the aspects of its operations, working with the Board of Directors, the District, ~~key staff members~~ and ~~the school~~ community. ~~(See Appendix I – Organization Chart)~~. The ~~Executive Director~~ ~~is~~ the leader of the school ~~organization~~. The ~~Executive Director~~ ~~reports~~ directly to the Board of Directors, and s/he is responsible for the orderly operation of the School and the ~~oversight~~ of all employees in the School.

The ~~Executive~~ duties shall include, but are not limited to, the following:

- ~~Supervise and evaluate the professional performance of the Head of School.~~

Vincent Academy shall comply with all applicable federal, state, and local laws and regulations and District policy as it relates to charter schools, as they may be amended from time to time.

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Vincent Academy shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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Charter School shall comply with the Brown Act and the Public Records Act.

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Notification of the District

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Vincent Academy shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Vincent Academy shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Vincent Academy shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

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Student Records

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Upon receiving a records request from a receiving school/school district, Vincent Academy shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Vincent Academy shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Vincent Academy closes, Vincent Academy shall comply with the student records transfer provisions in Element 16. Vincent Academy shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

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Vincent Academy acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Vincent Academy to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Vincent Academy and of the District. Vincent Academy further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Vincent Academy does not have that Vincent Academy needs in order to meet its obligations, the District shall provide the same to Vincent Academy in a reasonably timely manner upon request under Education Code section 47604.3."

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

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

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

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

To the extent that Vincent Academy is a recipient of federal funds, including federal Title I, Part A funds, Vincent Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Vincent Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

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

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

Equal Employment Opportunity

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Vincent Academy acknowledges and agrees that all persons are entitled to equal employment opportunity. Vincent Academy shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

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ESEA/NCLB and Credentialing Requirements

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Vincent Academy shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Vincent Academy shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Vincent Academy shall maintain current copies of all teacher credentials and make them readily available for inspection.

As part of the Fall Information Update, Vincent Academy will notify the District in writing of the application deadline and proposed lottery date. Vincent Academy will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

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IV. HUMAN RESOURCES

Qualifications of School Employees

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

In accordance with Charter School health and safety policies, described below, all employees shall be fingerprinted and background checked and receive background clearance and tuberculosis clearance prior to commencing employment with Vincent Academy.

Vincent Academy's key staff members (Executive Director, Head of School and Teachers) will meet the following qualifications:

Executive Director Qualifications:

Education and/ or Experience

- Minimum Master's degree (MA or MS) preferably in Education or Special Education;
- Minimum 3 years successful classroom teaching experience and 5 years successful school directorship experience in urban public school environment.
- Demonstrated budget/ financial skills
- Clear California Teaching and Administrative Credentials.

Other Qualifications

- Experience working in both traditional and innovative school environments, with exceptional management skills.
- Organizational development and systems management experience
- Experience teaching and working with students from urban communities, with specific knowledge and understanding of the needs of students from all experiences, languages and backgrounds.
- Ability to provide leadership to principals and serve as a mentor.
- Sense of humor, high ethical professional standards, equity perspective and deep enjoyment of children.
- Flexibility and adaptability to change with the necessary skills to work in a creative and demanding learning environment, including the ability to problem-solve and manage ambiguity and adversity.
- Excellent organization, time management and follow-up skills; high sense of commitment; demonstrated ability to successfully handle multiple projects simultaneously; ability to work as part of a team.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.

Head of School Qualifications:

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Vincent Academy's Head of School is the instructional leader at the School and is responsible for helping the School and students achieve the outcomes outlined in this charter petition. The Head of School will have the following qualifications:

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Education and/ or Experience

- Minimum Master's degree (MA or MS) preferably in Education or Special Education;
- Minimum 3 years successful classroom teaching experience and 3 years successful instructional leadership and/or administrative experience in urban public school environment.
- Clear California Teaching and Administrative Credentials.

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Other Qualifications

- Experience working in both traditional and innovative school environments, with exceptional management skills.
- Passion for teaching and working with students from urban communities, with specific knowledge and understanding of the needs of students from all experiences, languages and backgrounds.
- In-depth experience in staff development.
- Demonstrated ability to improve academic performance of all students
- Sense of humor, high ethical professional standards, equity perspective and deep enjoyment of children.
- Flexibility and adaptability to change with the necessary skills to work in a creative and demanding learning environment, including the ability to problem-solve and manage ambiguity and adversity.
- Excellent organization, time management and follow-up skills; high sense of commitment; demonstrated ability to successfully handle multiple projects simultaneously; ability to work as part of a team.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.

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Teacher Qualifications:

Education and/or Experience

- Bachelor's degree (BA or BS) from four-year college or university preferably in Liberal Arts
- Appropriately credentialed; NCLB compliant.

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Other Qualifications

- Passion for teaching and working with students from urban communities, with specific knowledge and understanding of the needs of K-5 students from all backgrounds.
- Enthusiasm and commitment to innovate in service of high achievement of all students
- Commitment to the vision, mission and guiding principles of the School.
- Dedication to working closely and cooperatively in a community-based organization with diverse staff, students, families and partnerships.
- CLAD Certification required; BCLAD preferred.

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- Ability to provide leadership and serve as a mentor.
- Sense of humor, high ethical and professional standards, equity perspective and deep enjoyment of children.
- Adaptability to change with the necessary skills to work in a creative and demanding learning environment, including the ability to problem-solve and manage ambiguity and adversity.
- Working knowledge of Spanish, Cantonese or Vietnamese appreciated.

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Non-certificated staff will have qualifications appropriate to their positions, including but not limited to: high ethical and professional standards; enthusiasm and commitment to participating in a cooperative effort to launch Vincent Academy; dedication to working closely and cooperatively with diverse staff, families and partnerships; adaptability to change; and sense of humor. Key employees included in this category are the operations manager and the family and student services director.

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Required Educational Level / Credentialing:

Vincent Academy's core teachers will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Education Code section 47605(I), and shall meet applicable "highly qualified" requirements required by the No Child Left Behind Act. The California Charter Schools Act gives charter schools "flexibility with regard to noncore, noncollege preparatory courses," which is applicable to Vincent Academy's specialty teachers in music, art and foreign language.

Vincent Academy will maintain auditable files of teacher credentials on site in compliance with applicable law.

Teacher Recruitment

Vincent Academy maintains a comprehensive teacher recruitment policy to attract highly-qualified, credentialed teachers. The Vincent Academy recruitment strategies for employing highly qualified teachers include using established teacher recruiting services, such as EdJoin, ApplicantPro, college employment fairs, posting on educational listserves and networking, among other generally acceptable strategies.

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Professional Development

Professional development is and will continue to be provided on an ongoing basis and built into the school calendar. Professional development workshop days include:

- An intensive one- to two-week Summer Institute to implement and develop curriculum and instructional strategies that address the needs of the School's targeted student population.
- Weekly two-and-a-half hour professional development sessions.
- Other designated professional development days scheduled during intersessions.

Professional development needs ~~are and will continue to~~ be assessed through analysis of student assessment data, annual teacher surveys, and formal staff discussions on recommended modifications to the educational program. (See further detail on professional development plan above, in Educational Philosophy and Approach to Instruction.)

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Personnel Policies

The Board ~~maintains~~ personnel policies which ~~are~~ included in a personnel manual. ~~This manual~~ is provided to all employees upon commencing employment.

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Compensation and Benefits

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. —California Education Code Section 47605 (b)(5)(K)

Vincent Academy ~~maintains and will continue to maintain an~~ employee compensation plan in a manner that will attract candidates with the necessary skills and experience.

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Vincent Academy teachers ~~participate~~ in the State Teacher Retirement System ("STRS"). All employees, except for those participating in STRS, shall participate in the Social Security system. Vincent Academy ~~offers~~ 403(b) retirement benefits to ~~eligible~~ non-teaching staff.

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The ~~Executive Director~~ shall coordinate and ensure appropriate participation in applicable retirement programs.

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Employee Representation

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. —California Education Code Section 47605 (b)(5)(O)

~~Vincent Academy is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Vincent Academy shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from OUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.~~

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Rights of School District Employees

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school—California Education Code Section 47605 (b)(5)(M)

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No public school district employee shall be required to work at the School. Persons employed by Vincent Academy are not considered employees of the District for any purpose whatsoever. Employees of the District who choose to leave the employment of the District to work at Vincent Academy shall have no automatic rights of return to the District after employment at Vincent Academy unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Vincent Academy will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Health, Safety and Emergency Plan

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237—California Education Code Section 47605(b)(5)(F)

Vincent Academy shall have a comprehensive site-specific Health, Safety and Emergency Plan including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Vincent Academy each school year.

Vincent Academy shall ensure that all staff members receive annual training on Vincent Academy's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Vincent Academy shall periodically review, and update and/or modify as necessary, its Health Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

The following is a summary of the health and safety policies of Vincent Academy:

Criminal Background Clearances and Fingerprinting

Vincent Academy shall comply with all requirements of Education Code sections 44237 and 45125.1. Vincent Academy shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Vincent Academy shall maintain on file and available for inspection evidence that (1) Vincent Academy has performed criminal background checks and cleared for employment all employees prior to employment; (2) Vincent Academy has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Vincent Academy has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Vincent Academy shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by

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staff. Upon request, Vincent Academy shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

Role of Staff as Mandated Child Abuse Reporters

Vincent Academy shall provide all employees, and other persons working on behalf of Vincent Academy who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Immunization Requirements

Vincent Academy shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Medication in School

Vincent Academy shall adhere to Education Code Section 49423 regarding administration of medication in school. Vincent Academy shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Health Screening Requirements

Vincent Academy shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Vincent Academy shall maintain immunization, health examination, and health screening records on file.

Head Injuries

Vincent Academy shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Vincent Academy.

Emergency Preparedness

Vincent Academy shall adhere to an Emergency Management Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan

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shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. (See Appendix I – Emergency Management Plan)

Bloodborne Pathogens

Vincent Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board of Directors 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, students and staff should follow current medical protocol for disinfecting procedures.

Safe Place to Learn Act

Vincent Academy shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Gun-Free Schools Act

Vincent Academy shall comply with the federal Gun-Free Schools Act.

Drug Free/Alcohol Free/Smoke Free Environment/Tobacco Use Prevention

Vincent Academy shall function as a drug, alcohol and tobacco free workplace and shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.

Facility Safety

Vincent Academy shall utilize facilities that are compliant with the Americans with Disabilities Act and meet the California Building Standards Code and local building codes. Vincent Academy 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. The School shall conduct fire drills as required under Education Code Section 32001.

Family Educational Rights and Privacy Act (FERPA)

Vincent Academy, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times

Comprehensive Sexual Harassment Policies and Procedures

Vincent Academy is committed to providing a school that is free from 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. Vincent

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Academy shall adopt a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Vincent Academy (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 Vincent Academy sexual harassment policy, included in the Employee Handbook.

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Dispute Resolution

Governing Law: The procedures to be followed by the Vincent Academy and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605 (b)(5)(N)

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The School 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. The School is willing to consider changes to the process outline below as suggested by the District.

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

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

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Charter School 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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Charter School 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.

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Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational

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program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

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Disputes Between the School and the Charter-Granting Agency

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

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To, Vincent Academy, c/o School Director:

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Vincent Academy

2501 Chestnut Street

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Oakland, CA 94607

To Coordinator, Office of Charter Schools:

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Office of Charter Schools

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Oakland Unified School District

1000 Broadway, 6th Floor, Suite 639

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Oakland, California 94607

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(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S.

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Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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

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

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

Documentation of Admissions and Enrollment Processes

Vincent Academy shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Vincent Academy is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Vincent Academy complies with all applicable legally required minimum and maximum age requirements.

In order to ensure that all students are placed appropriately and benefit fully from Vincent Academy, parents are invited to participate in a pre-enrollment meeting and a school tour. Upon admission, parents are required to attend a family orientation.

Parent Engagement

Parents are encouraged to attend parent workshops conducted over the course of the school year regarding the educational program in order to learn about the school's program and further a their child's learning at home.

Vincent Academy shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Vincent Academy.

Enrollment forms to Vincent Academy must be completed and returned to the School no later than the deadline published for that school year to be included in Vincent Academy's random public lottery.

Upon admission to Vincent Academy, the registration process is comprised of the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, e.g. birth certificate;

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- Authorization for the school to request and receive student records from schools the student has attended or is currently attending;
- A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided;
- A copy of any existing 504 or Individual Education Plan (IEP) for the student shall be provided.

All students who wish to attend Vincent Academy ~~are~~ admitted, up to capacity. Admission to Vincent Academy ~~is~~ not be determined by the place of residence of the student or his or her parent in the State, except as provided in Education Code Section 47605(d)(2).

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If the number of students who wish to attend the school exceeds the School's capacity, admission, except for existing students of Vincent Academy, ~~is~~ determined by a public random drawing. In the case of a public random drawing, the following ~~are~~ given preference for admission to the school in ranked order⁶:

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1. Siblings of students currently enrolled
2. Children of Vincent Academy employees
3. ~~Students residing within the boundaries of the West Oakland neighborhood~~
4. Students residing within the boundaries of the Oakland Unified School District.

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All applications drawn after reaching capacity ~~are~~ placed on a wait-list, in order in which they are drawn.

Non-Discrimination

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.—California Education Code Section 47605 (b)(5)(G)

~~Vincent Academy shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Vincent Academy may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.~~
~~Vincent Academy shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.~~

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Homeless and Foster Youth

Vincent Academy shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Vincent Academy shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Vincent Academy is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Vincent Academy shall comply with all applicable provisions of Education Code sections 48850 – 48859.

Vincent Academy will continue to implement a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the District in the West Oakland region:

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District
- Outreach meetings that include prospective parents of all racial and ethnic backgrounds.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the District.

Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend Vincent Academy, —California Education Code Section 47605 (b)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

Suspension/Expulsion Procedures

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

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

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instruction. This Policy shall serve as Vincent Academy's policy and procedures for student suspension and expulsion; it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The School will use preventive measures to reduce these incidents, such as use of the PATHS curriculum to help students avoid conflict escalation and carefully consider their actions and potential outcomes.

This Policy and its Procedures is printed and distributed annually as part of the Family/ Student Handbook and clearly describes discipline expectations. Vincent Academy administration ensures that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice states that the Pupil Suspension and Expulsion Policy is provided in the Family/ Student Handbook.

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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.

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

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~~Vincent Academy shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the School under its disciplinary procedure, as an "expulsion" under the Education Code.~~

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~~In the case of a special education student, or a student who receives 504 accommodations Vincent Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.~~

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Grounds for Suspension and Expulsion of Students:

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A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time 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

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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 of 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.

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- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 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 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 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 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 pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an

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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 5, inclusive.
- t) Caused, attempted to cause, threaten 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 5, 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 5, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- 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).

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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, knife, explosive, or other dangerous object 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 Head of School's or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be expelled 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 of 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 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 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.

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- 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 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 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 pre-initiation 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 5, inclusive.

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- t) Caused, attempted to cause, threaten 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 5, 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 5 inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
- 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).

4. Non -Discretionary Expellable Offenses: Students must be expelled 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, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School's or designee's concurrence.

If it is determined by the Governing Board 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.

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Suspensions shall be initiated according to the following procedures:

1. Conference:

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or the Head of School's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Head of School.

The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians:

At the time of the suspension, 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 school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion:

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Head of School or the Head of School's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Head of School or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others.

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Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

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A student may be expelled either by the Vincent Academy Board following a hearing before it, or by the Vincent Academy Board 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 either a teacher of the pupil or a member of Vincent Academy's Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

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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 Head of School or designee determines that the Pupil 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 pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of Vincent Academy's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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Vincent Academy 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

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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 Vincent Academy 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 pupil.

1. 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.
2. Vincent Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. 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.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person 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.
6. 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 person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. 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.
8. 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.

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9. 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.
10. 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

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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

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

If an Administrative Panel is used, the Administrative Panel shall provide written findings of fact and a written recommendation to the Board, which will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following

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the conclusion of the hearing. The Decision of the Board is final.

If the decision is made not to expel, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

Following a decision of the Board to expel, the Executive Director or designee 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: Notice of the specific offense committed by the student; and 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 Vincent Academy.

Vincent Academy shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Vincent Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Vincent Academy 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, pursuant to Education Code Section 47605(d)(3).

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The Head of School 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. ... [398]

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Disciplinary Records

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Vincent Academy shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the District upon request.

No Right to Appeal

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The pupil shall have no right of appeal from expulsion from Vincent Academy, as the Vincent Academy Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

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Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Vincent Academy shall work cooperatively with parents/guardians as requested by parents/guardians or by the District of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

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

Readmission

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

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Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

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1. Notification of SELPA:

Vincent Academy shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who

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Vincent Academy or SELPA 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, Vincent Academy, 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:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Vincent Academy, 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 Vincent Academy, 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:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Vincent Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and Vincent Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

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If Vincent Academy, 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 Vincent Academy may apply the relevant disciplinary procedures to children 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 child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or believes that maintaining the current placement of the child 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 the School, 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 the School agree otherwise.

5. Special Circumstances:

Vincent Academy personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Head of School 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:

- a) 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;
- b) 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
- c) 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.

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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 IDEA and who has violated Vincent Academy's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Vincent Academy had knowledge that the student was disabled before the behavior occurred.

Vincent Academy shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) 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 School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other school supervisory personnel.

If Vincent Academy 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 IDEA-eligible children with disabilities, including the right to stay-put.

If Vincent Academy had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Vincent Academy shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the school pending the results of the evaluation.

Vincent Academy 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.

VI. FINANCIAL REPORTING AND ACCOUNTABILITY

Budget and Cash Flow

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

- California Education Code Section 47605(g).

Please see Appendix L for the School's financial projections and cash flow as required by Education Code Section 47605(g). These documents are based upon the best data available to the Petitioners at the date of submission.

Cash Reserves

Vincent Academy acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Vincent Academy shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Internal Fiscal Controls

Vincent Academy will develop and maintain sound internal fiscal control policies governing all financial activities.

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Vincent Academy shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed Code § 47606.5(b)).

Financial Reporting

Vincent Academy shall provide reports to District and the County Superintendent of Schools in accordance with Education Code Section 47604.33. In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply:

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- *September 1 – Final Unaudited Financial Report for Prior Year*
- *December 1 – Final Audited Financial Report for Prior Year*
- *December 1 – First Interim Financial Report for Current Year*
- *March 1 – Second Interim Financial Report for Current Year*
- *June 15 – Preliminary Budget for Subsequent Year*

Office of Charter Schools Audit and Inspection of Records

Vincent Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization.

- Vincent Academy is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Vincent Academy.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Vincent Academy to meet generally accepted accounting principles or if Vincent Academy engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Vincent Academy books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement.
- Internal controls, both financial and operational in nature.
- The accuracy, recording and/or reporting of Vincent Academy's financial information.
- Vincent Academy's debt structure.
- Governance policies, procedures and history.
- The recording and reporting of attendance data.
- Vincent Academy's enrollment process.
- Compliance with safety plans and procedures, and

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- Compliance with applicable grant requirements.

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

Insurance

Vincent Academy shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District and the District Governing Board shall be named as additional insured on all policies of Vincent Academy.

Administrative Services

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

The Executive Director will assume the lead responsibility for administering Vincent Academy under the policies adopted by Vincent Academy's Board of Directors.

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

Special Education Revenue Adjustment/Payment for Services

In the event that Vincent Academy owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Vincent Academy, Vincent Academy authorizes the District to deduct any and all of the in lieu property taxes that Vincent Academy otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Vincent Academy further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Vincent Academy. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Vincent Academy agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Facilities

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

Vincent Academy has entered into a long-term lease with Chestnut Campus, Inc., a subsidiary of BRIDGE Housing Corporation for the school site located at 2501 Chestnut Street, Oakland, CA 94607 and intends to utilize the site as a permanent home.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

If Vincent Academy 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

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

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Vincent Academy reserves the right to apply to the District for an appropriate school facility under Proposition 39. It shall utilize California Building Standards Code compliant facilities in accordance with Education Code Section 47610.

If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, renewal petition, or request for material revision, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use

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agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors.

i. Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

ii. Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than

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Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

• Minimum Payments or Charges to be Paid to District Arising From the Facilities:

i. Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

ii. Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

• Maintenance and Operation Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

i. Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

ii. Sole-Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance series and payment for such services in the use agreement.

• Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.

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Transportation

No transportation to and from school will be provided for students by Vincent Academy except as required by law for students with disabilities, according to their Individualized Education Plans.

Independent Fiscal Audit

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

An annual independent fiscal audit of the books and records of Vincent Academy will be conducted as required under the Charter Schools Act, Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Vincent Academy will be kept in accordance with generally accepted accounting principles, 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 Controllers K-12 Audit Guide.

An audit committee of the Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller's Office on its published list as an educational audit provider. 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.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Vincent Academy Board of Directors with recommendations on how to resolve them. 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 same. Any appeals or requests for summary review of audit exceptions shall be made to the Education Audit Appeals Panel.

The independent fiscal audit of Vincent Academy is a public record to be provided to the public upon request.

Revocation of the Charter

The District may revoke the Charter if Vincent Academy commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of

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Charter School if the District finds, through a showing of substantial evidence, that Vincent Academy did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Vincent Academy in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close Vincent Academy, either by the governing board of Vincent Academy by the OUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(j)) or non-renewed by the OUSD Board of Education; the governing board of Vincent Academy votes to close Vincent Academy; or the Charter lapses.

Closure Procedures

Governing Law: 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 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))

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Vincent Academy shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Vincent Academy will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Vincent Academy shall send written notice of its closure to:

1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

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Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS

Records Retention and Transfer

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Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

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1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

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2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another

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3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.

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4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records

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5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

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6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

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7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

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8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

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Financial Close-Out

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After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE.

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These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

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d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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VII. IMPACT ON THE DISTRICT

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

Potential Civil Liability Effects

Intent

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

Civil Liability

Vincent Academy is the fictitious business name of Partners in Oakland Education, Inc., a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purposes of this corporation are to: (1) establish, oversee and maintain a California public charter school that provides quality education primarily to California low-income youth in any primary and secondary grades, as determined by the Corporation, and (2) provide such other services, including, but not limited to, the provision of educational programs and health services, to the population served by the California public charter school as determined by the Corporation to be appropriate. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated charitable and public purposes, or in any other charitable activities

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. Vincent Academy's Articles of Incorporation and bylaws are attached as Appendix G. Vincent Academy shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of Vincent Academy.

Further, Vincent Academy and the District shall enter into a memorandum of understanding, wherein Vincent Academy shall indemnify the District for the actions of Vincent Academy under this charter.

The corporate bylaws of Vincent Academy shall provide for indemnification of Vincent Academy's Board of Directors, officers, agents, and employees, and Vincent Academy will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. The District shall be named an additional insured on the general

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liability insurance of Vincent Academy. Insurance amounts will be determined by recommendation of Vincent Academy's insurance company for schools of similar size, location, and student population.

The Board of Directors of Vincent Academy will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Vincent Academy must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of Vincent Academy in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Vincent Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization.

Vincent Academy is subject to District oversight.

The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Vincent Academy.

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

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

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

Vincent Academy shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice Vincent Academy

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When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

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

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VIII. CONCLUSION

By approving this charter, the Oakland Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; 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 set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a renewal charter. Vincent Academy's charter term shall begin on July 1, 2016, and shall expire on June 30, 2021. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and Education 47607 as applicable.

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ⁱⁱ Goldenberg, C. (2008) Teaching English language Learners, What the Research Does - and Does Not Say . Washington, DC: American Educator (Summer 2008).

ⁱⁱⁱ Susana Dutro and Carrol Moran (2003) Rethinking English Language Instruction: An Architectural Approach Chapter 10 in G. Garcia (Ed.) English Learners: Reaching the Highest Level of English Literacy. Newark, DE: International Reading Association.

^{iv} Haberman, M. (1991). The pedagogy of poverty versus good teaching. Phi Delta Kappan, 73, 290-294.

^v Akiba et al. (2007) Teacher Quality, Opportunity Gap, and National Achievement in 46 Countries. Educational Researcher, 36: 369-387

^{vi} Sapp, J. (2006) Rigor + Support = Success, *Teaching Tolerance*, 29 (Spring 2006)

^{vii} "Toxic Stress." CenterForYouthWellness Burke-Harris, Nadine, 2015.

^{viii} Subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.)

^{ix} Gordon, R. "Facing the Consequences: An Examination of Racial Discrimination in U.S. Public Schools" Applied Research Center. March 2000.

^x BayCES: Impact Report (2007) *Transforming Urban Schools*: <http://www.bayces.org/article.php?story=impreport>

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- | ^{xi} “The ‘Why’s’ of Class Size: Student Behavior in Small Classes” by Jeremy Finn, Gina Pannozzo, and Charles Achilles, *Review of Educational Research*, Fall 2003 (Vol. 73, #2, p. 321-368)
- | ^{xii} “Halting the Summer Achievement Slide: A Randomized Field Trial of the KindergARTen Summer Camp” by Geoffrey Borman, Michael Goetz, and Maritza Dowling in *Journal of Education for Students Placed at Risk*, April-June 2009 (Vol. 14, #2, p. 133-147)
- | ^{xiii} “Empowered – After School” by Susan Neuman in *Educational Leadership*, April 2010 (Vol. 67, #7, p. 30-36)
- | ^{xiv} Gay, G. *Culturally Responsive Teaching: Theory, Research and Practice* (2000).
- | ^{xv} Tomlinson, C.A. *The Differentiated Classroom: Responding to the needs of all learners*. (Alexandria: Association of Supervision and Curriculum Development, 1999).
- | ^{xvi} “Research on Reading: A Cautionary Tale” by Gregory Camilli and Paula Wolfe in *Educational Leadership*, March 2004 (vol. 61, #6, p. 26-29)
- | ^{xvii} “Classroom Assessment Minute by Minute, Day by Day” by Siobhan Leahy, Christine Lyon, Marnie Thompson, and Dylan Wiliam in *Educational Leadership*, November 2005 (Vol. 63, #3, p. 18-24)
- | ^{xviii} “What We Know and Don’t Know About Improving Low-Performing Schools” by Daniel Duke in *Phi Delta Kappan*, June 2006 (Vol. 87, #10, p. 728-734)
- | ^{xix} “The Salience of the Subtle Aspects of Parental Involvement and Encouraging That Involvement: Implications for School-Based Programs” by William Jeynes in *Teachers College Record*, March 2010 (Vol. 112, #3, p. 747-774)
- | ^{xx} Allington, R. (2005) The Other Five ‘Pillars’ of Effective Reading Instruction, *Reading Today*, 22:3.
- | ^{xxii} “Embracing ‘Response to Intervention’” by Christina Samuels in *Education Week*, Jan. 23, 2008 (Vol. 27, #20, p. 22-24)

or association with an individual who has any of the aforementioned characteristics). The School shall further not discriminate on the basis of creed, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. [Ref. Education Code Section 47605(d)(1)]

The School shall admit all pupils who wish to attend Vincent Academy, and who submit a timely application, unless Vincent Academy 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 drawing process. Except as required by Education Code Section 47605(d)(2), admission to Vincent Academy 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 the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]

The School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").

The School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

The School shall ensure that teachers in Vincent Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

The School shall at all times maintain all necessary and appropriate insurance coverage.

The School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

If a pupil is expelled or leaves Vincent Academy without graduating or completing the school year for any reason, Vincent Academy 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. [Ref. California Education Code Section 47605(d)(3)]

The School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

The School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]

The School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

The School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [[Ref. California Education Code Section 47612(b), 47610]

The School shall comply with all applicable portions of the No Child Left Behind Act.

The School shall comply with the Public Records Act.

The School will adhere to all applicable provisions of federal law relating to students who are English Learners, including Title VI of the Civil Rights Act of 1964; and the Equal Educational Opportunities Act of 1974.

The School shall comply with the Family Educational Rights and Privacy Act.

The School shall comply with the Ralph M. Brown Act.

The School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

The School will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

The School will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

The School will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the School, including special education; a cash flow and financial projections for the first three years of operation.

The School will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, and enrollment policy, and an approved certificate of building occupancy for each facility in use by the School according to the schedule set by the Office of Charter School but in any event prior to the opening of the School.

The School will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

The School will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.

The School will operate in compliance with generally accepted government accounting principles.

The School will maintain separate accountings of all funds received and disbursed by the School.

The School will participate in the California State Teachers' Retirement System as applicable.

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The California State Board of Education, in its recommended Model Application for Charter Schools, has stated that the founding group of a charter school should be able to present evidence that it and its members have the necessary background in the following areas:

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Curriculum, instruction and assessment;
Finance, facilities and business management; and
Organization, governance and administration.

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Justice Carol A. Corrigan, J.D., is Associate Justice of the California Supreme Court. Justice Corrigan previously served on the Court of Appeal, Superior and Municipal Courts. Justice Corrigan has been an adjunct professor of law at Hastings College of Law; the University of California Berkeley School of Law; the University of San Francisco School of Law and the University of Puget Sound School of Law (now Seattle University School of Law). She has also served on the Governing Board of the California Center for Judicial Education and Research. Justice Corrigan has been involved in the education of judges and lawyers for over 20 years. Justice Corrigan continues to teach at the California Judge's College and with the National Institute of Trial Advocacy. Justice Corrigan sits on the Board of Trustees for Holy Names University and is Board Chair of Saint Vincent's Day Home. Justice Corrigan holds a Juris Doctor degree from the University of California, Hastings College of the Law and a B.A. from Holy Names University.

Jean Driscoll is an adjunct professor of economics at the University of San Francisco School of Business and Professional Studies. Ms. Driscoll worked as a finance and strategy consultant for more than two decades, first at McKinsey and Co., and later in her own practice. Her practice involved real estate finance and strategic planning for business, public and nonprofit clients. Her consulting engagements ranged from advising major financial institutions, including Wells Fargo and the Bank of America, on development of new products and market strategies for real estate lending and retail banking, to financing land conservation projects on behalf of the David and Lucile

Packard Foundation and other philanthropies. Ms. Driscoll has a bachelor's degree in economics from the University of Massachusetts and an MBA from Columbia University. She currently serves on the board of directors of the Northern California Community Loan Fund, the Zen Hospice Project, and Saint Vincent's Day Home.

Justice Martin J. Jenkins sits on the California Court of Appeal, First Appellate District. Justice Jenkins previously served on the United States District Court for the Northern District of California, from November 1997 to April 2008. Justice Jenkins has a long history of service in the US and California Court System, ranging from trial attorney at the United States Department of Justice where he joined the Civil Rights Division-Criminal Section to prosecutor in the Alameda County District Attorney's Office. In 1989, Governor George Dukemajian appointed Justice Jenkins to the Oakland Municipal Court, where he was elevated to the Alameda County Superior Court, as Presiding Judge of the Juvenile Division. Justice Jenkins also worked in the private sector as an employment attorney with Pacific Bell. Justice Jenkins graduated from Santa Clara University and University of San Francisco School of Law. His involvement in numerous civic, religious and charitable youth organizations led to being awarded the St. Thomas More Award, in recognition of his distinguished record of service and dedication to his family, his church and his community.

Corinne Mohrmann is currently the Executive Director of Saint Vincent's Day Home, in Oakland, CA., and is a founding member of the Board of Directors of Vincent Academy. With over 36 years in early childhood education, she has served as a teacher, administrator, lecturer, and member of multiple professional organizations. Ms. Mohrmann is the recipient of multiple awards for her service to children and families in the Bay Area, for outstanding achievement in the area of child development from the California Superintendent of Public Instruction, the California Child Development Administrators, the Bay Area Child Development Consortium. In addition, she received five years of perfect ratings in the program quality review from the California Department of Education, Child Development Division. Ms. Mohrmann has served on the Board of Directors of Holy Family Day Home, Birthways, and the Urban Strategies Council. Ms. Mohrmann holds a Bachelor of Arts and Master of Arts in Human Development from Pacific Oaks College, a California teaching credential, and a California community college instructor credential.

Peter Reinke chairs the History Department at Head-Royce School, where he has taught history for fourteen years, and is a founding member of the Board of Directors of Vincent Academy. Previously, he was an assistant to U.S. Senator John Chafee. While in Washington, D.C. he was a founding board member of U.S. Senator Jim Jeffords' Everybody Wins literacy foundation. Mr. Reinke is a trustee of the California State Teachers Retirement System, the nation's second largest public pension fund. He chairs the system's Corporate Governance Committee and is past vice-chair of its Investment Committee. He serves on the California board of Common Cause and is also a founding advisory council member and panelist for the East Bay College Fund. He previously served as vice chair of Oakland's Public Ethics Commission and chaired that city's municipal Sunshine Ordinance Committee. Mr. Reinke also chaired the board of Clausen

House. Mr. Reinke earned his BA from Brown University with department honors in history, and a Masters of Art from Columbia University for Independent School Leadership.

Founding Board of Directors of Vincent Academy

The founding Board of Directors of Vincent Academy will include: Corinne Mohrmann, Peter Reinke, Jean Driscoll, Dr. Marguerite Conrad, Kathryn Nicol, the Head of School (not yet identified) and the following members:

Kim Watson, parent representative. Ms. Watson is the mother of a three-year-old student at the Day Home, and along with several siblings, attended the Day Home as a child. Ms. Watson currently heads the Day Home's Parent Committee.

Gayle Quinn, community representative. Ms. Quinn has worked at the West Oakland Health Council for 39 years, and as the Director of Health Education there for 26 years. In addition to her work at WOHC, Ms. Quinn has served as Assistant to three Alameda County Supervisors, and has been involved in the local faith-based community. Ms. Quinn as a Master's Degree in public health from the University of California, Berkeley and a B.A. in Health Sciences from San Francisco State University. Ms. Quinn currently serves on the Advisory Board Member of the Allen Temple Robert C. Scott Wellness Center.

Committees

In addition to members of the Board of Directors of Partners in Oakland Education, the school development committees include the following individuals.

Education Committee:

Dr. Marguerite Conrad, assistant professor in the Department of Elementary Education at San Francisco State University, is a founding member of the Board of Directors of Vincent Academy. Dr. Conrad specializes in language and literacy education, focusing on reading theory and methodology at the elementary and middle school level. Dr. Conrad teaches reading methods courses in the multiple subject credential program, the Bay Area Teacher Training Institute (BATTI), and the Masters in Language and Literacy/Reading Specialist Program. She also teaches courses in social studies methods, family literacy, and writing theory and methodology. Dr. Conrad has worked as a reading specialist, literacy coach, literacy consultant, and professor of education for the past 20 years. Dr. Conrad taught in public schools for thirteen years.

Kathryn Nicol is an education consultant, and a founding member of the Board of Directors of Vincent Academy. Ms. Nicol holds a BS in Environmental Toxicology from UC Davis, and MS in Instruction from Drexel University. She is a graduate of the New Leaders for New Schools Program. Ms. Nicol has seven years of teaching and four years

of administrative experience. Her most recent position was Principal at Civicorps Elementary School in Oakland.

Susan Aaron holds a BA in history from Princeton University and an MA in education from Stanford University. Susan Aaron is an education/outreach specialist and management consultant, with focus on community participation, program development, database management, and organizational development. She has over seventeen years of teaching and administrative experience in the field of secondary education in public and private schools in the Bay Area.

Joan Diamond has 23 years of experience as a public elementary school principal in San Ramon. Ms. Diamond taught elementary school for 17 years prior to becoming a school administrator. She also served as a reading specialist. Ms. Diamond has a Masters Degree in Education from U.C. Berkeley.

Lauren Railey teaches seventh grade at Head-Royce School. Ms. Railey holds a B.A. in political science and Italian from Middlebury College, and M.A.T. and a Rhode Island Teaching Certificate from Brown University. Ms. Railey's twelve years of teaching experiences includes Town School in San Francisco, the St. Mark's School in San Rafael, and Head Royce, where she has taught first and seventh grades.

Debra Harper, Lower School science teacher at Head-Royce School, holds a BA in Psycobiology from U.C. Santa Cruz, and received a single subject teaching credential (Science) from Cal State, San Francisco. Ms. Harper taught and developed science curriculum at the Lawrence Hall of Science for eleven years. She has served as the K-5 Science Resource teacher at Head Royce School for the past nine years.

Anna-Marie Nilsson, teaches Kindergarten at Head-Royce School. Ms. Nilsson holds a B.A. in social science from San Jose State. She has thirty-three years of elementary school teaching experience, including fifteen years at Head-Royce School, nine years at St. Paul's Episcopal School and nine years in the Lafayette school District. Ms. Nilsson has taught every elementary grade.

Zach Bernard is a second grade teacher at Head-Royce School. Mr. Bernard holds a B.A. in American Studies from UC Santa Cruz, and a Multiple Subject Teaching Credential from the BATTI program. Mr. Bernard has seven years of teaching experience. He served as an assistant teacher at the Washington Montessori School in Connecticut and as a cultural room teacher at the Child Unique Montessori School in Alameda. Mr. Bernhard has been teaching at Head-Royce since 2006.

Administrative Operations Committee:

Jill Collins Williams, committee chair, is Principal of HR BizPartners, where she is responsible for the management of all program development, consulting operations and client relationship development. Ms. Williams provides coaching and guidance to clients to implement positive change based on the results of an HR audit and current industry

best practices. Maintaining the integrity of HR within the business or nonprofit environment is the goal of the firm. Ms. Williams has over twenty years of human resources and consulting experience. Ms. Williams will provide human resources services to Vincent Academy on a pro bono basis for the initial two years of operation.

Finance Committee:

Andy Hempeck is a Principal at Creekside Partners Investment Counsel, where he is director of portfolio management. Mr. Hempeck has nineteen years of investment industry experience. Prior to joining Creekside Partners, Mr. Hempeck served as Vice President of Fisher Investments. Mr. Hempeck holds a Bachelors of Science in business Administration from Oregon State University.

Site Committee:

Peter Calthorpe, committee chair, is Principal of Calthorpe Associates. The firm's expertise ranges from urban infill and redevelopment plans to new towns and regional growth strategies, from housing and retail development to commercial and civic design. Over Mr. Calthorpe's long and honored career in urban design, planning, and architecture, he has received numerous honors and awards, including appointment to the President's Council for Sustainable Development and, in 2006, receipt of the Urban Land Institute's prestigious J.C. Nichols Prize for Visionaries in Urban Development.

Larry Strain, FAIA, LEED AP, is a Principal of Siegel & Strain Architects. Since 1985, Siegel & Strain has championed sustainability as an integral part of the design process. Through leadership and a commitment to innovation in green design and historic preservation, the firm has created award-winning projects and an ecologically-based practice that has gained national attention. From its Emeryville office, located in the San Francisco Bay Area, Siegel & Strain provides building design and master planning services to a diverse client base on a wide range of civic, educational, and residential projects.

Chart Summarizing Expertise of Founders

Founder	Curriculum and Instructional Assessment	Finance and Management	Facilities	Governance and Law	School Administration	Pupil Services	Personnel	Community Outreach
Susan Aaron	X					X		
Zach Bernard	X					X		
Peter Calthorpe			X					
Marguerite Conrad	X					X		
Justice Corrigan				X			X	
Joan Diamond	X				X	X	X	

Jean Driscoll		X	X	X				
Debra Harper	X					X		
Andy Hempeck		X						
Justice Jenkins				X				
Corinne Mohrmann	X	X			X	X	X	X
Kathryn Nicol	X				X	X	X	X
Anna-Marie Nillson	X					X		
Gayle Quinn								X
Lauren Railey	X					X		
Peter Reinke	X				X	X		
Larry Strain			X					
Kim Watson								X
Jill Collins Williams							X	

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Day Home Community

Gathering input from Day Home parents has been crucial to the development of this petition. The Founding Group has held a series of open school visioning meetings in multiple languages to gain the valuable insight of the Day Home community. This process has provided rich input for consideration. The final petition reflects our collective vision of what a great school should be and includes specific programmatic elements that address the needs and desires of the community.

In conjunction with Vincent Academy founders, a team of parents has begun a series of meetings to discuss the Vincent Academy program and to develop a support initiative for implementation of the school plan. The work of this core group is instrumental in raising awareness and developing clarity about the mission and vision of Vincent Academy.

The Founding Group has benefited from the insights of Day Home administrative and

family services staff who have discussed with us at length the programmatic elements they consider important to a successful school.

Advisory Council

Partners in Oakland Education has established an Advisory Council, under the leadership of Maureen Duncan, retired Chevron attorney, to provide guidance in various aspects of this endeavor. The Advisory Council includes:

NAME	AFFILIATION¹
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Susan Aaron	Educator and consultant
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Al Adams	Head of School, Lick-Wilmerding High School
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Peter Calthorpe	Principal, Calthorpe Associates
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Paul Chapman	Head of School, Head-Royce School
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Dr. Robert Cooper	Executive Director, West Oakland Health Council
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Betsy Crabtree	Publisher, San Francisco Arts Monthly
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Robert Davenport	Chairman, Brightpath, LLC
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Maureen Duncan	Retired attorney
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Joan Diamond	Retired public school principal
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John Faggi	Teacher, College Preparatory School
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Andy Hempeck	Principal, Creekside Partners
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Hon. Thelton Henderson	Senior U.S. District Court Judge, Chief Judge Emeritus
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Rick Holliday	Founder and President, Holliday Development
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Ronald Lay	Former OUSD Principal, Consultant to OUSD
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¹ Affiliations are for identification purposes only

Liselle Matheson Co-founder, Gateway Charter High School

Karan Merry Head of School, St. Paul's Episcopal School

Libby Schaaf Office of Community and Economic Development, City of Oakland

Amy Slater Member, East Bay Community Foundation Board of Directors

Jenna Stauffer Director of Operations, Lighthouse Community Charter School

Kat Taylor Founding Director, OneCalifornia Bank and OneCalifornia Foundation

Anne Washington Director of Operations, Stuart Foundation

Don White Alameda County Treasurer

Consultants

The following consultants have been hired to assist in the development and operation of this Charter School:

Middleton, Young & Minney, LLP, Sacramento, CA

Middleton, Young & Minney, LLP is California's most experienced, knowledgeable and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, MY&M offers expertise in every facet of charter school creation, expansion and operation — including charter petitions and negotiations, MOUs, non-profit incorporation, board governance, facilities, and policy development. MY & M is a leader in charter school law, with experience representing over 350 charter schools throughout the state. MY&M partners Paul Minney and Lisa Corr are leading the legal team working on this petition.

EdTec, Inc., Emeryville, CA

EdTec is a social venture with a mission and singular focus to deliver high-value business, charter development, educational support, and technology services - exclusively to charter

schools. EdTec is the most comprehensive charter school services provider, and supports schools throughout the state from its Northern and Southern California offices. Since inception in 2001, EdTec has assisted more than 150 charter schools and developers, providing charter development, student information (PowerSchool™), assessment solution (DataDirector™) services, governance training, and strategic planning. Executive Vice President Peter Laub is leading EdTec's work on this petition.

Eric Premack, Charter School Development Center, Sacramento, CA

Eric Premack is the Director of the Charter Schools Development Center (CSDC). Mr. Premack has been involved with the development of the charter school concept since its inception in his native Minnesota in the 1980s. He is known for his expertise in education, finance, management, and labor relations issues and his in-depth grasp of the practical details of charter school operation and charter school legislation. He is a frequent speaker at state and national education conferences and charter school groups, advises state and national-level policymakers, provides extensive consulting services to charter school developers and grantors, and served as staff to the U.S. Department of Education-sponsored National Study of Charter Schools. Mr. Premack served on the California State Superintendent's Charter School Advisory Committee, was an Advisor to the board of the California Network of Educational Charters (CANEC). He was awarded the Hart Vision Award for outstanding service to the charter school movement in California by CANEC.

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has been central to the Vincent Academy charter effort from the beginning of the project. She

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and take up the challenge to ensure that VA scholars receive a rich and well-rounded education that prepares them to thrive in the world of the 21st Century.

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Most recently Prior to joining the Vincent Academy, leadership team ,

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The mission of Vincent Academy is to provide excellent education, grounded in scholarship, compassion and resilience. The school is founded on the belief that academic success is attainable for all students in the context of family support and community involvement. Our school combines a rigorous academic program, augmented by a rich offering of the arts, with a strong system of education and support services for parents, in partnership with other

community organizations. Vincent Academy promotes the intellectual, social and emotional growth of our students, helping them to develop deep respect for, and clear sense of responsibility to themselves, their families, their cultures, and their communities. While striving for academic excellence, we place equal value on character development and self-esteem of our students. Our robust curriculum prepares our students to be 21st century learners, and seeks to inspire and prepare them to participate actively as members and leaders of a democratic society.

The mission of Vincent Academy is to provide excellent education, grounded in scholarship, compassion and resilience. The school is founded on the belief that academic success is attainable for all students in the context of family support and community involvement. Vincent Academy Modeled after the approach of Saint Vincent's Day Home, our school combines a rigorous academic program, augmented by a rich offering of the arts, with a strong system of education and support services for parents, in partnership with other community organizations. Our program promotes the intellectual, social and emotional growth of our students, helping them to develop deep respect for, and clear sense of responsibility to themselves, their families, their cultures, and their communities. While striving for academic excellence, we place equal value on character development and self-esteem of our students. Our robust curriculum prepares our students to be 21st century learners, and seeks to inspire and prepare them to participate actively as members and leaders of a democratic society.

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Vision Statement

Vincent Academy is a safe, joyful, academically rigorous, and community-minded elementary school where children can develop their innate talents and skills, learn about the complex world around them, and receive the support necessary to truly thrive and become community leaders in a global context.

The development of our vision has been inspired by the leadership of those who have guided the St. Vincent's Day Home through generations of small children and waves of change in the community and the work of Geoffrey Canada's Harlem Children's Zone. Canada's work in Harlem and the research associated with that work have shown that to change the trajectory of a disadvantaged child, one needs to: intervene early in life; continue to intervene through adolescence; give the child extra time in school and support outside of school; involve the child's parents and family; focus on improving cognitive skills but also nurture the child's non-cognitive, social and emotional skills.¹ Our vision for Vincent Academy is the creation of just such an integrated learning community.

Our vision is echoed in the U.S. Department of Education's Promise Neighborhoods initiative. The core idea behind the Promise Neighborhoods initiative is that providing both effective schools and strong systems of support to children and youth in poverty and, thus, meeting their health, social services, and educational needs, will offer them the best foundation for a successful future. The Promise Neighborhoods initiative promotes a continuum of effective community services, strong family supports, and comprehensive education reforms to improve the educational and life outcomes for children and youths in high-need communities.

This initiative is an Vincent Academy's program is an outgrowth of the Day Home St. Vincent's Day Home's program and oaims to provide f wrap-around services for children and families, coupled with a state-of-the-art, research-based education program. It is the combination of excellent education and family services that will makes Vincent Academy an extraordinary elementary school and an important community asset.

Vincent Academy intends tois be a safe, joyful, academically rigorous, and community-minded elementary school where children can develop their innate talents and skills, learn about the complex world around them and receive the support necessary to truly thrive and become community leaders in a global context.

The development of our vision has been inspired by the leadership of those who have guided the Day Home through generations of small children and waves of change in the community, as well as the work of Geoffrey Canada's Harlem Children's Zone. Canada's work in Harlem and the research associated with that work have shown that to change the trajectory of a disadvantaged child, one needs to: intervene early in life; continue to intervene through adolescence; give the child extra time in school and support outside of school; involve the child's parents and family; focus on improving cognitive skills but also nurture the child's non-cognitive, social and emotional skills.¹ Our vision for Vincent Academy is the creation of just such an integrated learning community.

Our vision is echoed in the new Promise Neighborhoods Initiative introduced recently by the U.S. Department of Education. The core idea behind the Promise Neighborhoods Initiative is that providing both effective schools and strong systems of support to children and youth in poverty and, thus, meeting their health, social services, and educational needs, will offer them the best hope for a better life. The Promise Neighborhoods Initiative promotes a continuum of effective community services, strong family supports, and comprehensive education reforms to improve the educational and life outcomes for children and youths in high-need communities.

This initiative is an outgrowth of the Day Home's program of wrap-around services for children and families, developed over nearly a century of service to the community, coupled with a state-of-the-art, research-based education program. It is the combination of excellent education and family services that will make Vincent Academy an extraordinary elementary school and an important community asset.

TARGET POPULATION

Description of Target Population

Target Population

Vincent Academy currently serves approximately 275 TK-5th grade children with a broad range of ethnic backgrounds and with the vast majority from low-income families living and working in Oakland. Vincent Academy strives to be a West Oakland neighborhood school and is seeking a priority preference in the second charter term for serving West Oakland students and families. In the 2016-2017 school year only, Vincent Academy also wishes to expand the elementary grade span up through sixth grade in order to accommodate the 2015-2016 school year fifth grade students and families while the school's leadership participates in the West Oakland Regional Planning Initiative in the 2016-2017 school year.

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Vincent Academy plans to serve 324 K-5 students during the 2015-2016 school year, the School's fifth year of operation. The growth plan begins with two classes of Kindergarten and three classes of first grade, and then adds a grade level each succeeding year as enrolled students are promoted and new kindergarteners and first graders enter the program. With approximately 20 children to a class in K-3 and ≤27 children to a class in 4-5, it is anticipated that the School will maintain two kindergarten classes, three classes in each grade 1-3 and two classes each of fourth and fifth grades.

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School Year	Percentage of Families Living Above, at or Below Poverty Level		Estimate # of Students ³
2016-2017	Above Poverty Level		332
2017-2018			325
2018-2019			330
2019-2020			350
2020-2021			350
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	Asian	20-25%	
	Hispanic	30-35%	
	African American	35-40%	
	Middle East / African	5-10%	
	Caucasian	0-5%	

Currently, at the Day Home, approximately 62% of the students are English Learners. Among the languages spoken by families and staff of the Day Home are: Spanish, Mongolian, Cantonese, Mandarin, Vietnamese,

French, Arabic, Sudanese, Farsi, and Cambodian. A comparable range of ethnicity and first languages is anticipated at Vincent Academy.

While it is not anticipated that all Vincent Academy students will reside in West Oakland, and the School will be open to children who have and have not attended the Day Home, the demographic profiles above are expected to be generally consistent with the School's enrollment.

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To facilitate communication and avoid divisive language barriers,

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Teachers will self-identify their growth areas within the broad areas of classroom management and instructional methods and strategies. Based on these selections, individualized development plans will be created; these will include in-service dates, coaching and observation schedules, and accessible resources

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Provision of quality resources for teachers to address growth areas which are clearly related to the instructional fr

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Utilizing the iObservation platform, teachers will have instant access to video, books and research articles tailored to their development needs. Outside developers will be brought in to share expertise related to annual development initiatives. Additionally, administrators, coaches and peers provide support.

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at least one Vincent Academy Board position will be reserved for a parent in order to ensure that the perspective of the parent group is directly represented at the school's policy level.

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a staff liaison with home language compatibility.⁴

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The staff member will reach out to the family to

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Instruction will be provided by a music specialist.is provided by music specialists who

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The specific curriculum has not yet been determined. Performing arts also will be incorporated at all grade levels.

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instruction through use of a shared class set of laptops.

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Instruction is provided by a technology specialist who plans units and lessons that are integrated with the general education program.

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Program Implementation Plan

In addition to a research-based program design, effective program implementation is essential to the outcome of high student achievement.

Educator Resources

Prior to the first formal gathering of the Vincent Academy staff, core curricular resources and materials will be acquired. As the School will open with Kindergarten and first grades only, materials and resources will be created and/or purchased in accordance with the School's growth plan.

Professional development will begin with the one- to two -week Summer Institute prior to the opening of the School. This initial institute will focus on creating a baseline of practice in each of the program segments through specialized modules, launching the equity perspective development initiative, and developing a shared understanding of the School's policies, priorities and professional expectations for staff. The initial Summer Institute will be followed by weekly development sessions that carry the same threads introduced in August. Additionally, each intersession allows for a full day of professional development to expand on themes that emerge as practice replaces theory. (See Appendix F - School Calendar)

The weekly schedule allows for several collaboration periods. Core teachers will be relieved of teaching duties while their students are engaged in music, visual art, and world language classes. During these overlapping blocks, teachers will meet in grade-level teams and conduct cycles of inquiry. Additionally, time will be set aside each week for teachers to

⁴ The Day Home will provide foreign language support not provided by initial Vincent Academy staff.

work in cross-grade collaborations to ensure vertical alignment of the program. (See Appendix C- Instructional Framework: Educator Weekly Schedule)

Implementation Priorities

Vincent Academy program implementation targets are set with the goal of reaching full implementation within three years. The School will begin with the essential features of the program and add on over the next two-year period to round out the program. In this way a solid foundation is built. (See Appendix C- Instructional Framework: Program Implementation Plan).

Implementation Evaluation Plan

Given the timeline for full implementation of the program, the School is committed to carrying through with the program as initially developed for a minimum of three years. Within this initial period, implementation will be monitored with rubrics and checklists differentiated for Years 1, 2 and 3 of implementation.

At the outset, the Vincent Academy Board (including the Head of School), founding teachers, instructional coaches and professional development providers will be familiar with the implementation plan and will participate in ongoing evaluation of implementation efforts, informally and formally. In Years 1, 2, and 3, collaborative program implementation evaluations will be conducted by the entire staff during intersession professional development days.

This stage of program implementation is important for formulating needed adaptations, and for trouble-shooting so that the program goals can be fully realized. Ultimately, the School intends to view students' learning challenges in the context of the program itself and *not* the program's faulty or incomplete implementation.

After the first three years of operation, implementation evaluation will become a part of annual educator evaluations. The Vincent Academy Board will include this component in the evaluation of the Head of School and the Head will likewise evaluate teachers along the same lines (See Appendix B – Human Resources: Observation, Supervision and Evaluation).

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will engage in a formalized inquiry cycle (See Appendix E- Cycles of Inquiry) from the first year of operation and will address issues of student performance that falls short of goals through this process. The inquiry is intended to generate in-depth consideration of impediments to student achievement, including improper program implementation and/or program misalignment, and create workable solutions.

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At a predetermined performance threshold, students will be automatically referred for to the SST process. Likewise, parents

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Students <1 year behind grade-level benchmark

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Students >1 year behind grade-level benchmark

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SST: First Follow-up Meeting (6-8 weeks after initial)

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Reading Recovery (1st Grade)

Read Naturally (2nd – 5th)

Do the Math

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Before School

After School

Intersessions

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Tier 4	Students with active IEP	SST: Second Follow-up Meeting (6-8 weeks after first follow-up)	In accordance with IEP	In accordance with IEP	In accordance with IEP
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Curriculum in Development

While much of the Vincent Academy program has been already devised, there are some outstanding items that will be completed over the course of the next 6 months. Following are the development assignments and schedule:

Curriculum	Responsible Party	Task	Process	Target Date
Scope and Sequence Development	Ed Committee	Continue with scope and sequence development in order of Kindergarten, Second, Third and Fourth Grades	Peer Review	Kindergarten-July 2010 Second Grade-August 2010 Third Grade-September 2010 Fourth Grade-October 2010 Fifth Grade-November 2010

Curriculum	Responsible Party	Task	Process	Target Date
Program Materials	Ed Committee	Build-out instructional block program materials (e.g. high-frequency word lists, core lit list, materials inventories etc.)	Peer Review and Teacher Review	September 2010
Grade-Level Service-Learning Projects	Ed Committee	Develop integrated SL projects	Peer review	Kindergarten-June 2010 First Grade-July 2010 Second Grade-August 2010 Third Grade-September 2010 Fourth Grade-October 2010 Fifth Grade-November 2010
Music Curriculum	Ed Committee w/ Music Consultant	Review music program options and finalize program resources	Peer review and teacher review	August 2010
Technology Curriculum	Ed Committee w/ Tech Consultant	Review tech program options and finalize program resources	Peer review and teacher review	September 2010
Development of Program Elements PD Modules	Ed Committee	Develop modules	Peer review and teacher review	November 2010
Integrated Field Trip	Ed Committee	Assemble initial FT list and work into grade-level curriculum and after school schedules	Peer review and teacher review	December 2010
Before and After School Program Development	Ed Committee w/ Lead Parent Group consultation	Develop program structure through consultation with parents and integration with academic program	Peer review, teacher review and parent review	December 2010

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shall be categorized as a “public school” within the District in conformity with Education Code Section 47641(b), at least initially. As described below, the Charter School shall develop and comply with a Memorandum of Understanding (“MOU”) with its LEA and/or SELPA partner related to the delineation of duties between the District and Vincent Academy. Vincent Academy agrees to negotiate any amendments to that MOU that may be necessary to conform the MOU to current applicable law during the charter term. Such amendments, once negotiated, shall be considered a material amendment to this charter.

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contribution which may be necessary for the provision of special education services to

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Vincent Academy shall fulfill its fundamental obligation to provide a free appropriate public education (“FAPE”) to its students identified with disabilities. Vincent Academy 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. Vincent Academy shall be responsible for its compliance with Section 504 and the ADA.

The facilities to be utilized by the School shall provide students with disabilities equal access to all aspects of the educational program.

Services for Students under the “IDEA”

The following description regarding how special education and related services will be provided and funded is being proposed by Vincent Academy 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 MOU, delineating the respective responsibilities of Vincent Academy and the District, which MOU shall be executed at least three (3) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Petitioner’s understanding of the manner in which special education instruction and related services shall be provided by the Petitioner and the District based upon the Petitioner’s knowledge of District special education procedures. The following language aligns 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 the Petitioner as agreed upon in a MOU:

Vincent Academy intends to provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). The School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b).

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Vincent Academy seeks services from the District for special education students enrolled in the school in the same manner as is provided to students in other District schools. Vincent Academy will follow the District 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. Vincent Academy will comply with District protocol as to the delineation of duties between the

District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between Vincent Academy and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that Vincent Academy and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

At least initially, The District shall be designated the Local Educational Agency (“LEA”) serving Vincent Academy students. Accordingly, Vincent Academy shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). Vincent Academy agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Vincent Academy seeks services from the District for special education students enrolled in Vincent Academy in the same manner as is provided to students in other District schools.

Vincent Academy acknowledges the importance of cooperating with the District so that the District can provide special education services to Vincent Academy students. Vincent Academy agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Vincent Academy students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. Vincent Academy 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 the District and its school sites.

Staffing

All special education services at Vincent Academy will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. Vincent Academy staff shall participate in all mandatory District EDCOE Charter SELPA in-service training relating to special education.

It isAs an independent local educational agency for the purposes of Special Education, Vincent Academy shall ’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. In the event that Vincent Academy and the District agree that the School will to hire or contract for services some or all special education staff in exchange for an agreed-on portion of special education funding to be passed through to the school, Vincent Academy shall ensure that all special education staff hired or contracted is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by Vincent Academy (with the agreement of the District). Unless an agreement for Vincent Academy to assume responsibility for staffing is in place, the District shall be responsible for the hiring, training, and employment of itinerant staff necessary to

provide special education services to Vincent Academy students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Vincent Academy shall follow District policies as they apply to all District schools for responding to implementation of special education services. Vincent Academy will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

Vincent Academy shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. Vincent Academy shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

Vincent Academy shall have the responsibility to identify, refer, and work cooperatively in locating Vincent Academy students who have or may have exceptional needs that qualify them to receive special education services. Vincent Academy will implement District 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 after the resources of the regular education program have been considered, utilized.

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

Vincent Academy will follow District 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.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District Vincent Academy 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. Vincent Academy shall work in collaboration with the District to obtain parent/guardian consent to assess Vincent Academy students. Vincent Academy shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is Vincent Academy'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. Vincent Academy shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Vincent Academy: the Head of School and/or Vincent Academy designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and, as needed, other Vincent Academy representatives who are knowledgeable about the regular education program at Vincent Academy and/or about the student. It is Vincent Academy'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 IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, unless Vincent Academy assumes responsibility for a greater share of special education service provision, the District shall be responsible for all school site implementation of the IEP, except that which is implemented by general education teachers. Vincent Academy 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 Charter School 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, Vincent Academy 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 Vincent Academy's non-special education students, whichever is more. Vincent Academy shall also provide all home-school coordination and information exchange unless directed otherwise by the District. Vincent Academy shall provide the District with adequate notification of student progress and immediate notification of any considered discipline of special education students that may be related to a disability.

Interim and Initial Placements of New Charter School Students

For students who enroll in Vincent Academy from another school district outside of the SELPA with a current IEP, the District and Vincent Academy shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the District and Vincent

Academy shall implement the existing IEP at Vincent Academy, to the extent practicable or as otherwise agreed between the District and parent/guardian or as allowed by applicable law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. Vincent Academy shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. Vincent Academy shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to the School and no student shall be denied admission nor counseled out of the School 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

The School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The School shall immediately notify the District of any concerns raised by parents. In addition, the School 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 the School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The School 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 the School shall comply with the District's decision.

The School 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 governmental agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in School if the District determines such action is legally necessary or advisable. The School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the School shall work together to defend the case. In the event that the District determines that legal representation is needed, the School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any School student necessary to protect its rights.

Funding

The School 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 the School. The School anticipates, based upon State and Federal law that, if the District provides all special education services, 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 School students through the SELPA Annual Budget Plan, and shall be entitled to count School 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 School students with placements at locations other than at the School'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 the School 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 School site.

Contribution to Encroachment

The School shall contribute its fair share to offset special education's encroachment upon the District's general fund in accordance with Education Code Section 47646(c). Accordingly, the School 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 the School for the School'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 School) divided by the total number of District ADA (including School students), and multiplied by the total number of School ADA. The School ADA shall include all School students, regardless of home district.

Lead Contact

The lead contact for the Vincent Academy with regard to special education shall be the Head of School or his or her designee.

Right to Pursue LEA Status

As noted above, the School will initially anticipate functioning as an arm of the district for purposes of special education. The School shall also retain the right to pursue independent local education agency (LEA) status pursuant to Education Code Section 47641(a). In the event that the School opts not to establish independent LEA, it shall remain an arm of the district for special education purposes as required by Education Code Section 47641(b), and shall continue to receive funding and services pursuant to the terms of this section as updated by an MOU between the District and the School.

High Expectations

Students with disabilities will be held to the same high expectations as their non-disabled peers, modified only as allowed by IEP or 504 plan and in accordance with applicable law. Students will be served in the least restrictive environment and wherever possible special education and related services will be provided to align with the instruction taught in the regular classrooms.

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Specifically, educational objectives have been articulated in relation to each of the Vincent Academy core program elements and are as follows:

English Language Arts: Students will be expected to: read grade-appropriate texts fluently and with comprehension; demonstrate facility in expository and narrative writing forms; communicate ideas and understandings clearly and in detail; and demonstrate a correct understanding of the rules that govern the English Language.

Mathematics: Students will be expected to understand and correctly apply mathematical concepts to simple and complex problems, compute accurately, and coherently explain their mathematical reasoning.

Science: Students will demonstrate understanding of key scientific concepts in the fields of earth, life and physical sciences. Students will be expected to apply their knowledge and skills in real-world situations through service-learning projects.

Social Studies: Students will demonstrate understanding of key geographical, social, historical, political, and sociological knowledge. Students will be expected to apply their knowledge and skills in real-world situations through service-learning projects.

Additionally, clear objectives have been set for non-core subject areas and in relation to special populations to underscore the serious intent of the School's educational program to holistically educate each and every child.

Special Education: Students will be expected to meet the annual goals articulated in the student's Individualized Education Plan (IEP).

English Language Acquisition: Students will be expected to gain one EL level per year until reclassification as English language fluent.

Music, Performing and Visual Arts: Students will be expected to gain knowledge about featured artists, gain technical vocabulary and skill related to the discipline, and participate with confidence in performances and exhibitions.

Life Skills: Students will be expected to demonstrate emotional awareness, conflict resolution skills, and self-control. Students will develop clear definitions and high-standards for themselves in the areas of respect, responsibility, caring, fairness and collaboration.

Physical Education and Health: Students will be expected to know the rules of standard games (e.g. basketball, 4-square etc.), play cooperatively and for fun, prepare for and earn the Presidential Fitness Award, and demonstrate the principles of health in their daily school lives.

World Languages: Students will be expected to gain knowledge, skill and understanding of the language and cultural heritage featured in their world language class (2nd-5th grade).

Technology: Students will be expected to learn keyboarding and mouse controls, basic word processing and Internet research skills, and ethical guidelines of technology use. Students will demonstrate their knowledge and skill base through integrated assignments/projects.

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Vincent Academy's pupilAcademy's pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:

Multiple Measures

The assessment matrix below provides an overview of the multiple data sources by which the School will measure student outcomes and the goals tied to each measure. These achievement goals are average school-wide targets that progress incrementally and to which the School will aspire over the first 5-year charter term. Vincent Academy is committed to achieving ultimately a "90-90-90" status, but recognize that this goal will not likely be realized within the first term of the charter, but rather the second.

Vincent Academy's performance goals include absolute measures of proficiency, goals relative to external standards, and annual goals for matched cohorts. Proficiency levels are set at 80% (numeric scale) or 3 of 4 (rubric) across subject areas. The targets listed in the table below are school-wide averages that grow incrementally through the years. The expected growth is attributed to 1) teachers' increasing facility with the School's program over time and 2) lack of additional curriculum to master after the first four years of operation. Each successive cohort to enter the School's program is expected to come closer to reaching proficiency.

The goals have been created to be specific, measureable, attainable, results-based and time-bound in to ensure that school improvement efforts are concrete, motivating and realistic. Student performance on these measures, taken together, will indicate student progress toward "meeting statewide standards," as required by law, though no one measure alone will constitute a sole indicator of satisfactory or unsatisfactory progress.

Subject Area	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % Students
Technology	Students will be expected to learn basic word processing and internet skills and demonstrate their skill base through integrated assignments/projects.	Standards-based report card (K-5)	3x/year	3 out of 4 point rubric	11-12 65% 12-13 70% 13-14 75% 14-15 80% 15-16 85%

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API	n/a	n/a	Growth Target +5	Growth Target +10	Growth Target +15
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Martin Luther King	
ELA: 2nd - 23% 3rd - 24% 4th - 25% 5th - 19%	Math: 2nd - 21% 3rd - 36% 4th - 38% 5th - 19%
Lafayette	
ELA: 2nd - 28% 3rd - 15% 4th - 14% 5th - 18%	Math: 2nd - 43% 3rd - 42% 4th - 31% 5th - 46%
Place at Prescott	
ELA: 2nd - 19% 3rd - 46% 4th - 21% 5th - 34%	Math: 2nd - 14% 3rd - 61% 4th - 21% 5th - 30%

Lighthouse Parker and Aspire Triumph Millsmont, are high-quality schools with student populations that are demographically similar to VA, charter schools with diverse populations and high percentages of EL and/or socio-economically disadvantaged students, achieved the following results on the CST SBAC in 201509:

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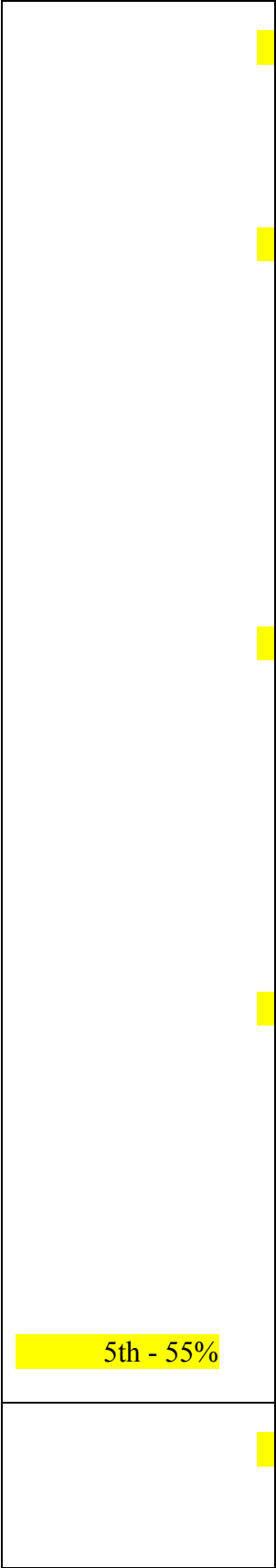
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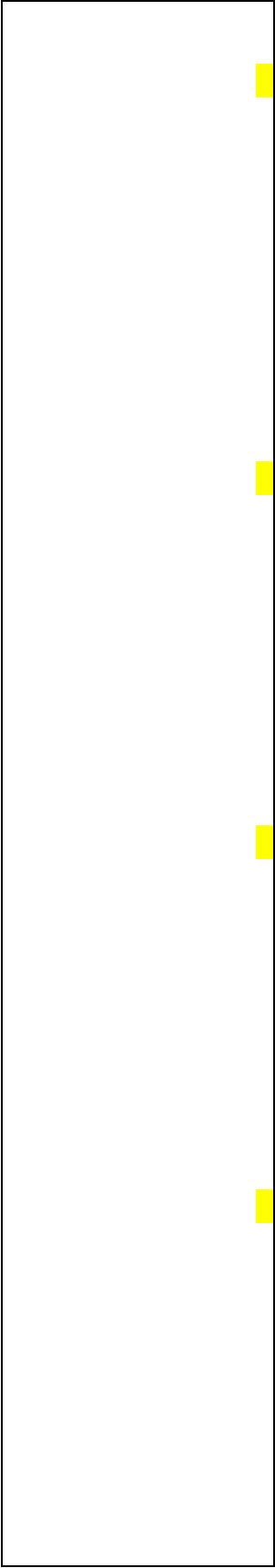
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Promotion and graduation standards are rigorous and have been set with the intention to provide all students with the support necessary to reach them (*See Appendix C - Instructional Framework: Promotion and Retention Policy*).ⁱⁱ

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Vincent Academy Writing Assessments	
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Rubric-based Learning Demonstrations for Integrated Service-Learning Projects Visual and Performing Arts P.E., Health and Life Skills World Languages Technology	
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In accordance with Education Code Section 47604(b), the District may appoint a representative to serve on the Vincent Academy Board of Directors.

Approval of all contracts, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal);

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Supervise and evaluate the professional performance of the Head of School.

Provide support in developing and carrying out a professional development plan for the Head of School.

Systematically educate the board about key elements of running a charter school, issues that the charter authorizer uses to judge organizational performance, the renewal process and state and national measures of success.

Ensure that each board committee is appropriately staffed.

Include governance training as a key component of professional development for senior staff.

Develop and implement long-range strategy in conjunction with the board.
Provide leadership in developing and implementing sustainable financial plans for the organization.

Supplement annual fundraising budget through additional development efforts.

Develop and implement organizational systems that ensure optimal functioning.

Serve as a system level contact and disseminate information to the school as necessary.

Complete annual reports and progress measures and ensure that all applicable standards of practice are met.

Coordinate, provide leadership, and facilitate the process in curriculum alignment.

Provide leadership in the expansion of program through resource procurement and partnership development.

Serve as contact for and provide leadership in coordinating special projects and initiatives.

Cultivate relationships with city and state level elected officials, stakeholders and influential community members in order to position the organization favorably.

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Understand, promote and support the mission, vision and guiding principles of Vincent Academy.

Ensure that all school staff understand, promote and support the mission, vision and guiding principles of Vincent Academy.

Develop and monitor the school program.

Communicate school-wide instructional practices and pedagogical approach to staff, parents, students and the community.

Coordinate the use of standardized tests and other assessments.

Develop the School's annual performance report and SARC.

Contribute to the development of a school-wide "ethic of critical inquiry" through actively participating in school and classroom-based research and evaluation activities focused on improving practice.

Lead annual, quarterly and ongoing reviews of student achievement data for continual school improvement

Ensure continual curricular review and acquisition of relevant materials, using student achievement data analysis to drive decision-making.

Develop and administer the budget as approved by the Board of Directors in accordance with generally accepted accounting principles; present quarterly financial reports to the Board of Directors.

Draft the school budget for Board approval. Monitor the budget and provide regular reporting to the Board of Directors. Assure that necessary equipment and supplies are available to support the School's program and enhance the School's physical plant.

Attend meetings at the District as requested by the District and stay in direct contact with the District to assist the District in its oversight duties.

Stay up-to-date on school laws and regulations.

Ensure ongoing professional development, prioritization and evaluation of program effectiveness.

Act as a resource to all staff in the development and implementation of the School's programs.

Welcome input from staff, parents, students and Board of Directors on the School's functioning through formal and informal structures in order to make positive changes over time while maintaining program continuity and comprehensiveness.

Through an established supervision process and daily informal observation, acquire thorough understanding of individual styles and strengths of all the teaching and administrative staff of the School. Continually work to help all teaching staff reach instructional goals and improve their performance.

Provide opportunities and encouragement for staff to grow professionally. Directly or indirectly facilitate the work of staff in groups. Assist all staff in providing improved learning environments for children.

Provide overall supervision of student teachers, interns, and other unpaid classroom and school volunteers at the School.

In regularly scheduled staff meetings, work with teachers to:

- anticipate future needs
- discuss potential problems and generate potential solutions
- coordinate programs and procedures
- involve parents and the larger community

Help teaching staff to be aware of, and comfortable with, diversity in teaching styles and techniques. Assign teaching staff to non-instructional duties in line with their interests, capabilities and teaching loads. When there is a vacancy in the teaching staff, seek out and interview qualified applicants. Ensure compliance with all regulations regarding teachers' credentials.

Develop a sense of community while respecting and responding appropriately to the strengths and needs of staff. Be available to staff on a consistent daily basis to help address their individual and collective needs. Act as a liaison, when necessary and

appropriate, between parents and staff. Actively seek parent, student and staff input and involvement in key decisions that affect the School.

Demonstrate excitement about learning and excitement about engaging children in learning. Attempt to know every student attending the School and uphold high expectations for students and teaching staff. Provide appropriate discipline and encouragement for students when necessary. Provide a meaningful and efficient system for maintaining necessary student records. Attend IEP meetings as required by law.

Be available to parents on a regular basis. Keep parents informed of and involved in policy changes at the School. Encourage parent support and cooperation and enlist their efforts to sustain well-kept school structure. Plan and conduct interesting and informative parent meetings.

Establish and maintain communication with the School's internal and external community.

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Demonstrated budget/ financial skills
Ability to obtain California Driver's License with a clean DMV printout.
Ability to pass state and federal background checks.
Ability to obtain First Aid/CPR Certificate.

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Computer literacy and comfort with acquiring new technology skills.
Working knowledge of Spanish, Cantonese or Vietnamese appreciated.

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Ability to obtain California Driver's License.
Ability to obtain First Aid/CPR Certification.
Clear TB and criminal background check upon hire.

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Teacher Aide Qualifications:

Education and/or Experience

High school diploma or equivalent and two years of college (48 units) or A.A. degree (or higher), or pass a local assessment of knowledge and skills in assisting in instruction
Clear TB and criminal background check upon hire.

Other Qualifications

Passion for teaching and working with students from urban communities.
Enthusiasm and commitment to participating in a cooperative effort to launch Vincent Academy, with commitment to the vision, mission and guiding principles of the School.
Dedication to working closely and cooperatively in a community-based organization with diverse staff, students, families and partnerships.
Sense of humor, high ethical and professional standards, equity perspective and deep enjoyment of children.
Adaptability to change with the necessary skills to work in a creative and demanding learning environment.
Working knowledge of Spanish, Cantonese or Vietnamese appreciated.

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Employees of the District who resign from District employment to work at the Vincent Academy and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. Vincent Academy shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Vincent Academy. Employment by Vincent Academy provides no rights of employment at any other entity, including any rights in the case of closure of Vincent Academy.

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Vincent Academy shall provide all employees, and other persons working on behalf of Vincent Academy who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six

weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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Vincent Academy shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

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Vincent Academy shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Vincent Academy.

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In order to provide safety for all students and staff, Vincent Academy will adopt and implement full health and safety procedures in consultation with its insurance carriers and risk management experts. (See Appendix K – Employee Handbook and IIPP)

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Employees and contractors of Vincent Academy will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential, as well as non-parent volunteers at the School, must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School Executive Director shall monitor compliance with this policy and report to the Vincent Academy Board of Directors on a quarterly basisannually. The Vincent Academy Board President Chairman shall monitor the fingerprinting and background clearance of the Head of SchoolExecutive Director. Volunteers who will volunteer 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.

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Vincent Academy shall provide all employees, and other persons working on behalf of Vincent Academy who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).	
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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.

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TB Testing

Employees will be tested for tuberculosis prior to commencing employment as required by Education Code Section 49406.

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All students enrolled 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.

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Students will be screened for vision, hearing and scoliosis in accordance with Education Code Section 49450, *et seq.*, as applicable to the grade levels served by Vincent Academy.

Head Injuries

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If utilizing facilities that were previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the plan for Vincent Academy.	
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If utilizing facilities that were previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the plan for Vincent Academy.	
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Drug Free/Alcohol Free/SmokeSmoke Free Environment/Tobacco Use Prevention	
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Vincent Academy shall function as a drug, alcohol and tobacco free workplace.	
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Drug Free/Alcohol Free/Smoke Free Environment	
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Student Admission Policies and Procedures

Governing Law: Admissions requirements, if applicable. [Education Code Section 47605(b)(5)(H)]

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Children of Vincent Academy Founders

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Priority Given to Students Who Have Attended the Day Home

The Day Home serves minority children from economically challenged families. The Day Home's student population currently is: 36% Hispanic, 35% African American, 22% Asian, 13% Middle East – African, and 2% Caucasian. Approximately 97% of the Day Home's families are at or below the poverty level, and 62% of the students are English Learners. This demographic profile represents an even more challenged population than that of West Oakland District school students, or the District generally.

By giving priority to children from the Day Home's program, Vincent Academy is demonstrating a commitment to serve those **most in need**. This priority is based on recognition that consistent exposure to an enhanced program aimed at integrating strengthened parental services and involvement significantly increases the chance of success for these children. Children and their families who have embraced the core values of the Vincent Academy program through their experience at the Day Home will have a solid foundation upon which to build.

They are more likely to be quickly and effectively integrated in the Vincent Academy approach to education.

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A student identified as an individual with disabilities or for whom Vincent Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Vincent Academy 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 Vincent Academy 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.

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The Head of School 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.

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By July 1, a preliminary budget for the current fiscal year. For a charter school Vincent Academy in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.

By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Vincent Academy'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 non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all Vincent Academy's receipts and expenditures for the preceding fiscal year.

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Vincent Academy initially intends to contract with an appropriate third-party for all "back-office" administrative services, including but not limited to financial management, payroll, and budget development.

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Vincent Academy may bring some or all of these services in house, using qualified personnel trained to work in Vincent Academy's context, if and when it becomes efficient to do so.

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Vincent Academy currently is pursuing a site option in close proximity to the Day Home, described below. (See Appendix O – Facilities: Site Requirements)

The site consists of two parcels located at the corner of 8Th and Adeline, half a block from the Day Home facility. One parcel of approximately 18,000 sf is owned by the Day Home and currently is used as overflow parking. The other parcel, of approximately 12,000 sf, is owned by Acorn Housing (a corporation controlled jointly by the Acorn Residents' Council and BRIDGE Housing Corporation), and currently contains a 3,500 sf building partially used for residents' council offices. The Acorn property would be leased to Vincent Academy under terms yet to be determined. (See Appendix O – Facilities: Letter of Interest)

Fourteen portable classrooms would be phased on to the site over five years, as follows: five portables in the first year, three in the second year, three in the third year, two in the fourth year and one in the fifth year. Each unit would be approximately 24' by 40,' for a total of 960 sf per classroom. Two bathroom portables would also be installed. The existing 3,500 sf building would house an additional classroom, library and special education facilities, administrative offices, and a teachers' area. The portables would be configured to provide for a 5,600 sf play area.

The site is flat with easy accessibility and adequate utility services in the adjacent streets. In addition, an underutilized parking lot adjacent to the site would be available for daytime faculty parking. The site is a corner location, which provides for easy egress and, with the parking lot setback, provides for a minimum interface with adjoining residents.

The site is located within walking distance of both the Day Home and significant recreation facilities in the Acorn development. Collaboration with the Day Home and Acorn would accommodate access to larger meeting space as needed. Most importantly, proximity to the Day Home would offer convenience to parents with children in both Vincent Academy and the Day Home, and would support the programmatic coordination between the two schools.

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Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement

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Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.

Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process."

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

September 1 – Final Unaudited Financial Report for Prior Year

December 1 – Final Audited Financial Report for Prior Year

December 1 – First Interim Financial Report for Current Year

March 1 – Second Interim Financial Report for Current Year

June 15 – Preliminary Budget for Subsequent Year

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September 1 – Final Unaudited Financial Report for Prior Year

December 1 – Final Audited Financial Report for Prior Year

December 1 – First Interim Financial Report for Current Year

March 1 – Second Interim Financial Report for Current Year

June 15 – Preliminary Budget for Subsequent Year

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equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

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Closure of the School will be documented by official action of the 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.

The Board of Directors will promptly notify parents and students of Vincent Academy, the District, the Alameda County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., 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 pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of Vincent Academy of the closure 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 the School.

The 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.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family

Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The School will ask the District to store original records of Vincent Academy students. All records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, Vincent Academy 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, Vincent Academy will prepare final financial records. Vincent Academy will also have an independent audit completed within six months after closure. Vincent Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Vincent Academy 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 and 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, and an assessment of the disposition of any restricted funds received by or due to the School.

Vincent Academy will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Vincent Academy, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Vincent Academy and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any unspent 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, Vincent Academy shall remain solely responsible for all liabilities arising from the operation of the School.

As Vincent Academy is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, 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.

Vincent Academy will utilize its reserve fund to undertake any expenses associated with the closure procedures identified above.

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The District shall be named an additional insured on the general liability insurance of Vincent Academy.

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ⁱ Tough, Paul: Whatever it Takes: Geoffrey Canada's Quest to Change Harlem and America

ⁱⁱ "Alternatives to Social Promotion or Retention" by Kay Woelfel, *Principal Magazine*, November/December 2003 (Vol. 83, #2, p. 50-52).