



6038 Brann Street  
Oakland, CA 94605  
510-635-7170

January 11, 2017

Board of Education  
Oakland Unified School District  
1000 Broadway Suite 680  
Oakland, CA 94607

Dear Board of Education Directors:

On behalf of the Unity Schools Board of Directors, I am submitting the enclosed Charter Renewal Petition for Oakland Unity High School.

Our board approved the charter petition and its submission at a meeting on 1/6/2017. The petition is for a five-year term from July 1, 2017 to June 30, 2022.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sau-Lim Tsang'.

Sau-Lim (Lance) Tsang  
Executive Director

Legislative File No.: 17-0101  
Introduction Date: 1/11/2017  
Enactment No.:  
Enactment Date:

**Oakland Unity High School**

**CHARTER RENEWAL**

**July 1, 2017 through June 30, 2022**

**Submitted to**

**Oakland Unified School District**

**January 11th, 2017**

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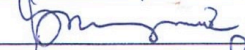

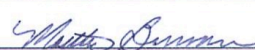
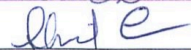
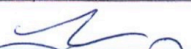
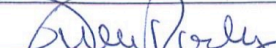
## CHARTER RENEWAL PETITION

### TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: Oakland Unity High School

The charter school estimates that 22 teachers will be employed by the charter school during its first year of operation under the 2017-2022 charter renewal term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(l) and who are meaningfully interested in teaching at the School under the renewal charter petition. Signatures are subject to verification.

We, the undersigned teachers, support the renewal request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a renewal charter term to Oakland Unity High School pursuant to Education Code Section 47605 beginning July 1, 2017 with the opportunity to request subsequent renewal terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Sau-Lim (Lance) Tsang, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Keisha Stephen		1/4/2017	415-697-4078	Single Subj. Math (District Intern)	09/01/2018
George Benjamin		1/4/2017	707-207-9359	Single Subj. Math (District Intern)	11/01/2017
Andrea Wood		1/4/2017	760-207-3861	Single Subj. English	03/01/2021
MATTHEW BRENNAN		1. 4. 17	617. 997. 5674	Single Subj. English and Soc Studies	07/01/2021
Stuart Luman		1/4/17	312-361-0593	Single subj. English	07/01/2021
Lesley Swain		1/4/17	415 215 5040	Single Subj. English	07/01/2020
Julia Rodriguez		1/4/17	240-601-3452	Reading Specialist	05/01/2021

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

Form May Be Copied To Accommodate All Required Signatures



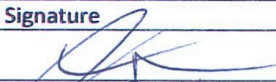

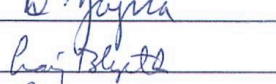
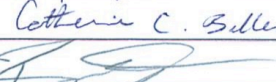

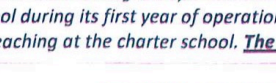

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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
PJ Nguyen		1/4/2017	510-209-6669	Single Subject Physics	08/01/2021
Michelle Battle		1/4/2017	913-660-5726	Single Subject Biology	07/01/2021
Daniel Zarazua		1/4/2017	510-209-4108	Single Subject Social Studies	04/01/2019
Craig Blyeth		1-4-2017	510-508-2651	Single Subject - Social Studies (CLUB)	6-1-2017
Catherine Belles		1-4-2017	(510) 962-1255	Single Subject Social Studies - Preliminary	04/01/2021
Braxton Leffler		1-4-2017	716/320-6096	Single Subject Math	09/01/2021
Aimee Deconinck		1/4/2017	714/6581352	Subject Clear (Bio, Phys, Chem)	6- -2018

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# CHARTER RENEWAL PETITION

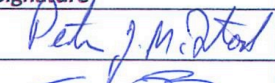



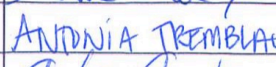
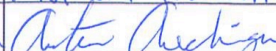
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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Peter McIntosh		Jan 4, 2017	(925) 890-3546	Single Subject Math Teacher	08/01/2018
Samuel Brewer		Jan. 4, 2017	(510) 381-0462	Single Subject Social Studies	07/01/2018
Amado Rosas		Jan. 4, 2017	(510) 759-1439	Single Subject (Intern) Spanish	11/01/2018
Archie Smith Jr.		1/4/17	510.393.4017	Physical Education Teacher (no credential)	
Andonia Tremblay		01/04/17	(415) 806-9067	Physical Education Teacher (no credential)	
Arturo Arechiga		1/4/2017	(510) 508-2919	Single Subject Art	07/01/2021

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

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## INTRODUCTION

Oakland Unity High School (OUHS) is a public high school chartered by Oakland Unified School District on October 9, 2002. Serving all students in Oakland, the school opened in the fall of 2003 and currently enrolls about 345 9th to 12th grade students. This enrollment is constrained by our facility. In the 2016-17 school year, 92% of the student population was Hispanic (318), 7% African American (23), and 1% others. 82% of OUHS students qualify for free or reduced lunch. 37% are English Learners when first enrolled at OUHS. The OUHS student population is primarily inner city and low-income. Many OUHS parents and guardians are newcomers to the United States, have limited English proficiency, and did not have the opportunity to complete a high school education or attend college.

OUHS is a college preparatory school with a safe and nurturing environment for teaching and learning. OUHS offers a rigorous curriculum and intensive support responsive to the individual developmental and academic needs of students, which allows them to achieve academic success and positive social/cultural development. The following are special features of OUHS:

- Small classes, with an average of 25 students per class
- A safe and inclusive school climate—A safe haven, in communities often characterized as troubled inner-city neighborhoods, where children do not feel threatened or marginalized and where their home and culture are honored and respected
- A rigorous curriculum with the goal of every graduate meeting the University of California A-G requirements, gaining admission to and succeeding in college and career
- A comprehensive support program provided through a partnership between the school, the families, and the community, to assure that students have the support they need to focus on academic growth
- Learning experiences that allow OUHS students to achieve their leadership and academic potential and become creative critical thinkers, compassionate human beings, and effective participants in a multicultural democratic society
- Extensive college preparatory/counseling program for students and their families on academic requirements and financial assistance, as well as regular college visits beginning from 9th grade, familiarizing OUHS students with college life
- OUHS students are assigned advisors from the teaching staff who serve as student and family advocates and mentor students to prepare them to be successful after graduating from Unity High School in post-secondary education, career, and life

Our educational program responds to the needs of the community and is fully aligned with California Common Core State Standards (CCCSS). OUHS has made much progress and has had a positive impact on our students in its last eight years of operation:

- All OUHS academic courses are approved by the University of California for its A–G admission requirements (<https://doorways.ucop.edu/list/app/home?execution=e1s4>)



- OUHS has had an average four year cohort graduation rate of 82.6%
- Over 65% of all OUHS graduates have been accepted to four-year universities or colleges
- In 2012-13, the last year that API was recorded, OUHS had an API score of 735
- In the same year, OUHS had an API state-wide ranking of 4 for all schools and 9 for similar schools
- OUHS's attendance has exceeded 94% for the last four school years.
- In 2016, OUHS earned Gold Medal ranking (#48 in California high schools) from *U.S. News and World Report*
- In 2016, OUHS earned recognition from Innovate Public Schools as one of the top 41 Bay Area schools for underserved students
- For 2014-2015, 72% of Unity students tested met or exceeded proficiency in English and 44% met or exceeded proficiency in Math on the Smarter Balanced Assessment Consortium (SBAC) assessment
- For 2015-2016, 65% of Unity students tested met or exceeded proficiency in English and 38% met or exceeded proficiency in Math on the SBAC assessment

## ELEMENT A: Educational 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)*

*In accordance with SB 1290, OUHS 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.*

*OUHS 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 OUHS 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. OUHS shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that OUHS “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)*

*OUHS pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are listed in Element 2.*

*OUHS serves students in grades 9-12, OUHS has obtained Western Association of Schools and Colleges (WASC) accreditation since 2004 and is still in good standing.*

### Our Mission:

The mission of Oakland Unity High School (OUHS) is to prepare its students for admission to and success in college and career, and to become happy and productive members of society.

OUHS offers a rigorous curriculum that meets the University of California A-G requirements, with an emphasis on basic skills and core subject matter in English Language Arts, mathematics, social studies and science, and a comprehensive support program that promotes healthy youth development, including preparing the students to apply their knowledge and skills for the benefit of their communities and society.

## **Our Vision:**

### **Student**

Oakland Unity High School will be a small school with 450 students, where all acquire the core skills necessary for academic and career success, where students will develop life long professional skills, where they have a high school experience that is rich, enjoyable, and memorable, where graduates acquire meaningful jobs/careers and achieve outcomes that effect economic upward mobility and socio-economic change.

### **Staff**

Our vision also includes a school with dedicated staff who enjoy their work, where teacher voices are valued, and where they are supported to develop their craft as educators and leaders. We want to empower our teachers to focus on our students, understand students' challenges, implement targeted program and interventions, and use data inquiry to inform their work.

### **School**

We will maintain a school environment that is safe and conducive to instruction and learning, where staff and students respect each other, celebrate diversity, and are willing to provide support to each other.

## **1. Who OUHS is Attempting to Educate**

OUHS accepts all students in grades 9<sup>th</sup>-12<sup>th</sup> (limited by space) in California who wish to attend OUHS in accordance with admission procedures described in this charter. Currently OUHS primarily serves students residing within Oakland Unified School District (OUSD) and strives for a pupil population that is reflective of its surrounding community.

## **2. Overview of the Educational Program**

OUHS provides students with a college preparatory curriculum based upon the following goals:

- Through an on-site curriculum that meets or exceeds state standards, students obtain a solid academic foundation and preparation for college success. (See Attachment A for the OUHS academic graduation requirements.)
- Students receive intensive preparation in all core subjects and they are exposed to career options and role models of college graduates
- As part of the advisory program, all students begin exploring college and career options as early as 9<sup>th</sup> grade, when they enter OUHS
- Students develop leadership skills and individual talents through participation in extracurricular activities such as sports, arts, community service, and academic enrichment programs offered to all students
- Student activities promote students' appreciation of cultural diversity, gender equity, the environment, and their communities

- Through engagement with the core curriculum, students develop critical thinking skills and become self-motivated, competent, lifelong learners
- Through a nurturing and collaborative school culture, parents, staff, and other stakeholders share responsibility for the education of all students

### 3. Academic Subject Matter and Other Skill Outcomes

OUHS students will achieve competency in the skills outlined in the California Common Core State Standards (CCSS) for each grade. The following outlines CCCSS standards-based learning outcomes by academic subject matter and skill area, from which OUHS develops its curriculum:

#### a. Core Academic Skills

- **Language Arts:** Students will read and write competently for a variety of purposes. Students will also comprehend and critically analyze multiple forms of expression, including texts from their own and other cultures, as well as fiction, non-fiction, and informational texts. They will demonstrate strong listening, speaking, and presentation skills. Students will be capable of using multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. Students will be exposed to and learn mastery of academic vocabulary. They will be introduced to and learn mastery of English conventions for electronic communication, including professional e-mail standards and use of software and technology for academic and professional communication.
- **Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects delineated in the California standards. Students will be introduced to both the practical and theoretical sides of mathematics. Students will be able to apply mathematical skills to model and solve real life problems through word problems and projects. Students will use technology to individualize their mathematical learning process and extend themselves beyond what they learn in their math class.
- **Science:** Students will successfully utilize scientific and inquiry methods to understand the major concepts underlying various branches of science as outlined in the Next Generation Science Standards (NGSS). Students will acquire an ability to apply scientific concepts to real life problems. Students gain skill in practical industrial tools and technology to complete project-based lab experiments.
- **Social Sciences:** Students will comprehend civic, historical and geographical knowledge in order to act as responsible citizens and contribute to positive social change. Students will gain an historical understanding of their own communities. Students will study global and local issues and will be exposed to multiple perspectives in order to allow them to form their own views and opinions. Students will use a variety of primary and secondary source materials to generate their own understanding of historical events, processes, and concepts. Students will engage in research and use what they have studied to answer important and relevant questions of history, geography, American government, and economics. Students will recognize the natural inclination toward bias and subjectivity, and in doing so will better be able to exercise objectivity and appreciate the value of empathy and multiple perspectives on historical and current events.



### ***b. Additional Academic and Lifelong Learning Skills***

- **Foreign Language:** Students will complete a requirement of two years of instruction in a language other than English.
- **Technology:** Students will effectively use technology as a tool to advance learning and individual/group projects and goals.
- **Critical Thinking Skills:** Students will increase their ability to analyze and apply knowledge to solve problems.
- **Visual and/or Performing Arts:** Students will increase their ability to appreciate and/or express ideas and emotions through various forms of arts (e.g. music, visual/studio arts, drama, and dance).
- **College and Career Preparation:** Students will be familiar with and begin preparation for post-secondary education and career options.
- **Study Skills:** Students will develop their study and research skills—including note-taking, studying strategies, researching information and test taking skills.

### ***c. Social and Leadership Skills***

- Students will develop their citizenship, professional, and leadership skills by planning and implementing projects that benefit the school, community, and/or the environment.
- Students will demonstrate the ability to collaborate and work effectively with others in cooperative groups.
- Students will demonstrate an understanding of health issues and responsible behaviors that promote personal and community health.
- Students will demonstrate a respect for diverse cultures, gender equity, the environment, and their community.

OUHS has a culture of data inquiry. In order to best serve our student community, OUHS teachers regularly reflect on student achievement data in order to examine and refine our curriculum and goals for student outcomes.

## **4. The Curriculum**

As described earlier, OUHS has a rigorous curriculum that meets or exceeds state standards. All OUHS core academic courses are approved by the University of California for its A–G admission requirements (<https://doorways.ucop.edu/list/app/home?execution=e1s4>.) List of the approved courses are in Attachment B.

The following features are incorporated in our curriculum:

- Intensive training in language arts and mathematics includes, but is not limited to, specially designed curriculum, extended instructional time, tutoring, and project learning experience with embedded language arts and mathematics skills.
- Technology is integrated into classroom activities to support teaching and learning. Online classes are employed when appropriate to supplement our regular classes.

- OUHS offers an extensive menu of extracurricular activities, including arts, athletics, community service and academic enrichment. Research shows that extracurricular activities boost educational attainment and engagement.
- *The OUHS Habits of Heart and Mind (Attachment C) are a set of values that addresses respect, self-discipline, leadership, community and environmental responsibility, multicultural understanding, and cultural pride. The Habits of Heart and Mind are transmitted through daily school activities and the curriculum.*
- A culturally relevant health and life skills education for students facilitates excellent study habits, high aspirations, and four-year college attendance. Research shows that health and life skills training can help students avoid unhealthy lifestyles and behaviors (such as a poor diet, teen pregnancy, and gang involvement) (MacLaury, 2000).

## 5. Pedagogical Approaches and Instructional Structure

Teachers at OUHS employ pedagogical strategies that vary from traditional direct instruction to dramatic interpretation of content, to innovative web-based approaches. Teachers at OUHS utilize pedagogy appropriate to their learners and content area, and the result is a rich, engaging, and well-rounded academic environment where students are challenged to learn in ways that are both rigorous and responsive. Pedagogical approaches and strategies found at OUHS include, but are not limited to: Collaborative/ cooperative group learning, constructivist /student-centered learning activities, experiential learning, differentiated learning, I.T. blended-learning centers, inquiry-based learning, and direct instruction.

- Direct instruction: OUHS works to prepare students to be successful academically in college, and this necessitates students gaining the ability to navigate a common pedagogical approach in college: direct instruction. OUHS students engage in active listening and participation in content area lectures and presentations.
- Inquiry-based learning: Teachers at OUHS strive to move students beyond simple accumulation of knowledge and understanding and into the application of learning. To this end, teachers in all content areas utilize a variety of inquiry techniques in their teaching which include, but are not limited to: writing responses to expository and persuasive essay prompts, laboratory experimentation, experiential activities, demonstrations, simulations, dramatizations, debates, and interactive information technology activities and presentations.
- Project-based learning: Students at OUHS are provided opportunities to work collaboratively on projects, of both subject-area specific and interdisciplinary focus, in order to help develop communication, collaboration, organization, time-management, and problem-solving skills. These projects also challenge students to collect and identify pertinent information, analyze and synthesize information, and finally to develop ways to present this material. Many of these project-based learning endeavors culminate in authentic experiences and assessments, providing students with opportunities to apply what they have learned in real-world situations or simulations, and exposing them to the evaluation of members of the wider community, outside the walls and schedule of school.
- Integrated technology: In the interest of increasing the ways that our students access content and expanding their opportunities to demonstrate understanding of content, OUHS teachers have a practice of integrating technology and blended learning into instruction. Web-based,

interactive curriculum is differentiated precisely according to individual students' skill levels, allows students to work at their own pace, addresses multiple intelligences and learning styles, and quickly provides rich data that informs the focus and pace of classroom instruction (Schorr and McGriff, 2011).

To ensure the effective implementation of the above pedagogical approaches, OUHS engages the following instruction structure and practices:

- Small learning communities create the conditions for high student achievement among even the most disadvantaged students (Henze, Katz, Norte, Sather, & Walker, 2002). OUHS has an average class size of 25 to maximize attention to individual students. The smaller classes allow teachers to spend more time on instruction and less on classroom management. They also allow teachers to better assess and monitor students' academic progress (McRobbie, Finn, and Harman, 1998).
- Literacy is promoted through 1) explicit teaching of reading strategies, 2) contextual vocabulary and grammar instruction taught in the context of the students' own writing, 3) instruction and reading of a wide variety of genres and types of texts, and 4) school-wide collaboration of teachers so that literacy skills will be taught in a systematic, progressive manner, 5) targeted support for English Learners. All students also participate in a daily Silent Sustained Reading program that allows students to read independently from texts of their own choosing. This practice builds student motivation and engagement with reading, and has been identified by researchers to be a key element of effective adolescent literacy programs (Biancarosa & Snow, 2006).
- Diagnostic Assessment: OUHS teachers, across content areas, administer diagnostic assessments, three times each school year, of skill and/or content area knowledge in order to provide targeted interventions for students and differentiate curriculum appropriately (Linchevski & Kutscher, 1998).
- OUHS offers extensive collaboration time for teachers to develop and deliver a coherent instructional program that integrates rigorous academic content standards with engaging pedagogical strategies.
- OUHS provides structured opportunities for the development of personalized relationships between students and a caring adult advisor. The advisor ensures that each student meets his/her academic potential and develops a plan to explore college and career options. Advisors also serve as the primary liaison between the school and students' families, ensuring strong family-school relationships, which are crucial to student achievement (Mahoney et al., 2003, Cotton, 2001).
- Pedagogical strategies and instructional structure are continuously modified in response to student learning needs based on assessment data.
- OUHS offers, at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (1) of Education Code Section 46201 for the appropriate grade levels.

## **6. Intensive Support to Ensure Success of All Students**

The OUHS educational program addresses the needs of students of all abilities—ranging from those who require remedial attention to those who are performing above grade level. OUHS employs the following strategies to support the academic success of all students:

- Advisors monitor students' academic progress and provide interventions as necessary.
- Since individual and family needs and challenges can hinder academic success, OUHS collaborates with local community service agencies to provide students and their families with social services. Current collaborators include, but are not limited to, Crisis Support Services, who provide mental health counseling to our students. Student wellness support needs are coordinated by our OUHS Director of Wellness Services.
- OUHS provides afterschool tutoring for students who need additional assistance with academic work. OUHS also provides extended summer classes for students in need of credit recovery and/or skill remediation.
- A multi-faceted afterschool program keeps student engaged in productive and healthy activities and away from problems and in a safe school environment during the most at-risk afterschool hours for youth.
- All students are required to attend a pre-9<sup>th</sup> grade 4-week summer program prior to entering high school in order to improve their basic skills in English and Math and to learn about technology and school culture at OUHS. This eases students' transition from their middle school environment to OUHS and provides diagnostic information for teachers to better support students.

### ***a. Plan for Academically Low-Achieving Students***

The majority of the students entering OUHS at 9<sup>th</sup> grade enter high school with below average academic skills. OUHS's curriculum, pedagogical approaches, and instructional structures have been developed especially to enable the success of our student population. In addition, OUHS offers the following interventions benefit low achievers:

- During the school year, OUHS continues to assess and identify under-performing students during teacher collaborative time, through formal and informal assessments and observations. This practice allows teachers to differentiate instruction, identify problems early, and informs Student Success Team (SST) meetings. Under-performing students are those performing below grade level in core academic subjects.
- When appropriate, SST meetings are held with the student's Advisor, a parent, teachers in classes where there are performance or behavior concerns, and other staff. The Student Success Team develops individual student support plans that identify interventions to support the areas of concern.
- As part of the SST process, OUHS notifies and meets with parents of under-performing students to seek explanation for under-performance and to review support plans and to seek parental assistance in supporting the student academic success.

The following are intervention programs offered by OUHS:



- 9<sup>th</sup> grade afterschool program – 9<sup>th</sup> graders in need of academic support are required to attend a daily 1-hour afterschool program. Students receive tutorial and homework assistance in the program.
- Afterschool tutoring for 10<sup>th</sup>-12<sup>th</sup> grade levels – OUHS teachers offer tutoring and homework assistance to under-performing students referred by teachers, by parent request, or when indicated by the SST process.
- Counseling – Under-performing students are provided with counseling services to identify and resolve personal and/or family issues and concerns that might affect their academic performance.
- Students who do not receive passing grades for required courses are offered summer classes to support them in making progress to graduation
- Students have the option to take online math courses during the summer in order to be placed in a higher level math class during the following school year.

#### ***b. Plan for Academically High-Achieving Students***

High-achieving students will be provided with supplemental challenging curriculum to meet their learning potential. Teachers will work with parents to outline strategies to use at home and in the classroom that adequately challenge high-achieving students. OUHS programs provided for high-achieving students include:

- Advanced Placement and honors course offerings in the following subjects: Biology, Calculus, Spanish, and US History.
- Other online AP courses available for students when appropriate.
- The opportunity to take online math courses during the summer in order to be placed in a higher level math class during the following school year.
- OUHS offers afterschool programs that enhance academic learning such as Techbridge, Technology Club, and many more. Students are also encouraged to participate in enrichment programs offered by many Unity partner organizations such as Brothers on the Rise, College Track, Girl's Inc., the Oral Lee Brown Foundation program, Upward Bound, Urban Peace Movement, and many more.
- OUHS regularly refers students to summer programs for academic enrichment and to encourage college-going success, such as the AMIGOS program, the Wellesley Pre-College Residential Program and others.
- OUHS has an early college program supported by our OUHS College Counselor, including community college classes offered on school campus by community college instructors, as well as a modified schedule to allow students to attend classes at community colleges.

#### ***c. Plan for English Learners***

As required by California state regulations, all OUHS teachers for core content areas are CLAD certified teachers or, in the case of teachers enrolled in an internship-credential program, are in the process of obtaining CLAD certification. OUHS meets all applicable legal requirements for ELLs relative to annual notification to parents, student identification, placement, program

options, English language development (“ELD”) and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirements. OUHS implements policies to ensure proper placement, evaluation, and communication regarding the rights of ELLs and their parents. If a student is classified as an ELL student, the ELL coordinator will contact the parent and explain the supports being put in place to support that student and will explain the ways in which a student can gain reclassification.

English Language Learners (“ELLs”) will have full access to OUHS’s core curriculum. OUHS aims to hire CLAD certified, experienced teachers and will work with BCLAD certified teachers and other ELL specialists to meet the needs of this population. OUHS meets all applicable legal requirements for ELLs relative to annual notification to parents, student identification, placement, program options, English language development (“ELD”) and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirements. OUHS implements policies to ensure proper placement, evaluation, and communication regarding the rights of ELLs and their parents. If a student is classified as an ELL student, the ELL coordinator will contact the parent and explain the supports being put in place to support that student and will explain the ways in which a student can gain reclassification.

OUHS grade-level teachers meet weekly to discuss the students and curriculum. During this time, a focus will also be placed on the progress of those students designated as ELLs. OUHS will engage in a variety of measures annually in order to ensure that students are placed in the appropriate support programs from the outset and that their teachers have an understanding of how to best meet their needs.

### ***Classification Process***

#### ***1. Home Language Survey***

The Home Language Survey (HLS) is administered upon a student’s initial enrollment into a California public school. If OUHS is not a student’s first California public school, OUHS will attempt to retrieve a copy of the student’s HLS from the prior school(s) of attendance.

Nonetheless, all students will be asked to state their primary language with OUHS enrollment paperwork to ensure an HLS is completed. The OUHS Main Office oversees this process.

#### ***2. Annual Assessments***

OUHS shall follow all California English Language Development Test (CELDT) testing timelines to ensure students receive proper instruction. OUHS shall comply with the applicable requirements of the No Child Left Behind Act with regard to ELL pupils. The OUHS College Counselor, in their capacity as Testing Coordinator, supervises CELDT Testing and EL reclassification. In addition to providing staff, students, and families with the official results of the CELDT, the OUHS College Counselor will also provide staff, students, and families with unofficial results in a timely manner.

In addition to CELDT testing, students will also be administered a primary language assessment within 90 days of enrollment.

All students, regardless of the results of their home language survey, will be administered tests to measure language proficiency, reading level, and oral language fluency biannually.

### **3. *Reclassification to FEP Status***

OUMS will use criteria to determine fluent English proficiency (FEP) for ELLs that are consistent with legal requirements regarding standardized testing and other required assessments. In addition, OUMS monitors student performance to ensure on-going academic success for reclassified students. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- CELDT (both unofficial and official results), on an annual basis as required by law.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age, demonstrating that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Observation by the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Participation of parents or guardians in the school's reclassification procedure, including seeking their opinion and consultation through notice that includes a description of the reclassification process and the parent's opportunity to participate.

### **4. *Supplemental Pullout Instruction***

For students at the Emerging and lower level Expanding ELD levels, supplemental pullout instruction with a focus on academic language acquisition takes place in 9th grade to best support closing the achievement gap. In 2011-2012, 80% of 6th grade ELL students in Oakland tested at either the Early Advanced, Intermediate, or Early Intermediate CELDT levels, meaning that it would be reasonable to expect a similar percentage of students at this level which corresponds to the Emerging and Expanding ELD levels. These are students who will benefit from substantial to moderate support. This instruction will be provided by our Literacy Specialist.

In their 9th grade year ELL students will benefit from smaller, intensive instruction with the Literacy Specialist. This teacher will also better be able to modify the work or reteach concepts in this setting. This class period will give them more opportunities to speak, read, and write in English. This pullout instruction does not replace the mainstream English class, but occurs during one of the students' non-core academic classes. The ELL students are thereby receiving 50% more English instructions than the mainstream students.

The supplemental pullout instruction will focus on 3 modes of production, as outlined in the California English Language Development standards and connected to the Common Core State standards. These modes are: collaborative, interpretive, and productive communication. The supplemental support will also focus on metalinguistic awareness and accuracy of production.

Students will be periodically assessed for their proficiency level in each of the five categories mentioned above.

Mainstream OUHS classes will provide the necessary support to students at the Bridging level of English Language Development and above. Strategies for supporting ELLs and LTELs in all classes at OUHS include: instructional techniques, assessment, materials and approaches aligned with California ELD and Content Standards; and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

### ***5. Monitoring and Evaluation of Program Effectiveness***

OUHS's evaluation for the program effectiveness for ELLs includes:

- Assessment of students' English language proficiency, reading level, and oral language fluency in the fall and the spring annually
- Continuous monitoring of reclassification of ELLs.
- Measurement by classroom teachers of student growth in California ELD standards
- SBAC results
- Assessments measuring modes of communication and knowledge of language.

### ***c. Plan for Special Education***

This section applies to IEP or 504 students.

OUHS 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 which substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the School. OUHS will adhere to all applicable State and Federal Laws in serving individuals with disabilities, including but not limited to, Individuals with Disabilities Education Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). OUHS shall not require the modification of an IEP or 504 plan as a condition of acceptance. OUHS will provide appropriate placement, according to a continuum of services, whether services are provided at the school site or not.

OUHS is a member school of the Sonoma County Charter SELPA and acts as a local education agency (LEA) of the Sonoma County Charter SELPA for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending OUHS shall receive special education instruction and related services in accordance with the individualized educational program ("IEP"). Sonoma Charter SELPA assists OUHS in locating local service agencies with all appropriate licensure and certification to legally provide specific special education services to students.

OUHS will identify special education students and develop their IEP in three ways:



- When a student enrolls at OUHS, his/her parents/guardians will be asked if he/she has received special education services and, if so, to provide the school with the student's individual education plan (IEP) or to provide a release for the school to access the student's IEP. OUHS will also review the cumulative education records received from the students' previous schools and identify the students with existing IEPs. For these identified students, the OUHS Education Specialist will convene a meeting with the student's parents and the appropriate teacher to review the IEP and to update the plan and to conduct reassessment if necessary.
- A parent may request that their child be assessed for a suspected disability. This process is followed by assessment, and an initial IEP meeting to determine the student's eligibility/ineligibility for Special Education Services.
- Instructional staff, through their daily interactions with the students, may identify students who may need extra assistance. For every identified student, the staff will hold a Student Success Team (SST) meeting to develop an intervention program or ultimately to recommend the student for special education assessment. For the latter case, the OUHS Education Specialist will meet with the parents to seek approval for the assessment. If the assessment recommends special education services, the OUHS Education Specialist will develop, together with the parents and the appropriate teachers, an IEP for the student. The IEP services will be designed to take advantage of OUHS's support curriculum. Written plans and records will be maintained for all students with IEPs. Students will receive services as prescribed in the IEP, as determined by local agreements. The students will be reassessed and their IEP updated periodically as prescribed in the IEPs and in compliance with the State and Federal regulations.

For our IEP students, OUHS has three tiers of support depending on student needs.

The following is a summary of modifications, accommodations, and interventions for IEP students:

TIER 3 – TIER 2 INTERVENTION + DIFFERENTIATED CURRICULUM	TIER 2 – PULLOUT	TIER 1 – IN CLASS	
For those students not making adequate progress at Tiers 1 or 2; students who are identified as requiring a differentiated curriculum and/or specialized academic instruction.	For those students not making adequate progress at Tier 1	All students with IEP	Focus

Students will be offered sustained, intensive, evidence-based specialized instruction and differentiated curriculum reflecting a pacing that meets their needs to support their access to and success in their regular coursework	Pullout intensive support in ELD, reading, or math by either the Student Success Specialist or the Education Specialist during the day; after-school support by credentialed teachers in coursework	Core curriculum with supplemental resources as needed	Program
Homogeneous grouping based on tier	As needed; pullout will be homogenous grouping by ability	Individual support by teacher & homo-geneous & hetero-geneous grouping	Grouping
TIER 2 + additional time and accommodations as prescribed by SSP.	At least 30 minutes 2-3 times per week in addition to core provided in Tier 1 (can be before school, after school, weekends or during school).	Daily	Time
Education Specialist	Classroom teacher, Student Success Specialist, Education Specialist, Extended Day Coordinator	Classroom teacher	Support staff
Outside regular classroom setting (supports core program)	Generally take place outside the regular classroom setting (should NOT supplant core instruction)	Regular classroom setting	Setting

When OUHS IEP students do not make satisfactory progress, supports are put into place. Some of these students may simply require in-class Tier 1 differentiation and accommodation and others may require targeted supplemental instruction. Differentiation and scaffolding in the classroom and our direct approach are our primary means to accelerate the academic learning and the academic outcomes of our IEP students.

Students requiring a Tier 2 or 3 intervention receive scheduled pull-out or push-in support. These sessions are scheduled, and students needing this tier of support are required to participate. The content of these sessions are strategic direct instruction in the student's zone of proximal development using programs proven in accelerating learning. This short term intensive intervention is designed to accelerate and enable the student to successfully access classroom curriculum. Materials are selected by the Education Specialist based on the needs and strengths of the students.

The Education Specialist conducts professional development with the OUHS teachers on a regular (quarterly) basis to ensure that all teachers are using best practices when teaching students with IEPs. These professional development opportunities include, but are not limited to, the following topics: accommodations in the general education classroom generally, and for specific learners, appropriate modifications to student assignments and assessments in the general education classroom, alternate grading criteria, learning disabilities, what to do if one suspects a disability, response to intervention and steps to assessment and the SST process. Professional development also incorporates priorities of teachers directly serving students with IEPs.

#### **OUHS SST Process as pertains to Identifying IEP students (See Attachment D)**

##### **SPED Staff Professional Training**

OUHS Special Education staff and regular staff will receive scheduled trainings from its SELPA. In addition, the OUHS Special Education staff will lead regular professional development trainings with the OUHS staff during weekly Wednesday professional development meetings. They will model effective practices for students with learning differences as well as offer guidance in lesson development and strategies to best meet the needs of students with disabilities.

##### **Section 504 of the Rehabilitation Act**

For identified student who has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, a 504 team will be assembled by the Principal. The team shall include 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 will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. The student evaluation shall be carried out by the 504 team, who will evaluate the nature of the student's disability and the impact upon the student's education.

This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials 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 IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

## **7. How Learning Best Occurs**

To meet our mission and objectives and best serve the target population, OUHS adopts the following philosophy and educational practices.

Learning best occurs when:

- The curriculum is dynamic, flexible, challenging, well-rounded, and personalized;
- High expectations and behavior guidelines are clear, consistent, and fair (Rist 1970);

- The teacher is passionate about what she/he teaches, takes responsibility for the design and implementation of the curriculum, and receives training and resources to help students achieve performance benchmarks;
- Students receive access to the support and skills necessary for overcoming barriers to personal and academic success (e.g., language barriers, peer pressure, low-self esteem, poverty-related challenges);
- Students' self-esteem and pride in their individual and group identity is fostered through praise, positive reinforcement, role models, and classroom activities;
- Parents are informed about and encouraged to support the educational process, including the college admissions process. (Noguera 2003; Valdes 1996).

To meet our mission, objectives, and best serve our target population in line with our educational philosophies, OUHS adopts the following educational practices.

Learning best occurs when:

- The curriculum is dynamic, flexible, challenging, well-rounded, and personalized; at OUHS, teachers deeply understand the individual needs of their students and have control over their own curricula so that they can differentiate appropriately.
- High expectations and behavior guidelines are clear, consistent, and fair (Rist 1970); at OUHS, the whole community adheres to strict policies and a set of classroom non-negotiables.
- The teacher is passionate about what she/he teaches, takes responsibility for the design and implementation of the curriculum, and receives training and resources to help students achieve performance benchmarks; at OUHS, hiring is done with an eye for teachers who have the credentials and experience to implement a rigorous and differentiated curriculum.
- Students receive access to the support and skills necessary for overcoming barriers to personal and academic success (e.g., language barriers, peer pressure, low-self esteem, poverty-related challenges); at OUHS, there are a variety of social-emotional supports in the form of the Advisory curriculum and available counseling.
- Students' self-esteem and pride in their individual and group identity is fostered through praise, positive reinforcement, role models, and classroom activities; at OUHS, teachers and staff assume best intentions of the students and come from a place of mutual respect in their interactions with students.
- Students and staff work in a small community where they can build trusting relationships; at OUHS, we are committed to remaining a small school of no more than 450 students.
- Students are engaged in a structured advisory system with an advisor who is trained in team-building and social development; at OUHS, advisors are guided with targeted professional development and a daily curriculum.
- Parents are informed about and encouraged to support the educational process, including the college admissions process (Henderson, 1994;Noguera 2003; Valdes 1996); at OUHS, parents are welcomed and encouraged to visit the campus and engage in workshops about the

college process. Parents are frequently updated by the students' advisors about their progress.

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

Our philosophy of what it means to be an educated person in the 21<sup>st</sup> Century focuses on our educational program and instructional design. An educated person is one who:

- Experiences a well-rounded education, including liberal arts, scientific processes, character development and social development;
- Has internalized learning as a lifelong passion;
- Knows how to communicate effectively and can emanate empathy, compassion, and concern for others regardless of individual background;
- Can envision and execute creative solutions to complex problems;
- Possesses the confidence to act individually or work with others for positive social/community change.
- Appreciates cultural diversity and has an in-depth understanding of his/her community/cultural background;
- Understands how mathematical and scientific processes impact daily life. Such a person uses this understanding to meet personal goals, seek a healthy lifestyle, and contribute to the physical and social environment around him/her;
- Is capable of utilizing regular advances in technology to more effectively or efficiently meet goals;
- Appreciates a variety of art forms and can express himself/herself creatively.



## ELEMENT B: MEASURABLE PUPIL OUTCOMES

**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)*

*In accordance with SB 1290, OUHS pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the OUHS, 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 OUHS.*

*OUHS pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the OUHS, 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 listed later in this section.*

*Annually OUHS will 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 OUHS 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 OUHS 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 OUHS 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 OUHS.*
- The chartering authority shall consider for revocation any OUHS to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the OUHS has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the OUHS, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.*

### 1. Measurable Outcomes for Student Performance

For purposes of SBAC, Level 3 refers to Met Standard and Level 4 refers to Exceeded Standard

By the end of the charter term:

**COLLECTIVE MPO #1**

For all students, OUHS will increase the percentage of students scoring at levels 3 or 4 on the ELA portion of the SBAC by at least 5%, or achieve a level of 45% of students scoring at levels 3 or 4, or outperform the OUSD average at the same grade level for similar schools.

**COLLECTIVE MPO #2**

For significant subgroups enrolled at OUHS:

For Hispanic students, OUHS will increase the percentage of students scoring at levels 3 or 4 on the ELA portion of the SBAC by at least 5%, or achieve a level of 45% of students scoring at levels 3 or 4, or outperform the OUSD average at the same grade level for similar schools.

For Low Income students, OUHS will increase the percentage of students scoring at levels 3 or 4 on the ELA portion of the SBAC by at least 5%, or achieve a level of 45% of students scoring at levels 3 or 4, or outperform the OUSD average at the same grade level for similar schools.

For English Learner (EL) students, OUHS will increase the percentage of students scoring at levels 3 or 4 on the ELA portion of the SBAC by at least 5%, or achieve a level of 10% of students scoring at levels 3 or 4, or outperform the OUSD average at the same grade level for similar schools.

For Reclassified Fluent English Proficient (RFEP) students, OUHS will increase the percentage of students scoring at levels 3 or 4 on the ELA portion of the SBAC by at least 5%, or achieve a level of 60% of students scoring at levels 3 or 4, or outperform the OUSD average at the same grade level for similar schools.

**COLLECTIVE MPO #3**

For all students, OUHS will increase the percentage of students scoring at levels 3 or 4 on the Math portion of the SBAC by at least 5%, achieve a level of 25% of students scoring at levels 3 or 4, or outperform the OUSD average at the same grade level for similar schools.

**COLLECTIVE MPO #4**

For significant subgroups enrolled at OUHS:

For Hispanic students, OUHS will increase the percentage of students scoring at levels 3 or 4 on the Math portion of the SBAC by at least 5%, or achieve a level of 20% of students scoring at levels 3 or 4, or outperform the OUSD average at the same grade level for similar schools.

For Low Income students, OUHS will increase the percentage of students scoring at levels 3 or 4 on the Math portion of the SBAC by at least 5%, or achieve a level of 25% of students scoring at levels 3 or 4, or outperform the OUSD average at the same grade level for similar schools.

For English Learner (EL) students, OUHS will increase the percentage of students scoring at levels 3 or 4 on the Math portion of the SBAC by at least 5%, or achieve a level of 10% of students scoring at levels 3 or 4, or outperform the OUSD average at the same grade level for

similar schools.

For Reclassified Fluent English Proficient (RFEP) students, OUHS will increase the percentage of students scoring at levels 3 or 4 on the Math portion of the SBAC by at least 5%, or achieve a level of 20% of students scoring at levels 3 or 4, or outperform the OUSD average at the same grade level for similar schools.

#### COLLECTIVE MPO #5

Each year, 40% of students who have attended OUHS for at least two years will meet their projected growth target, improve 2 RIT points or outperform the OUSD average at the same grade level for similar schools on the NWEA MAP Assessment in Reading/ELA.

#### COLLECTIVE MPO #6

For Hispanic students, each year, 40% of students who have attended OUHS for at least two years will meet their projected growth target, improve 2 RIT points or outperform the OUSD average at the same grade level for similar schools on the NWEA MAP Assessment in Reading.

For Low Income students, each year, 40% of students who have attended OUHS for at least two years will meet their projected growth target, improve 2 RIT points or outperform the OUSD average at the same grade level for similar schools on the NWEA MAP Assessment in Reading.

For English Learner (EL) students, each year, 25% of students who have attended OUHS for at least two years will meet their projected growth target, improve 2 RIT points on the NWEA or outperform the OUSD average at the same grade level for similar schools MAP Assessment in Reading.

For Reclassified Fluent English Proficient (RFEP) students, each year, 30% of students who have attended OUHS for at least two years will meet their projected growth target or improve 2 RIT points on the NWEA MAP Assessment in Reading.

#### COLLECTIVE MPO #7

Each year 10% of English Learners who have been enrolled at Oakland Unity School for at least two years will improve one overall proficiency level on the CELDT or quality for reclassification.

#### COLLECTIVE MPO #8

For all students:

Each year have less than 12 % of students absent more than 10% of the school days (chronic absence) or have a lower percentage of students chronically absent than Oakland Unified School District.

#### COLLECTIVE MPO #9

For significant subgroups enrolled at OUHS:

Each year have less than 12 % of Hispanic students absent more than 10% of the school days (chronic absence) or have a lower percentage of students chronically absent than Oakland

Unified School District.

Each year have less than 12 % of Low Income students absent more than 10% of the school days (chronic absence) or have a lower percentage of students chronically absent than Oakland Unified School District.

Each year have less than 12 % of Reclassified Fluent English Proficient (RFEP) students absent more than 10% of the school days (chronic absence) or have a lower percentage of students chronically absent than Oakland Unified School District.

Each year have less than 12 % of English Learners (EL) students absent more than 10% of the school days (chronic absence) or have a lower percentage of students chronically absent than Oakland Unified School District.

COLLECTIVE MPO #10

Each year OUHS, will achieve a High School cohort graduation rate of at least 70% or outperform the OUSD average for similar schools.

COLLECTIVE MPO #11

For significant subgroups enrolled at OUHS:

Each year Hispanic students will achieve a High School cohort graduation rate of at least 70% or outperform the OUSD average for similar schools.

Each year Low Income students will achieve a High School cohort graduation rate of at least 70% or outperform the OUSD average for similar schools.

Each year Reclassified Fluent English Proficient (RFEP) students will achieve a High School cohort graduation rate of at least 70% or outperform the OUSD average for similar schools.

Each year English Learners (EL) students will achieve a High School cohort graduation rate of at least 70% or outperform the OUSD average for similar schools.

COLLECTIVE MPO #12

Each year, at least 60% of students and families positively rate school safety.

COLLECTIVE MPO #13

Each year, at least 60% of students and families positively rate academic instruction.

COLLECTIVE MPO #14

Each year, at least 50% of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

## **2. Documenting Outcomes for Academic Subject Matter and Other Skills**

The OUHS academic curriculum consists of the basic concepts, content goals, and skills instruction reflected in the California State Content Standards. Academic skills and concepts

specified by the California State Frameworks are linked directly and specifically to concepts and themes explored in the classroom. OUHS is dedicated to documenting student achievement of the state content standards each year through state-mandated assessments and local assessments and evaluations as further described in Element C. OUHS also evaluates and documents whether students are meeting other skill outcomes outlined in Element A of this charter.

## ELEMENT C: MEASUREMENT OF PUPIL OUTCOMES

**Governing Law:** *The method by which pupil progress in meeting those pupil outcomes is measured. --California Education Code Section 47605(b)(5)(C)*

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

*OUHS does not test (i.e., STAR) with the District. OUHS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as OUHS.*

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

**The following table describes how we will measure the MPOs described in Element B:**

Measurable Pupil Outcomes (MPOs)	Measurement Instrument/ Date Source	
# 1 English Language Arts Achievement	SBAC	
# 2 English Language Arts Achievement by Subgroups	SBAC	
# 3 Mathematics Achievement	SBAC	
# 4 Mathematics Achievement by Subgroups	SBAC	
# 5 Growth in Reading/English Language Arts	NWEA MAP Assessment	
# 6 Growth in Reading/English Language Arts by Subgroups	NWEA MAP Assessment	
# 7 English Learner Reclassification	CELDT	
# 8 Chronic Absence Rate	Powerschool Database	
# 9 Chronic Absence Rate by Subgroups	Powerschool Database	
# 10 Cohort High School Graduation Rate	CDE Dataquest	
# 11 Cohort High School Graduation Rate by Subgroups	CDE Dataquest	
# 12 School Safety	Annual Parent & Student Surveys	



# 13 Quality of Academic Instruction	Annual Parent & Student Surveys	
# 14 Parent/Student Voice in Decision Making	Annual Parent & Student Surveys	

OUHS produces the School Accountability Report Card (SARC) annually for OUHS parents, OUSD, and other stakeholders.

OUHS will use a variety of data sources to measure pupil outcomes and ultimately the success of the school. OUHS will use a combination of both formative and summative assessments created by both internal and external sources to get the most detailed picture of student achievement. OUHS uses a data inquiry cycle to inform its operations and decisions about curriculum and instruction.

**The following outcomes are reviewed and reflected on:**

OUHS will measure pupil outcomes in the following categories:

- Core Academic Content
- Social and Leadership Skills
- Achievement of Special Populations
- School-Wide Goals

**The following instruments are used to measure data on these outcomes:**

OUHS will measure pupil outcomes using a variety of assessments, including a combination of internally and externally created assessments:

Formative Assessments:

- Standardized Reading Level Assessment (external – currently using NWEA’s MAP test)
- Rubric-based CCCSS standards based Writing Assessment (internal)
- Standards-based Mathematics Skills Assessment (internal)
- Rubric-based Document Based Question Writing Assessment (internal)
- Standards-based Social Studies Assessment (internal)
- Standards-based Science Assessment (internal)
- Rubric-based Lab Report Writing Assessment (internal)
- Visual Arts Rubric-based Assessment (internal)
- California Physical Fitness Test (external)
- Discipline report generated via SIS

Summative Assessments:

- Smarter Balanced Assessment Consortium (external)
- CELDT (external)
- ADA (PowerSchool)
- Local Control Accountability Plan
- Student grade reports (PowerSchool)
- Student and family end-of-year surveys

## Use and Reporting of Data:

OUHS will use the Illuminate platform to produce timely reports on a variety of measures. These measures can include large-scale views, such as overall performance of a certain subgroup, to more nuanced, but equally valuable information of student performance on individual standards or questions.

OUHS instructors will use the data inquiry tools created by OUHS to track individual student progress and progress of a group on various standards. OUHS instructors will use this data, in conjunction with data gathered from other assessments, to work on improvement plans for individual students, sub-groups, and their own instruction.

Since the 2004-2005 school year, OUHS has been utilizing Pearson Education Inc.'s PowerSchool, PowerTeacher, and PowerSchool Admin tools to input Student Information. OUHS teachers will utilize the same best practices used by OUHS to achieve positive student outcomes.

OUHS students will also be required by advisors to regularly check their grades using PowerSchool's online student interface. Students will learn how to analyze this data, use it to advocate for themselves, and comprehend it deeply in order to make improvements. Advisors will use an individual student's grade data from PowerSchool to make decisions about necessary Student Support Plan meetings and will use this data during those meeting. OUHS parents will be educated at the beginning of the year about how to monitor their own students' data via the PowerSchool online interface.

OUHS teachers and administrators will utilize PowerSchool Admin to monitor student behavioral growth. Both teachers and administrators will log behavioral incidents in order to monitor patterns of behaviors across grade levels and from individual students. The information in PowerSchool Admin will be used to decide individual student consequences. These discipline reports will be shared with parents at Student Support Plan meetings if relevant.

OUHS teachers and office staff will use PowerSchool to take attendance and monitor absences and tardies. This data will be shared with parents during Student Support Plan meetings and at larger parent meetings if relevant.

### **The following section describes in a general way how OUHS uses data to reflect as a staff and inform our curriculum and instruction decisions:**

OUHS is committed to understanding the data in order to improve student outcomes. This philosophy also reflects OUHS' commitment to repeated assessment using a variety of measures to generate data about student understanding. The OUHS staff is engaged in two levels of inquiry using data. OUHS staff uses a cycle of inquiry to move students towards improvement.

**Cycle of Inquiry-** the stages of the cycle of inquiry are as follows:

1. Identify an issue that relates to one of the measurable pupil outcomes
2. Frame the issue with questions

3. Set goals and measures for success
4. Build a plan to meet said goals
5. Implement the plan
6. Analyze the data and reflect to inform ongoing practice

**Grade Level Teams:** Teachers across disciplines meet as a grade level team and use discipline report data, classroom observations, and grade reports to discuss progress on both social and leadership skills and core academic skills. Teachers are involved in a cycle of inquiry to raise the outcomes of the students in that grade level. These focused data meetings take place quarterly using assessment created via the Understanding By Design backwards planning framework. Results are relayed to the Advisors of individual students so that pertinent information can be used in Student Support Plan meetings with parents and the student.

**Department Teams:** Teachers in the same department meet as a team and use formative assessment data and classroom observations to discuss progress primarily on the core academic skills. Teachers are involved in a cycle of inquiry to identify ways to improve student achievement in that discipline. These focused data meetings take place quarterly using assessment created via the Understanding By Design backwards planning framework. Results are relayed to the Advisors of individual students so that pertinent information can be used in Student Support Plan meetings with parents and the student.

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.

Reporting of Data to Families and Students:

The Principal reports all test data and survey results to the school as available throughout the year.

## ELEMENT D: 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)*

*As an independent charter school, OUHS, 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 OUHS.*

*OUHS 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 OUHS amends the bylaws, OUHS shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.*

*OUHS 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. OUHS 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 OUHS's website will satisfy this requirement.*

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

### LEGAL AND POLICY COMPLIANCE

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

*OUHS 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.*

*OUHS shall comply with the Brown Act and the Public Records Act.*

### NOTIFICATION OF THE DISTRICT

*OUHS 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 OUHS. Unless prohibited by law, OUHS shall notify the OCS in writing of any internal investigations within one week of commencing investigation. OUHS 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, OUHS shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. OUHS 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 OUHS closes, OUHS shall comply with the student records transfer provisions in Element 16. OUHS 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.*

*OUHS 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 OUHS to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at OUHS and of the District. OUHS 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 OUHS does not have that OUHS needs in order to meet its obligations, the District shall provide the same to OUHS in a reasonably timely manner upon request under Education Code section 47604.3.*

*OUHS 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.*

*OUHS 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. OUHS acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of OUHS 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 OUHS by law or charter provisions.*

*Members of the OUHS 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 Schools 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 OUHS.*

*OUHS and/or its non-profit corporation will be solely responsible for the debts and obligations of the OUHS.*

*To the extent that OUHS is a recipient of federal funds, including federal Title I, Part A funds, OUHS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the ESSA and other applicable federal grant programs. OUHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESSA 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 ESSA 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.*

*OUHS 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***

*OUHS acknowledges and agrees that all persons are entitled to equal employment opportunity. OUHS 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.*

### ***ESSA CREDENTIALING REQUIREMENTS***

*OUHS shall adhere to all requirements of the ESSA that are applicable to teachers and paraprofessional employees. OUHS shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). OUHS shall maintain current copies of all teacher credentials and make them readily available for inspection.*

*As part of the Fall Information Update, OUHS will notify the District in writing of the application deadline and proposed lottery date. OUHS 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.*

## **1. Legal Status and Liability**

OUHS is operated as a unit of OUHS Schools, a 501(c)(3) California Non-Profit Public Benefit Corporation (Attachment F). OUHS is governed by OUHS Schools Bylaws, which do not conflict with any element of this charter.

All OUHS Schools Board members are voting members and have a legal fiduciary responsibility for the well being of OUHS. OUHS will operate autonomously from OUSD, with the exception



of the supervisory oversight, special education services, or any other district oversight as required by law. Pursuant to the Education Code Section 47604(c), OUSD will not be liable for the debts and obligations of OUHS or for claims arising from the performance of acts, errors, or omissions by the charter school as long as OUSD has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code Section 47604.32 and subdivision (m) of Education Code Section 47605.

The governance of OUHS will include the OUHS Schools Board of Directors, its Executive Director, the School Principal, the OUHS Community Council, and may involve additional parent committees. The primary method for executing their responsibility is the development and adoption of policies and procedures to ensure that the school is fulfilling its mission and that its operations are in compliance with the policies, the procedures, the charter, and the applicable federal and state regulations.

## **2. Unity Schools Board of Directors**

The Unity Schools Board is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the school. Our goal for the composition of the Unity Schools Board includes an OUHS teacher, a businessperson with experience in fiscal management, a representative from a local college or university, an OUHS parent, if possible, and “other community members.” The “other community members” on the board will have expertise in curriculum development, fundraising, charter school law, school management, facilities, or other areas relevant to the operations of OUHS. OUSD is invited to delegate a representative to serve on Unity Schools Board of Directors. See Attachment G for a current listing and affiliations of Unity Schools Board members.

The Board of Directors has a responsibility to solicit input from, and opinions of, OUHS parents regarding issues of significance and to weigh the input and opinions carefully before taking action. The Directors meets regularly and as needed and is responsible for carrying out Board responsibilities including, but not limited to, the following:

- Hiring, evaluating, and if necessary, terminating the OUHS Principal.
- Approving the hiring of OUHS staff after consideration of a recommendation by the Principal Including overseeing the compliance of hiring policies/procedures by the principal.
- Approving contractual agreements for amount exceeding \$1000 that are not including in the annual budget.
- Approving and monitoring the implementation of OUHS general policies including facilities plans and effective human resource policies for career growth and compensation of the staff.
- Approving and monitoring an operational business plan that focuses on student learning.
- Approving and monitoring the OUHS annual budget.
- Acting as fiscal agent. This includes the receipt of funds for the operation of the School in accordance with charter school laws and the receipt of grants and donations consistent with the OUHS mission.
- Regularly measuring progress of both student and staff performance.

- Executing all other responsibilities provided for in the California Corporations Code.
- Reviewing and revising of the School's accountability and mission.
- Reviewing requests for out of state or overnight field trips.
- Participating in the dispute resolution procedure and complaint procedures when necessary.
- Developing Board policies and procedures.
- Approving charter amendments.
- Approving personnel discipline (suspensions or dismissals) as needed.
- Appointing an Administrative Panel to act as a hearing body and take action on recommended student expulsions.
- Creating external or subcommittees as needed, including but not limited to, an audit committee.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.

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

Unity Schools governance policies are aligned with the principles of the Brown Act and the Political Reform Act.

Unity Schools Board members abide by the adopted policies and procedures regarding self-dealing and conflicts of interest and do not vote or participate in a discussion relating to a matter in which he/she has a direct personal financial interest.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate any of those duties to the OUHS Schools Executive Director, OUHS staff, or other responsible parties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Unity Schools Bylaws are included as Attachment H of this charter.

### **3. The Principal**

The day-to-day management and operation of OUHS will be the responsibility of the school Principal, who will be authorized to act within the parameters set by the Unity Schools Board. He or she will supervise and evaluate teachers and other school staff members according to

school procedures. The Principal will be advised and supported by the OUHS Community Council. The Principal will be responsible for establishing a communication system to facilitate communication among the school's stakeholders including the Unity Schools Board, OUHS Community Council, teachers, parents, OUSD, and partnering agencies.

Key responsibilities and qualifications of the Principal are outlined in ELEMENT E of this charter.

#### **4. OUHS Community Council**

The OUHS Community Council (UCC) participates in proposing school policies, monitoring charter compliance, school facilities planning, and making budget recommendations. The UCC will elect a Chairperson every year.

The Principal will be responsible for reporting UCC recommendations to the OUHS Schools Board.

The UCC serves as the District Advisory Committee and the Bilingual District Advisory Committee.

#### **5. Parent Involvement**

OUHS recognizes that students learn best when parents are engaged in their education (Henderson and Berla, 1994). Every school year, OUHS hosts annual meeting for all OUHS parents. Parents are encouraged to participate in the UCC. Parents may participate in the District Advisory Council if permitted by OUSD.

Parents are encouraged to express their concerns, visit the school, and meet with the staff. Additionally, through parent meetings, surveys, or parent-teacher conferences, OUHS requests parent opinions on student performance and seek suggestions on how the school might improve its services.

To encourage additional parent involvement, OUHS shall at a minimum do the following:

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

#### **6. District Involvement**

OUSD will be involved in the operation of OUHS to the extent that it oversee OUHS as delineated by California regulation as OUHS's charter granting agency. In addition, OUSD may appoint one member to the Unity Schools Board. OUSD representatives will facilitate communications and mutual understanding between OUHS and OUSD.

## **7. Business and Operations Management**

Unity Schools provides business and operations management services to OUHS. Unity Schools staff operates under the direction of the Unity Schools Board and the Executive Director and works collaboratively with the Principal.

## **8. Non-Discrimination**

OUHS is nonsectarian in its programs, admissions policies, employment practices, and all other operations; does not charge tuition; and does not discriminate on the basis of race, ethnicity, religion, national origin, gender, gender identity, sexual orientation, or disability.

## ELEMENT E: STAFF QUALIFICATIONS

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

OUHS recruits and employs professional, effective and qualified personnel that believe in the mission and educational philosophy of the school for all administrative, instructional, instructional support, and non-instructional support capacities. In accordance with Education Code 47605(d)(1), OUHS Schools and OUHS are nonsectarian in their employment practices and all other operations. OUHS Schools and OUHS do not discriminate against any employee or potential employee on the basis of race, ethnicity, religion, national origin, gender, gender identity, sexual orientation, or disability. All employees of OUHS have “at will” contracts each year.

### 1. The Principal

The Principal supervises the schoolteachers and non-instructional staff and are responsible for implementing the charter and its philosophies and practices. Other responsibilities include the following:

- Providing leadership for the development of school programs and curricula
- Managing the day-to-day operations of the school site
- Engaging parents in school programs and the development of their children
- Coordinating with collaborating agencies
- Report student progress and school performance regularly to the Unity Schools Board of Directors

Person holding this position possess, at minimum:

- Excellent communication and community-building skills
- Administrative and educational experience
- Demonstrated leadership, decision-making, and managerial skills
- Minimum of 5-years’ experience working with youth and/or young adults, with a preference for experience with youth who share a similar background as the target school population
- Passionate about working with youth and their families
- Bilingual proficiency in English and Spanish (preferred)
- Master’s Degree (preferred)

When in need of hiring a new principal, the OUHS Schools Board shall establish a Hiring Committee that includes, but is not limited to, board members, teachers, and members of the OUHS Community Council. The Hiring Committee will make recommendations regarding the selection of the Principal. The OUHS Schools Board will make the final hiring decision.

## 2. Instructional Support staff

OUHS has in place other staff to assist the Principal in providing support for teachers, in maintaining smooth school operations, and in providing high-quality services to students and families. Currently, OUHS has an Assistant Principal, a Director of Instruction, a Literacy Specialist, a Director of Wellness Services, and an OUHS College Counselor. Staffing of these positions will be adjusted in response to needs of the school.

## 3. The Teachers

Teachers are primarily responsible for implementing the school's educational program. (See Attachment H: Day in the Life of an OUHS Teacher.) In addition to their classroom instructional role, the duties of teachers include, but are not limited to the following:

- Understanding the Charter and its mission and practices
- Overseeing the students' academic progress
- Student assessment
- Promoting a school culture that maximizes student learning and critical thinking
- Participating in the governance of the school
- Engaging in ongoing professional development activities
- Collaborating with fellow faculty and administrators
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents

OUHS teachers hold appropriate California teaching certificates (including CLAD and BCLAD), permits, or other documents issued by the Commission on Teacher Credentialing to the extent required of charter schools. Core subject teachers providing instruction in mathematics, language arts, science, and history-social science meet applicable definitions of the "highly qualified" requirements outlined in the No Child Left Behind Act and Education Code Section 47605(1).

When appropriate, OUHS also employs or retains non-certificated staff to teach non-core classes, non-college preparatory classes in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully as a teacher.

All OUHS teachers are expected to demonstrate the following abilities, experiences, and attitudes:

- Understanding and appreciation of the backgrounds of our students
- Resiliency and perseverance
- Professionalism and a commitment to the seriousness of our work
- Firmness and assertiveness
- Ability to communicate promptly and clearly



- Willingness to do “whatever it takes” to help our students succeed
- Assuming best intentions in our working relationships
- Commitment to OUHS Measurable Student Outcomes
- Academic Rigor
- Desire to collaborate with other disciplines
- Capable of running a well-managed and productive classroom
- Ability to work with English Language Learners
- Understanding of how to modify lessons and differentiate instructions for different learning styles
- Ability to multi-task
- Desire to be self-reflective about teaching
- Ability to clearly communicate learning goals and outcomes
- Student Support
- Dedicated to being an advisor in addition to subject teacher
- Desire to advocate on behalf of students
- Commitment to the development of our students as people
- Ability to empathize with students
- Honesty with self and with students
- Willingness and ability to hold all students to a high social and academic standard

OUHS hires teachers who have experience and/or knowledge of the student populations at the school. All certificated teachers will have BCLAD or CLAD credentials.

#### **4. Non-instructional staff**

All non-instructional staff possess experience and expertise appropriate for their position as outlined in the school’s staffing plan and personnel policies. OUHS develops, as needed, the job descriptions, job qualifications, selection processes, and evaluation tools appropriate for non-instructional staff members that are employed at the school.

Minimum requirements for office administrative staff include, but are not limited to, computer skills (including working knowledge of word processing, spreadsheets, and internet communication management), written and verbal communication skills in English, Spanish-language verbal communication skills, filing skills, and excellent organizational abilities. Office administrative staff will be expected to promote a welcoming school culture for parents.

OUHS works with local community organizations to enhance staffing and programming for the school’s extra-curricular activities.

## ELEMENT F: HEALTH AND SAFETY PROCEDURES

**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)*

### HEALTH, SAFETY AND EMERGENCY PLAN

*OUHS has 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 OUHS each school year.*

*OUHS has ensured that all staff members receive annual training on the OUHS 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.*

*OUHS has provided all employees, and other persons working on behalf of OUHS 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).*

*OUHS has stocked and maintained 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).*

*OUHS complies 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 OUHS.*

*OUHS periodically reviews, and updates and/or modifies as necessary, its Health, Safety and Emergency Plan, and keeps it readily available for use and review upon CSD request.*

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

*OUHS, including its employees and officers, complies with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.*

### CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

*OUHS complies with all requirements of Education Code sections 44237 and 45125.1. OUHS designates and maintains at all times at least one Custodian of Records duly authorized by the California Department of Justice.*

*OUHS maintains on file and available for inspection evidence that (1) OUHS has performed criminal background checks and cleared for employment all employees prior to employment; (2) OUHS 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 schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) OUHS has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. OUHS 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, OUHS shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.*

*OUHS complies with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.*

#### ***IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS***

*OUHS requires 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. OUHS maintains TB clearance records and certifications on file.*

*OUHS complies 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. OUHS maintains student immunization, health examination, and health screening records on file.*

#### ***SAFE PLACE TO LEARN ACT***

*OUHS complies with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.*

#### ***GUN-FREE SCHOOLS ACT***

*OUHS complies with the federal Gun-Free Schools Act.*

#### ***TOBACCO USE PREVENTION***

*OUHS has policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.*

### **Additional Health and Safety Procedures:**

#### ***Medication in School***

*OUHS adheres to Education Code Section 49423 regarding administration of medication in school.*

### *Emergency Preparedness*

OUHS adheres to an Emergency Preparedness Handbook developed specifically to the needs of the school site. This handbook includes, but is not limited to the following responses: fire, bomb threat, flood, earthquake, crash, intrusion, pandemics, hostage situations, or any other disaster. The purpose of the Handbook is to be prepared to handle any emergency with the safety of students and staff as our top priority. The Handbook is reviewed and updated annually.

### *Blood-borne Pathogens*

OUHS meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

### *Drug Free/Smoke Free Environment*

OUHS maintains a drug and alcohol and smoke free environment.

## ELEMENT G: ACHIEVING RACIAL/ETHNIC BALANCE REPRESENTATIVE OF OUSD

**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)*

OUHS implements a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students reflective of the OUSD student population as required by Education Code 47605(b) 5(G).

- An enrollment process that is scheduled and adapted to include a timeline that allows for a broad-based recruiting and application process.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the local population.
- Outreach meetings in local schools to reach prospective students and parents.
- Host visits from Oakland middle school students to tour OUHS campus and shadow classes with OUHS students.

## ELEMENT H: STUDENT ADMISSION POLICIES

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

### DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

*OUHS maintains 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.*

### HOMELESS AND FOSTER YOUTH

*OUHS adheres 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. OUHS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that OUHS is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. OUHS shall comply with all applicable provisions of Education Code sections 48850 – 48859.*

### NON-DISCRIMINATION

*OUHS does 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. OUHS 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.*

*OUHS does 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.*

### PARENT ENGAGEMENT

*OUHS does 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 OUHS.*

OUHS enrolls a student population largely from within the boundary of OUSD. The racial and ethnic balance of the school reflects the school's neighborhood community.

OUHS accepts all students eligible to enroll in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students up to its capacity.

Promotional materials are available in English and Spanish (and other languages if necessary), and are distributed at multiple locations throughout OUSD and are aimed equally to all pupils regardless of ethnicity, race, gender, disability, national origin, or sexual orientation. If invited, OUHS will attend OUSD high school option fairs conducted by OUSD middle schools.

As of the 2016-17 school year, OUHS is involved in the Enroll Oakland Charters pilot, which provides a common enrollment process and platform for 90% of the Oakland charter school sector. As part of the EOC process and timeline, applications are accepted during a publicly advertised open enrollment period from November 1<sup>st</sup> to February 17th for enrollment in the following school year. Following the open enrollment period each year applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, OUHS holds a public random drawing between March 6th and March 17th to determine enrollment for the impacted grade level, with the exception of existing students (2<sup>nd</sup> year forward) who are guaranteed enrollment in the following school year. Preference in the public drawing shall be given to siblings of currently enrolled 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity are given the option to put their name on a waiting list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year.

The wait list will not be carried over to the following school year.

OUHS seeks a commitment from both students and parents to the mission and vision of the school's charter. Prior to admission, all parents or guardians will be required to complete an application packet and asked to sign an agreement indicating they understand the school's philosophy and program.



## ELEMENT I: AUDIT PROCEDURE

**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)*

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

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

The Unity Schools Board forms an Audit Committee each fiscal year to oversee the selection of an independent auditor and the completion of an annual independent fiscal audit of the school's financial affairs. The auditor will be a CPA approved by the California Department of Education to conduct audit for LEAs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted as required under the Charter Schools Act, Section 47605(b)(5)(I). To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable U.S. Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within four months of the end of the fiscal year. A copy of the auditor's findings will be forwarded to the chief financial officer of OUSD, the Alameda County Superintendent of Schools, California State Board of Education, the State Controller, and to the CDE by December 15 each year. The Audit Committee will review any audit exceptions or deficiencies and report them to the full Unity Schools Board with recommendations on how to resolve them. The Audit Committee will report to OUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter. The school's financial audit will be a public document.

## ELEMENT J: SUSPENSION AND EXPULSION POLICIES

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

The OUHS Suspension and Expulsion Policies are outlined in Attachment J. These policies may be amended from time to time by the Unity Schools Board to address student conduct issues that may arise during the charter term that were not contemplated in the drafting of the charter. Suspension and Expulsion Policies are printed and distributed as part of the school's student handbook and clearly describe OUHS expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent/guardian receive the student handbook upon enrollment.

## ELEMENT K: RETIREMENT SYSTEM

**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)*

All OUHS employees who qualify for membership in the State Teachers Retirement System (STRS) will contribute at the rate established by the STRS. All employees who are not members of STRS must make contributions to the social security system. OUHS makes all employer contributions as required by STRS and federal social security. OUHS also makes contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

OUHS may choose to offer the Public Employees Retirement System or another retirement plan to its non-teaching staff.

## ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

**Governing Law:** *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. - Education Code Section 47605(b)(5)(L)*

*Pupils who choose not to attend the OUHS 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 OUHS 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 OUHS, except to the extent that such a right is extended by the LEA.*

Employees of the District who choose to leave the employment of the District to work at OUHS shall have no automatic rights of return to the District after employment at OUHS 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 OUHS will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

We recognize that OUSD shall not require any pupil enrolled in the school district to attend OUHS.

All students in Oakland Unified School District attendance area who opt not to attend OUHS will be free to attend their school of residence or request an intra-district transfer to another school in the district. Intra-district transfer requests will be processed in accordance with existing enrollment and transfer policies of OUSD or Alameda County.

## ELEMENT M: EMPLOYEE RIGHTS

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

Oakland OUHS High School employees who were previously employees of a School District shall have only those benefits and rights afforded to any other employee in their collective bargaining unit or employment status who leave the district for employment with any private employer.

The right of school employees who were previously OUSD employees to return to OUSD employment will be specified in OUSD policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated as nonprofit public benefit corporations under Education Code section 47604.

## ELEMENT N: DISPUTE RESOLUTION PROCESS

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

*OUHS will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. OUHS 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.*

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

*OUHS 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.*

*OUHS 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.*

*The staff and Governing Board members of OUHS agree to attempt to resolve all disputes between the District and OUHS 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 OUHS 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. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. 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 Unity Schools,  
c/o Executive Director Sau-Lim Tsang  
6038 Brann St.  
Oakland, CA 94605*

*To Coordinator, Office of Charter Schools  
1000 Broadway, 6th Floor, Suite 639  
Oakland, CA 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 facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.*

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



*parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.*

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

## ELEMENT O: EDUCATION EMPLOYMENT RELATIONS ACT

**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)*

OUHS Schools is the exclusive public school employer of the employees of OUHS for the purposes of the Educational Employment Relations Act (Government Code Section 3540, et seq.).

## ELEMENT P: CLOSURE PROTOCOL

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

### REVOCATION OF THE CHARTER

*The District may revoke the Charter if OUHS 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 OUHS if the District finds, through a showing of substantial evidence, that OUHS did any of the following:*

- OUHS committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.*
- OUHS failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- OUHS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- OUHS 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 OUHS in writing of the specific violation, and give OUHS 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, OUHS 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 OUHS, either by the governing board of OUHS or 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 OUHS votes to close OUHS; or the Charter lapses.*

### CLOSURE PROCEDURES

*The procedures for OUHS 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 "OUHS" apply to OUHS, 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 OUHS or the OUSD Board of Education, the governing board of OUHS 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 OUHS will fund, these activities.*

### *Notification of Closure Action*

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

- 1. The OUSD OCS. OUHS 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 OUHS, OUHS 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 OUHS within 72 hours of the Closure Action. OUHS shall simultaneously provide a copy of the written parent notification to the OCS.*
- 3. Alameda County Office of Education (ACOE). OUHS shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. OUHS shall simultaneously provide a copy of this notification to the OCS.*
- 4. The Special Education Local Plan Area (SELPA) in which OUHS participates. OUHS shall send written notification of the Closure Action to the SELPA in which OUHS participates by registered mail within 72 hours of the Closure Action. OUHS shall simultaneously provide a copy of this notification to the OCS.*
- 5. The retirement systems in which OUHS's employees participate. Within fourteen (14) calendar days of the Closure Action, OUHS 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. OUHS shall provide a copy of this notification and correspondence to the OCS.*
- 6. The California Department of Education (CDE). OUHS shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. OUHS 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 OUHS. OUHS 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. OUHS shall provide a copy of these notifications, if any, to the OCS.*
- 8. All OUHS employees and vendors within 72 hours of the Closure Action. OUHS 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 OUHS*
- 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 OUHS*
- 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 OUHS, by which OUHS shall provide employees with written verification of employment*

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

*Records Retention and Transfer*

*OUHS 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 OUHS records, including student records. These requirements include:*

- 1. OUHS 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 OUHS. 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. OUHS'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. OUHS 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 OUHS 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. OUHS must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. OUHS will coordinate with the OCS for the delivery and/or pickup of student records.*
- 5. OUHS must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.*
- 6. OUHS must provide to the OCS a copy of student attendance records, teacher gradebooks, OUHS 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. OUHS 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. OUHS shall provide to the responsible person(s) designated by the governing board of OUHS 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 OUHS and the authorizing entity of any liabilities OUHS 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 OUHS if it has reason to believe that the school received state funding for which it was not eligible.*

*OUHS shall ensure completion of an independent final audit within six months after the closure of OUHS 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 OUHS.*

*This audit may serve as OUHS's annual audit.*

*OUHS shall pay for the financial closeout audit of OUHS. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by OUHS will be the responsibility of OUHS and not OUSD. OUHS understands and acknowledges that OUHS will cover the outstanding debts or liabilities of OUHS. Any unused monies at the time of the audit will be returned to the appropriate funding source. OUHS 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 OUHS participates, and other categorical funds will be returned to the source of funds.*

*OUHS 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 OUHS 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 OUHS 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 OUHS. OUHS closure procedures must also ensure appropriate disposal, in accordance with OUHS's governing board*



*bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of OUHS have been paid or otherwise addressed. Such disposal includes, but is not limited to:*

*1. OUHS, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to OUHS 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 OUHS 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 OUHS is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of OUHS, the corporation shall be dissolved according to its bylaws.*

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

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

*OUHS 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 OUHS will make the payments.*

*Prior to final close-out, OUHS 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 P shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end OUHS's authorization to operate as a charter*

*school or cause OUHS to cease operation. OUHS 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 OUHS breach any obligation under this Element P. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element P or any provision of this Element P 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.*

#### **REQUIRED NOTIFICATION TO DISTRICT**

*OUHS shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves OUHS without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. OUHS 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).*

*OUHS shall define any student dismissal under the OUHS disciplinary procedure, or termination of a student's right to attend the OUHS 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, OUHS 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.*

## **FACILITIES**

*If OUHS 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, OUHS 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, OUHS will occupy and use any District facilities, OUHS shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. OUHS shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between OUHS 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 OUHS 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. OUHS 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 OUHS 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 OUHS 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 OUHS 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 OUHS and the District cannot agree upon and execute an amendment or new use agreement by said deadline, OUHS shall vacate the District facilities on or before June 30th of said school year.*

*OUHS 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 OUHS from conducting its educational programs. If OUHS will share the use of District*

facilities with other District user groups, OUHS 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: OUHS 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 OUHS.*
- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to OUHS for use. OUHS, 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 OUHS 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 OUHS), 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 OUHS shall pay a Pro Rata Share for facilities costs as provided in the OUHSs 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, OUHS shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or OUHS's legal or equitable interest created by the use agreement.*
- *Maintenance & Operations Services: In the event the District agrees to allow OUHS 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 OUHS.*

(i) *Co-Location: If OUHS 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 OUHS 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 OUHS is a sole occupant of District facilities, the District shall allow OUHS, 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 OUHS 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, OUHS shall satisfy requirements to participate in OUSD's property insurance or, if OUHS is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. OUHS shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF OUHS is co-locating or sharing the OUSD facility with another user.*

#### *Non-District-Owned Facilities*

*Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, OUHS shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows OUHS to use and occupy the site as a OUHS. OUHS 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. OUHS may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If OUHS intends to move or expand to another facility during the term of this Charter, OUHS 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, OUHS 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, OUHS 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 OUHS 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. OUHS 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. OUHS cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. OUHS shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.*

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

*Asbestos Management: OUHS 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 OUHS 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 OUHS moves or expands to another facility during the term of this charter, OUHS 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. OUHS 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.*

## **ADMINISTRATIVE SERVICES**

*The District may charge for the actual costs of supervisory oversight of OUHS not to exceed 1% of OUHS LLCF allocation, or the District may charge for the actual costs of supervisory oversight of the OUHS not to exceed 3% of LLCF allocation if OUHS 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.*



## **DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS**

OUHS 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 OUHS 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.*

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

- *OUHS 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 OUHS.*
- *The District is authorized to revoke this charter for, among other reasons, the failure of OUHS 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 OUHS books, records, data, processes and procedures through the Office of Charter School 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.*

*OUHS 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 to OUHS. 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 OUHS operations is received by the District, OUHS 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 OUHS by law or charter provisions.*

## **FISCAL MATTERS**

### **Cash Reserves**

*OUHS 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=**

*OUHS 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, OUHS, 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.*

### **Special Education Revenue Adjustment/Payment for Services**

*In the event that OUHS 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 OUHS, OUHS authorizes the District to deduct any and all of the in lieu property taxes that OUHS otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. OUHS further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to OUHS. Should this revenue stream be insufficient in any fiscal year to cover any such costs, OUHS agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.*

### **Audit and Inspection of Records**

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

- *OUHS 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 OUHS.*
- *The District is authorized to revoke this Charter for, among other reasons, the failure of OUHS to meet generally accepted accounting principles or if OUHS engages in fiscal mismanagement.*

*Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit OUHS 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 OUHS financial information,*

- *OUHS debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *OUHS enrollment process,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

*OUHS 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 OUHS. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.*

#### *Internal Fiscal Controls*

*OUHS has in place and maintains sound internal fiscal control policies governing all financial activities.*

#### *Apportionment Eligibility for Students Over 19 Years of Age*

*OUHS acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating OUHS apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)*

#### *Local Control and Accountability Plan*

*In accordance with California Education Code sections 47604.33 and 47606.5, OUHS 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).)*

*Unity Schools shall be deemed the exclusive public school employer of the employees of the OUHS for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Unity Schools shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.*

## MISCELLANEOUS CLAUSES

### *Good Faith*

The Unity Schools Board and OUSD will maintain open and ongoing relationships in good faith to ensure compliance and excellence in this educational program as it evolves and grows.

### *Term*

The term of this charter begins on July 1, 2017 and expires five years thereafter.

### *Amendments*

In accordance with Education Code Section 47607, material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

### *Severability*

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Unity Schools Board and OUSD. OUSD and OUHS agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

### *Applicable Laws*

OUHS will comply with all applicable federal, state and local laws.

### *Communications*

All official communication between OUHS and OUSD will be sent via First Class Mail or other appropriate means to the following addresses:

Oakland Unity High School  
6038 Brann Street  
Oakland, CA 94605

Oakland Unified School District  
1000 Broadway, 6th Floor, Suite 639  
Oakland, CA 94607

## Statement of Assurances

This form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Oakland Unity High School located at 6038 Brann St. Oakland, CA 94605 is true to the best of my knowledge and belief; and further, I certify that:

1. Does 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. Enrolls 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. Is non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Is 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. Does 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. Meets 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 noncharter public schools.
7. Complies 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. Consults, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).
9. Offers 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. Complies 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. Provides 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. Adheres 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. Complies 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. Adheres 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. Complies with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99 ).
16. Complies with all other applicable federal and state laws and regulations, including the California Code of Regulations.
- 17 Submits an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
18. Maintains 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. Submits required enrollment data to the OUSD Office of Charter Schools by the required deadline.
20. Complies with all laws establishing minimum age for public school attendance, as required by Education Code section 47610(c).
21. Operates in compliance with generally accepted government accounting principles.
22. Maintains separate accountings of all funds received and disbursed by the school.
23. Participates in the California State Teachers’ Retirement System and other retirement systems, as applicable.
24. Obtains, keeps current, and makes available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Obtains, keeps current, and makes available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).
26. At all times maintains all necessary and appropriate insurance coverage.

27. Submits 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. 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, provides for approval of such contract by the Board of Education in advance of the beginning of the contract period.

29. Requires the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)

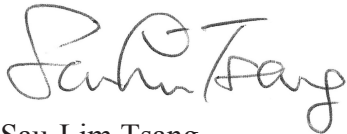
30. Complies with the provisions of the California Public Records Act (California Government Code section 6250 et seq. ).

31. Provides 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. Provides 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. Is 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.

Signature:



Date: 1/6/2017

Print Name: Sau-Lim Tsang

## REFERENCES

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- Cotton, K. (2001). *New small learning communities: Findings from recent literature*. Portland, OR: Northwest Regional Educational Laboratory.
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- Henze, R., Katz, A., Norte, E., Sather, S., & Walker, E. (2002). *Leading for Diversity: How School Leaders Promote Positive Interethnic Relations*. Thousand Oaks, CA: Corwin Press.
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- Valdés, G. (1996). *Con respeto: bridging the distances between culturally diverse families and schools: an ethnographic portrait*. New York: Teachers College Press.



## Attachment A

### OUHS Graduation Requirements

In order to graduate, a student needs to have achieved the following by the end of 12th grade:

- Completion of courses in required subjects for a total of no less than 230 credits (one semester of coursework in a subject is five credits, one year is 10 credits).
- Students must meet the University of California A-G requirements.
- Graduation in good standing requires a grade point average (GPA) of 3.0 or more. The minimum requirement for graduation is a GPA of 2.0 or more.
- Completion of 20 Community Service hours.
- **Completion of the OUHS Senior Project.**

#### Required Subjects for Graduation

Subject	Credits	Semester Courses
English*	40	8 semesters
Math*	30	6 semesters of Algebra, Geometry, Algebra 2
Science*	30	2 semesters each of Physics, Chemistry, Biology
World Cultures*	10	2 semesters
U.S. History*	10	2 semesters
American Government*	5	1 semester
Economics	5	1 semester
Foreign Language*	20	4 semesters of Spanish or other language
Art*	10	2 semesters of creative or performing arts
Physical Education	20	4 semesters
Electives	50	10 semesters
Total	230	Minimum requirement

#### \* A-G course

**-Students do not receive course credit for an A-G course if a final grade of F or D is earned and non A-G courses if a final grade is an F. Course credit can be made up by repeating the course the following year or through online credit recovery courses.**

## Attachment B

### Approved UC/CSU A-G course List

UNIVERSITY OF CALIFORNIA	A-G Course List																									
Printed on: 01-03-2017 09:57 AM																										
<h3>UC/CSU - Approved Course List</h3> <div> <div> <b>Oakland Unity High School</b>  <b>Location:</b> Oakland, CA  <b>Website:</b> <a href="http://www.unityhigh.org">www.unityhigh.org</a> (<a href="http://www.unityhigh.org">http://www.unityhigh.org</a>)  <b>Course List Manager:</b> Lilliana Leon  <b>Course List Manager Phone:</b> (510) 663-5717 ext. 112 </div> <div> <b>College Board Code:</b> 052484  <b>School Governance:</b> Public  <b>School Type:</b> Comprehensive High School  <b>School Subtype(s):</b> Site-Based/Traditional, Charter School  <b>School accredited through</b> 2019 </div> </div>																										
<h3>Course list for 2016-17</h3> <div>Updated as of Aug 4th, 2016</div>																										
<p><b>History / Social Science ("a") 2 years required</b></p> <p><i>Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.</i></p> <table border="1"> <thead> <tr> <th>Title</th> <th>Transcript Abbreviation(s)</th> <th>Discipline</th> <th>Honors Type</th> <th>Course Notes</th> </tr> </thead> <tbody> <tr> <td>American Government</td> <td>American Government</td> <td>Civics / American Government</td> <td></td> <td></td> </tr> <tr> <td>AP United States History <i>Adopted from: The College Board Advanced Placement Program</i></td> <td>AP United States History AP US History</td> <td>U.S. History</td> <td>AP</td> <td></td> </tr> <tr> <td>Modern World History</td> <td>Modern World History</td> <td>World History / Cultures / Historical Geography</td> <td></td> <td></td> </tr> <tr> <td>United States History</td> <td>US History</td> <td>U.S. History</td> <td></td> <td></td> </tr> </tbody> </table>		Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes	American Government	American Government	Civics / American Government			AP United States History <i>Adopted from: The College Board Advanced Placement Program</i>	AP United States History AP US History	U.S. History	AP		Modern World History	Modern World History	World History / Cultures / Historical Geography			United States History	US History	U.S. History		
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United States History	US History	U.S. History																								
<p><b>English ("b") 4 years required</b></p> <p><i>Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.</i></p> <table border="1"> <thead> <tr> <th>Title</th> <th>Transcript Abbreviation(s)</th> <th>Discipline</th> <th>Honors Type</th> <th>Course Notes</th> </tr> </thead> <tbody> <tr> <td>English 10</td> <td>English 10</td> <td>English</td> <td></td> <td></td> </tr> <tr> <td>English 11</td> <td>English 11</td> <td>English</td> <td></td> <td></td> </tr> <tr> <td>English 12</td> <td>English 12</td> <td>English</td> <td></td> <td></td> </tr> <tr> <td>English 9</td> <td>English 9</td> <td>English</td> <td></td> <td></td> </tr> </tbody> </table>		Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes	English 10	English 10	English			English 11	English 11	English			English 12	English 12	English			English 9	English 9	English		
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English 10	English 10	English																								
English 11	English 11	English																								
English 12	English 12	English																								
English 9	English 9	English																								
<p><b>Mathematics ("c") 3 years required, 4 years recommended</b></p> <p><i>Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.</i></p> <table border="1"> <thead> <tr> <th>Title</th> <th>Transcript Abbreviation(s)</th> <th>Discipline</th> <th>Honors Type</th> <th>Course Notes</th> </tr> </thead> <tbody> <tr> <td>Algebra 1</td> <td>Algebra 1</td> <td>Algebra I</td> <td></td> <td></td> </tr> </tbody> </table>		Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes	Algebra 1	Algebra 1	Algebra I																	
Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes																						
Algebra 1	Algebra 1	Algebra I																								

Algebra 2	Algebra 2	Algebra II	
Algebra A	Algebra A	Algebra I	
Algebra B	Algebra B	Algebra I	
AP Calculus AB <i>Adopted from: The College Board Advanced Placement Program</i>	AP Calc AB AP Calculus	Calculus	AP
Geometry	Geometry	Geometry	
Precalculus	Precalculus	Advanced Mathematics	

<b>Laboratory Science ("d")</b> 2 years required, 3 years recommended <i>Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary science course can meet one year of this requirement.</i>				
Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Biology <i>Adopted from: The College Board Advanced Placement Program</i>	AP Biology	Biology / Life Sciences	AP	
Biology	Biology	Biology / Life Sciences		
Chemistry	Chemistry	Chemistry		
Physics	Physics	Physics		

<b>Language Other than English ("e")</b> 2 years required, 3 years recommended <i>Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended).</i>				
Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Spanish Language and Culture <i>Adopted from: The College Board Advanced Placement Program</i>	AP Spanish	LOTE Level 4+	AP	
Spanish 1	Spanish 1	LOTE Level 1		
Spanish 2	Spanish 2	LOTE Level 2		

<b>Visual &amp; Performing Arts ("f")</b> 1 year required <i>One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).</i>				
Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Art 1	Art 1	Visual Arts		

<b>College-Preparatory Elective ("g")</b> 1 year required <i>One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.</i>				
Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes

**Attachment C**

**OUHS Habits of Heart and Mind**

Understand Our World  
Nourish Healthy Relationships  
Innovate and Problem Solve  
Trust Yourself  
Your Community

## Attachment D

### OUHS Student Success Team Process

Oakland Unity High School complies with all Child Find obligations as required by California state regulation.

The Student Success Team (SST) process at Unity is aligned with all applicable pre-referral state requirements. The SST process is first a structure to creatively problem-solve and attempt to identify and exhaust all supports and services available to teachers in the general education realm before pursuing assessment for a disability. The SST process is also set up to move forward decisively so as not to create undue delay in the appropriate assessment of students who may indeed have a disability that impedes their success in school and requires special education services.

#### **1. Process for Documentation of Modifications, Accommodations, and Interventions in General Education Prior to SST**

The following is the process for documentation of modification, accommodations, and interventions in general education prior to SST.

##### **Step 1: Advisor makes an SST referral.**

SST referrals will generally be submitted following the quarterly progress report. Student Advisors will submit SST referrals. (As part of the OUHS support program, every incoming student is assigned an Advisor, a teacher to be his/her advisor/advocate. The Advisor will serve the same student until his/her graduation.) Teachers must go through a student's Advisor to trigger the SST process.

##### **Step 2: The Advisor will schedule an SST.**

SSTs will be scheduled in order of priority. SSTs must minimally include the advisor, the student, the parent/guardian, and a facilitator (usually the Advisor). If there is a particular class or teacher that is of concern, that teacher should attend. All the student's teachers should be invited. Classroom teachers who are unable to attend will send detailed notes about the student's progress to the student's advisor at least 24 hours before the meeting. The Advisor will generally facilitate all SSTs. If there are an excessive number of SSTs needed, an Administrator or the Education Specialist can also facilitate SSTs. In the event the parent or guardian fails to attend the scheduled SST, follow-up attempts will be made. If the meeting must take place without the parent, due to extenuating circumstances, the student must be in attendance and notes must be sent home for parent signature.

##### **Step 3: The Advisor will collect data for SST meetings.**

Student performance data will be analyzed at the SST meeting. Minimally, the following information will be collected in advance of the meeting:

- Teacher reports on student progress
- Transcript communicating student progress towards OUHS graduation requirements
- Last progress report/report card

- Advisor's report
- Attendance data
- Student conduct data
- Any other relevant reports from relevant staff or adults (after-school program, coaches, tutors, mentors, etc.).

**Step 4: The SST will follow the process outlined below to develop a Success Plan.**

The SST Cycle of Inquiry uses the data presented to identify root causes for the student's performance. The root causes will identify the target areas for growth on the Success Plan. It will also indicate areas where the student may require modification of requirements or instructional pedagogy. The Advisor will provide a copy of the notes and action items for the Success Plan to a dedicated administrator, who will input the Success Plan into the school's online student data platform, PowerSchool, to facilitate teacher access to the plan.

**Step 5: The Advisor will monitor the implementation of the Success Plan.**

The Advisor is the lead for the Student Success Team. The Advisor will maintain a file for each student with a Success Plan and an administrator will also keep a copy on file for each student.

**2. SST Meeting Process and Protocol:**

**Step 1: Review the data presented.**

Review the student interview responses, the teachers' reports, the student's performance data, and the information presented on the referral. Ask the members of the team to make observations about:

- Student's strengths/assets
- Student's challenges
- Where the student has experienced success
- Where the student has struggled.

**Step 2: Make a data-based observation/statement about the student's struggles.**

Make a statement about the challenges the student is experiencing. Make sure this is an evidence-based statement and that the statement is significant. A significant statement is one that describes a challenge that if overcome would dramatically improve the student's performance. For example, the statement "Student A seems very unmotivated and does not engage in class" is much more significant than the statement "Student A is often tardy to class."

**Step 3: Ask WHY 3-5 times.**

Ask why. Apply your understanding of the student based on the data presented and based on your own experiences with the student to deeply analyze the root cause of the statement. Why is Student A unmotivated? Once the team has come to some conclusion about why Student A is unmotivated, ask why again. If the team decides Student A is unmotivated because he does not appear to see any point to school, ask why he does not appear to see any point to school. If

the team decides he doesn't see the point to school because he has been retained twice already and has experienced largely failure in school, ask why that is the case. The real WHY is incredibly important in determining what course of action to take to support the student. Often this will involve agreeing on general education supports and accommodations that the team will implement.

**Step 4: Do steps 2 and 3 for another area of struggle.**

**Step 5: Do steps 2 and 3 for an area of success/strength.**

**Step 6: Identify 2-3 high-leverage strategies that build upon the foundation of the success/strength to address the challenge/struggle.**

For example, if the root cause for a student's success in his after school basketball team is a close and trusting relationship with his coach and the sense of pride that coach instills in him, then we might theorize that strong and encouraging adult allies help this student succeed. Therefore, we might identify a strong adult ally who can support the area where the student is struggling.

The final step of the process is to close the meeting by summarizing the findings of the SST team including action items, attainable goals, general education supports and accommodations, and setting dates for revisiting the student's progress. Records from the meeting will be distributed to all the stakeholders via hard copy and also recorded electronically in the PowerSchool data system.

If the student's performance does not improve, the SST can reconvene 3-5 weeks after implementation of plans from first meeting to share documented results of effectiveness of the interventions. If interventions have been effective, or only need minor changes, then they remain in place as appropriate. If interventions have not been effective, a new set of interventions is agreed upon and implemented.

If the student is still performing poorly, attempted interventions are not effective, and need of further intervention is apparent, the SST can reconvene for a third meeting with the purpose of determining whether or not the student should be assessed for Special Education services. Certificated special education staff should be invited to this 3<sup>rd</sup> SST meeting (Education Specialist or Special Education Director). Special Education staff will participate in the meeting, hearing from teachers what the concerns and attempted interventions were, then reviewing documentation to determine the integrity of implementation and rationale for possible referral for assessment.

If student is not referred for testing, advisor and general education teachers continue to provide intervention and support through general education, including possible 504 assessment when appropriate. If a student is referred for testing after the SST process, Special Education staff create an assessment plan and proposal for parents.

## **Attachment E**

### **Measure N**

Oakland Unity High School has committed to preparing all students for college and career success, leveraging the opportunities afforded by Measure N. At OUHS, Measure N has the goal of being a “top-down and bottom-up” approach to school programming that will improve educational outcomes for all students.

#### **Planning Process**

Measure N implementation at Unity is premised on the idea that meaningful shifts at schools need to be both carefully considered and planned by school leadership and also to grow organically out of distributed teacher leadership and existing and authentic school practices. Our Measure N process is founded on an understanding that Unity students need to gain 21<sup>st</sup>-century life-long learning skills that will serve them in multiple potential careers in a world where the specific skills necessary for career success are rapidly changing and difficult to predict. Fundamentally, Unity students need to be able to “learn how to learn” and how to problem-solve and innovate solutions, as opposed to memorizing facts or simply mastering discrete sets of technical skills.

Our Measure N programming proceeds from a belief that by linking learning in school to real-life applications, experiences and challenges, both student engagement and rigor can be increased. We believe that we will engage our students more fully by linking their interests and passions to college and career aspirations, and that part of the student experience in high school should be a journey of self discovery about potential career and life interests.

Our team has conducted an inquiry process, starting with collecting information about best practices across the state and locally. We have consulted with local high schools and industries; attended the Educating for Careers conference in Sacramento; reviewed reports from the James Irvine Foundation about the successes and challenges of Linked Learning in California; made school site visits; participated in the Oakland Unified School District Measure N Summit.

We are in a strong position to collaborate with our Measure N peer community of educators in Oakland. We have benefitted already from insight into implementation of a Career Pathways model at smaller schools with limited master schedule flexibility. We have observed college courses on high school campuses, collaborated on trips, and met with faculty on Laney College’s campus to discuss ways to formalize our relationship in the technical fields, including their Architecture and Computer Information Systems programs.

We are leveraging learning from our participation in the XQ Super School competition, as well as our LCAP development to ensure we are building on our own student, staff, and families understanding and insights about how best to connect school with college and career aspirations. We have reflected on areas of intersection between Measure N



and our existing school wide goals as they have evolved through our LCAP, WASC, and our school-wide inquiry cycle on Long Term English Learners.

Our Unity Measure N process is also committed to incorporating student voice into the design process, including the voices of students who have left Unity or represent subgroups that we have not successfully served. Students who participated in our credit recovery and skills acceleration program in the summer contributed their insight about what works best for them and their ideas for how to improve Unity. For example, one student said: “I only like learning things that I want to know and that I find actually useful.” Additionally, from a broad cross-section of both our high-achieving and disengaged students, we heard a call for engagement through increased rigor, and through academic work that makes students feel proud because they worked hard and improved at things they previously did not know. Finally, we heard again from a broad cross section of students to avoid transactional learning: “We want students to think, but we teach them to memorize.”

### **Data Portrait**

Three sub-groups surfaced: Long Term English Learners, Latino and African-American males, and Vulnerable Students (home stressors, failure of school community to successfully engage, special needs). Students at risk of grade retention are by definition also those students who are not on track to graduate in 4 years, and they also as a subgroup are much more likely to leave our school. Data analysis indicated high correlation between several groups: students not making adequate progress to graduation in four years, Long Term English Learners, students with attendance patterns that do not support academic success, students with special needs, and male students in all of the preceding sub-groups. We also took special note of students who have exited our school both mid-year and at end of year for the past two years. 25% of our students are long-term English language learners, with the accompanying literacy and academic challenges. It is clear that we need to do major scaffolding, even for many of our higher skilled students.

Additionally, a long-term pattern of decreased structure, rigor, and engagement for OUHS seniors emerged as structural issue to be addressed by Measure N.

### **Action Plan**

For 2016-17, we will invest in technology, develop students’ debating skills, and expand after-school programming, particularly for LTELs. We will continue the Writing Center that we piloted in 2015-16.

- Development of work-based learning internship program. Internships will be piloted at 12th grade level with the goal of eventually developing an internship requirement that will be completed by 100% of all students
- Develop 21st Century Career Academy program. Continued school and stakeholder inquiry will guide the development of our pathways program. At its core, the Academy will be anchored by explicit instruction of 21st century skills, focusing on verbal and written communication, developing life-long learners and problem-

solvers. Broad strands of this academy may include: Community Service and Education, Technology Entrepreneurship, and Health and Medical. Dialogue will take place with employer pipelines and internship providers. Internships will be an opportunity for all students to use and reflect on 21st century skills and internship needs will funnel back into classroom learning and content decisions.

- Support for Vulnerable Students by OUHS Director of Wellness services, who will also lead Teacher Professional Development on supporting Vulnerable Students
- Teacher Inquiry and Development Cycles on Project-Based Learning led by a Project-Based Learning Consultant to increase engagement through increased project-based content
- Teacher Inquiry and Development Cycles on LTEL Support and Engagement led by Literacy Specialist and Director of Instruction
- Increased Alumni support and longitudinal tracking through creation of Alumni Advocate position
- Develop student capacity for self-reflection on achievement data and goal-setting. Grow students to be strategy-shifting life-long learners who have flexible and resilient approaches to overcoming challenges and set-backs. We will approach this by developing student Learner Profiles, which will be used as a place to locate data transparency and growth accountability for students, teachers, families, and school leaders.

## **Metrics**

Our 2016-2017 Measure N metrics focus on class attrition rates for all grades and college persistence rates for our graduated students. We will consider the following measures by sub-group:

*Increased college persistence as predicted by:*

- SBAC performance
- AP enrollment and performance
- concurrent enrollment and performance
- rematriculation rates after each year of college

*Decreased class attrition rates*

- On-track to graduate rate
- “Engagement” rate (% reporting engagement in academic classes, % engaged in work-based learning and internship opportunities, % engaged in extracurricular activities)
- Suspension rate (as systems develop, include out-of-class referral rate)
- Chronic truancy rate

## Attachment F



Department of the Treasury  
Internal Revenue Service

P.O. Box 2508  
Cincinnati OH 45201

In reply refer to: 0248358237  
May 05, 2015 LTR 4168C 0  
75-3107384 000000 00

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BODC: TE

UNITY SCHOOLS  
% SAU-LIM LANCE TSANG  
6038 BRANN ST  
OAKLAND CA 94605

030634

Employer Identification Number: 75-3107384  
Person to Contact: Mr. Kammerer  
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Apr. 24, 2015, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in October 2003.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website [www.irs.gov/eo](http://www.irs.gov/eo) for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

## Attachment G

### Unity Schools **Board of Directors**

**1/5/2017**

Edward Opton, Chair  
National Center for Youth Law  
[eohton@youthlaw.org](mailto:eohton@youthlaw.org)

Timothy O'Toole, Treasurer  
Vice President, Wells Fargo Bank, Security Trading  
[otoole.timothy@gmail.com](mailto:otoole.timothy@gmail.com)

Geanie Asante  
Vice President, Wells Fargo Bank, IT Support  
[creativeminds@geanie.com](mailto:creativeminds@geanie.com)

Aimee Deconinck, Secretary  
Teacher, Oakland Unity High School  
[adeconinck@unityhigh.org](mailto:adeconinck@unityhigh.org)

Mascharney Franklin  
Teacher, Oakland Unity Middle School  
[mfranklin@unitymiddle.org](mailto:mfranklin@unitymiddle.org)

Tiffany Grant  
Engineering Consultant  
[tegrant@gmail.com](mailto:tegrant@gmail.com)

Carolyn Godfrey  
UCSF Medical Student  
[mscarolinegodfrey@gmail.com](mailto:mscarolinegodfrey@gmail.com)

Tiffany Lee  
Haas Business School student  
[tiffalee@gmail.com](mailto:tiffalee@gmail.com)

Susan Von Seaburg  
Retired Attorney  
[grubees@sbcglobal.net](mailto:grubees@sbcglobal.net)

Ryan Romanewski  
Executive Director, Education Pioneers  
[ryan.romaneski@educationpioneers.org](mailto:ryan.romaneski@educationpioneers.org)

## **Attachment H**

# **BYLAWS OF UNITY SCHOOLS A California Nonprofit Public Benefit Corporation**

## **SECTION 1**

### **NAME**

The name of this corporation is UNITY SCHOOLS.

## **SECTION 2**

### **OFFICES**

The principal office of the Corporation for its transaction of business is located at 6038 Brann Street, Oakland, County of Alameda, California 94605.

The Board of Directors is granted full power and authority to change the location of the principal office by an amendment of these Bylaws.

The Board may at times establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

## **SECTION 3**

### **CONSTRUCTION AND DEFINITIONS**

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

## **SECTION 4**

### **PURPOSES**

This corporation is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purpose of this corporation shall be to organize and support public charter schools that offer a rigorous, affirming, and culturally relevant curriculum and to carry on other charitable and educational activities associated with this goal as allowed by law. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person.

This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code §501(c)(3) or the corresponding provision of any future United States internal revenue law. Despite any other provision in these bylaws, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that

do not further the purposes of this corporation, and 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 Internal Revenue Code §501(c)(3) or the corresponding provision of any future United States internal revenue law, or (b) a corporation, contributions to which are deductible under Internal Revenue Code §170(c)(2) or the corresponding provision of any future United States internal revenue law.

## **SECTION 5**

### **POLICY OF NONDISCRIMINATION**

This corporation is nonsectarian in its programs, policies, employment practices, and all other operations. It does not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, religion or spiritual practice, or disability.

## **SECTION 6**

### **DEDICATION OF ASSETS**

This corporation's assets are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision of payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that has established its exempt status under Internal Revenue Code §501(c)(3) (or the corresponding provisions of any future internal revenue law), and that has established its exempt status under California Revenue and Taxation Code §23701(d) (or the corresponding provisions of any future California revenue and taxation law).

## **SECTION 7**

### **NO VOTING MEMBERS**

The Corporation shall have no voting members within the meaning of the Nonprofit Public Benefit Corporation Law. The corporation's board of directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the board finds appropriate.

Any action that would otherwise require approval by a majority of all members or approval by the members requires only approval of the Board of Directors. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members will vest in the Directors.

## **SECTION 8**

### **DIRECTORS**

#### **NUMBER**

The Corporation may not have less than seven (7) nor more than twentyfive (25) Directors except in its first year of operation or as a result of the resignation of one or more Directors. The number of Directors, within the range above, will be fixed by the Board from time to time.

### ***QUALIFICATIONS***

The Directors of the Corporation must be residents of the State of California.

### ***TERM OF OFFICE***

Each Director will be elected to hold office for the term of two (2) years or until a successor Director has been elected and qualified.

### ***NOMINATION***

Any person qualified to be a Director under this section of these Bylaws may be nominated by the method of nomination authorized by the Board or by any other method authorized by law.

### ***ELECTION***

The Directors will be elected at each regular meeting of the Board of Directors as prescribed by this section of these Bylaws. The candidates receiving the highest number of votes up to the number of Directors to be elected are elected. Directors are eligible for reelection, provided they continue to meet the qualifications required by this section of these Bylaws.

### ***COMPENSATION***

Directors shall received no compensation for services as a Director.

## ***SECTION 9***

### ***MEETINGS OF BOARD OF DIRECTORS***

#### ***CALL OF MEETINGS***

Meetings of the Board may be called by the Board Chair, the Secretary, or any two Directors.

#### ***PLACE OF MEETINGS***

All meetings of the Board will be held at the principal office of the Corporation or at any location specified by resolution of the Board.

#### ***REGULAR MEETINGS***

Regular meetings of the Board of Directors will be held at least once per quarter. Notice of each meeting of the Board shall be given to each Director, and notice of each public meeting of the Board shall be posted at the principal office and other offices of the Corporation and on its Internet web site, if possible. Such notices will indicate the location, date and time of the meeting.

#### ***SPECIAL MEETINGS***

Special meetings of the Board may be called by the Board Chair, the Secretary, or any two Directors. Special meetings may be held on notice, reasonably in advance in the circumstances, delivered by any means available.

Notice of the special meeting need not be given to any Director who signs a waiver of notice or written consent to holding the meeting, or an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to

that Director either before or at the commencement of the meeting. All waivers, consents, and approvals must be filed with the corporate records or made a part of the minutes of the meetings.

### ***QUORUM***

A majority of the Directors constitutes a quorum of the Board for the transaction of business, except as otherwise provided in these Bylaws.

### ***TRANSACTIONS OF BOARD***

Except as otherwise provided in the Articles, in these Bylaws, or by law, every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board; provided, however, that any meeting at which a quorum was 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 that meeting, or such greater number as is required by the law, the Articles, or these Bylaws.

### ***CONDUCT OF MEETINGS***

The Board Chair or, in his or her absence, any Director selected by the Directors then present will preside at meetings of the Board of Directors. The Secretary of the Corporation or, in the Secretary's absence, any person appointed by the presiding officer will act as Secretary of the Board. Members of the Board may participate in a meeting through use of conference telephone or similar communications equipment, so long as all members participating in the meeting can hear one another. This participation constitutes personal presence at the meeting.

### ***CLOSED SESSION***

Board member who is the staff representative will not attend the closed sessions of the meetings of the Board of Directors except when invited by the Board President or the Executive Director, in consultation with the Principal.

### ***ADJOURNMENT***

A majority of the Directors present at the meeting, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than 24 hours, notice of the adjournment to another time or place must be given before the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

### ***ACTION WITHOUT MEETING***

Any action required or permitted to be taken by the Board may be taken without a meeting, if a majority of all members of the Board individually or collectively consent in writing to that action and if there are no written dissents. Written consents must be filed with the minutes of the proceedings of the Board. Action by written consent has the same force and effect as a similar vote of the Directors in a meeting.



## **SECTION 10**

### **REMOVAL OR RESIGNATION OF DIRECTORS; VACANCIES ON BOARD**

#### **REMOVAL FOR CAUSE**

The Board may declare vacant the office of a Director on the occurrence of any of the following events: (1) The Director has been declared of unsound mind by a final order of court. (2) The Director has been convicted of a felony. (3) The Director has failed to attend three (3) consecutive meetings of the Board.

#### **REMOVAL WITHOUT CAUSE**

Any Director may be removed without cause if removal is approved by the Board of Directors.

#### **RESIGNATION OF DIRECTOR**

Any Director may resign effective on giving written notice to the Board Chair or the Secretary. The notice may specify a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be elected to take office when the resignation becomes effective. A Director may not resign if the Corporation would then be left without a duly elected Director in charge of its affairs.

#### **BOARD VACANCIES**

Vacancies on the Board of Directors occur (a) on the death, resignation, or removal of any Director; (b) whenever the number of authorized Directors is increased; and (c) on the failure of the members in any election to elect the full number of authorized Directors.

Except as otherwise provided in the Articles or these Bylaws and except for a vacancy created by the removal of a Director pursuant these Bylaws, vacancies on the Board of Directors may be filled by approval of the Board of Directors, or, if the number of Directors then in office is less than a quorum, by (a) the unanimous written consent of the Directors then in office; (b) the affirmative vote of a majority of the Directors then in office at a meeting held pursuant to notice or waivers of notice as provided in these Bylaws; or (c) a sole remaining Director.

## **SECTION 11**

### **OFFICERS**

The officers of the Corporation shall be a Board Chair a Secretary, a Treasurer, and those other officers with such titles and duties as determined by the Board and as may be necessary to enable it to sign instruments. Any number of offices may be held by the same person.

## **SECTION 12**

### **APPOINTMENT, REMOVAL, OR RESIGNATION OF OFFICERS**

The officers will be chosen by the Board and serve at the pleasure of the Board. Any officer may resign at any time on written notice to the Corporation without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party. Officers may be removed with

or without cause at any meeting of the Board of Directors by the affirmative vote of a majority of all of the Directors.

### ***SECTION 13***

#### ***DUTIES OF OFFICERS***

##### ***BOARD CHAIR***

The Board Chair will perform all duties incident to the office of Board Chair and any other duties as may be required by law, by the Articles of Incorporation of the Corporation, or by these Bylaws, or that may be prescribed from time to time by the Board of Directors. The Chair will preside at all meetings of the Board of Directors.

The Board Chair or the Treasurer is hereby authorized to exercise any right to vote or execute a proxy to vote shares of stock of, any bonds, debentures, or other evidences of indebtedness of, any other corporation or corporations owned or possessed by the Corporation upon approval of such vote or execution by the Board.

##### ***SECRETARY***

The Secretary will keep or cause to be kept at the principal office of the Corporation, or other place as the Board of Directors may order, a book of minutes of all meetings of the Board of Directors. The Secretary will perform any other and further duties as may be required by law or as may be prescribed or required from time to time by the Board of Directors.

##### ***TREASURER***

The Treasurer of the Corporation will cause to be kept and maintained in written form, or any other form capable of being converted into written form, adequate and correct books and records of account of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, surpluses and deficits. The books and records of account will at all times be open to inspection by any Director of the Corporation. The Treasurer will cause to be deposited all moneys and other valuables in the name of and to the credit of the Corporation with depositaries as may be designated by the Board of Directors. The Treasurer will cause to be disbursed the funds of the Corporation as ordered by the Board of Directors, and will render to the Directors, on request, an account of all financial transactions of the Corporation and of the financial condition of the Corporation. The Treasurer will perform any other and further duties as may be required by law or as reasonably may be prescribed or required from time to time by the Board of Directors or these Bylaws.

### ***SECTION 14***

#### ***CONTRACTS WITH DIRECTORS AND OFFICERS***

No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this corporation, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the board prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the board by a vote sufficient for that purpose without counting the

votes of the interested directors; (c) before authorizing or approving the transaction, the board considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction is entered into.

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

## **SECTION 15**

### **LOANS TO DIRECTORS AND OFFICERS**

This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses by the corporation.

## **SECTION 16**

### **INDEMNIFICATION**

To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code §5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

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

To the fullest extent permitted by law and except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification under this section of these Bylaws in defending any proceeding covered by this section shall be advanced by the Corporation before final disposition of the proceeding, on receipt by the Corporation of an undertaking by or on behalf of that person that the advance will be repaid unless it is ultimately found that the person is entitled to be indemnified by the Corporation for those expenses.

## **SECTION 17**

### **INSURANCE**

This corporation shall have the right, and shall use its best efforts, to purchase and maintain insurance, to the extent permitted by law, on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director,

employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

## **SECTION 18**

### **CORPORATE RECORDS AND REPORTS**

The Corporation must keep adequate and correct records of account and minutes of the proceedings of its Board and committees of the Board. The Corporation must also maintain minutes in written form. Other books and records will be kept in either written form or in any other form capable of being converted into written form.

## **SECTION 19**

### **AMENDMENT OF BYLAWS**

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended or repealed and new Bylaws adopted as follows:

(a) Subject to the power of members, if any, to change or repeal these Bylaws under Section 5150 of the Corporations Code, by approval of the Board of Directors unless the Bylaw amendment would materially and adversely affect the rights of members, if any, as to voting or transfer, provided, however, if this Corporation has admitted any members, then a Bylaw specifying or changing the fixed number of directors of the Corporation, the maximum or minimum number of directors, or changing from a fixed to variable board or vice versa, may not be adopted, amended, or repealed except as provided in subparagraph (b) of this Section; or

(b) By approval of the members, if any, of this Corporation.

## **SECTION 20**

### **AMENDMENT OF ARTICLES**

Before any members have been admitted to the Corporation, any amendment of the Articles of Incorporation may be adopted by approval of the Board of Directors.

After members, if any, have been admitted to the Corporation, amendment of the Articles of Incorporation may be adopted by the approval of the Board of Directors and by the approval of the members of this corporation.

Notwithstanding the above sections of this Article, this Corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first directors of this corporation, nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a "Statement by a Domestic Non-Profit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

CERTIFICATE OF SECRETARY  
OF UNITY SCHOOLS,  
A California Nonprofit Corporation

I hereby certify that I am the duly elected and acting Secretary of OUHS Schools, a California nonprofit public benefit corporation; that these Bylaws, consisting of nine (8) pages, are the Bylaws of this corporation as adopted by the Sole Incorporator on April 4, 2003; and that these Bylaws have been amended by unanimous vote of the Board of Directors on March 10, 2010.

Executed on 3/17/2010 at Oakland, California.

Date

City

Signature: \_\_\_\_\_

Printed Name: Damon Grant

Secretary

## Attachment I

### Day in the Life of a OUHS Teacher

7:30 am- As I get out of my car, holding my materials, coffee, and excited about my lesson for today, I notice two students waiting by my classroom door. Surprise, surprise, the day has begun!

No sooner do I reach my desk than I'm fielding questions. One student wants to make sure that her Cornell notes are done correctly, and another has arrived early for extra help, as per the action items agreed upon at her most recent Student Study Team meeting (SST). Check-in completed and the time at the tone is 7:50 am.

Next up, my preclass routine: I check the grades of each student in my Advisory Class, making notes to remind me to check in with students whose grades are in danger of falling below a "C" in any class. Then, I review the roster of my first class, reminding myself of different students' individual needs, SST action items (if any), and/or IEPs. Finally, I check my school email for any updates from the administration or other teachers, and also to see if one of my co-teachers has responded to the ideas I emailed about a collaborative project on global warming that we decided to develop at our last faculty meeting. Collaborate and conquer the world of CO<sub>2</sub> emissions!

8:10 am -- the first bell rings, let the learning begin! I open my door and greet my students, while keeping an eye on the activity in the school courtyard. Time to take attendance and begin the teaching and learning. Time to enter the zone. At OUHS, we have a unique combination of hour long classes and extra-length block periods, so that the bell schedule is changing minute by minute and day by day, even flipping over and reversing on a Thursday and Friday so that Monday's hyper 2 pm class can be Thursday's sleepy 8 am class. It works like a charm, but no matter what, the time always goes by in a flash.

9:58 am -- After finishing my first two classes, it's my 3rd period Prep, and I check email again and touch base with my student climate committee colleague about the next student government meeting and upcoming activities that we have planned. I also need to write up two students in our electronic PowerSchool system for discipline infractions (chewing gum, and tardiness, respectively). Then I also shoot out a quick email to the advisors of students who I have concerns about in class, asking questions about their background, their history with the advisor, and approaches that have been effective in the past. OK, progress has been made, now how many papers can be graded in the remaining 20 minutes? Go!

11:25 am -- The bell has just rung to end the first lunch period. It was my day to have yard duty, so I had a chance to work on my tan and sample a little bit of the delicious and nutritious OUHS school lunch program. Now it's time for Advisory period, 30 minutes that I spend every day with a group of students who I will advocate for, in theory, their entire high school career. This is my opportunity to really roll up my sleeves and provide the individual attention, support, and intervention that my advisory students require. After reading through the day's updates and reminding students of upcoming school events, assignments, and expectations, I'm free to roam and help students who need it. I also get a chance to check my advisees' organizational habits, check their planners, and find out what's going well for them in their classes, or what they're

struggling with. This is also the time to get a chance and briefly ask students about their lives, and form that all-important personal relationship with them that will build the trust necessary to become a truly effective mentor and advisor.

Completing some grading has revealed that two students in my 9<sup>th</sup> grade classes are not understanding some of the most recent material in class, and have not done well on their last two assessments. Since these two students are also my advisees, I check their grades in their other classes, and then set up an SST meeting for one of the students the student when I notice that he is falling behind in two classes. The real beauty of a small school is that there's just no way to slip through the cracks!

2:58 pm -- After an energetic and exhilarating activity in my afternoon classes, I'm back in my email as my Period 7 homework center class settles into their work. Today, my U.S. History students in need of extra help and time are staying with me after school for extra help. After leading them through an activity designed to recall and then ask questions about our most recent curriculum, I give them time to complete homework as I provide extra help and walk around the room, checking work individually.

3:55 pm -- After my p7 class is out, I conference with a student who has seemed disengaged in class lately, trying to find out how I can help the student. After the student leaves, I check email and end the day with some lesson planning, specifically, trying to find ways to implicitly and explicitly incorporate the "Habits of Heart and Mind" into my curriculum. It's been a busy and non-stop day, as always, but teaching at Oakland OUHS, I know that every bit of my effort is reaching my students and making a difference, and there's no better job in the world. Time to drive home, do a little grading, and get ready to do it again!

## Attachment J

### Oakland OUHS High School

#### SUSPENSION AND EXPULSION POLICIES

This Pupil Suspension and Expulsion Policy aims to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

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

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

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

The Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

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

#### Administrative Procedures For Pupil Suspension And Expulsion

##### A. Definitions (as used in this policy)

- 1) "Expulsion" means disenrollment from OUHS.
- 2) "School day" means a day upon which OUHS is in session or weekdays during the summer recess.
- 3) "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
  - a. Reassignment to another education program or class at OUHS where the pupil will



receive continuing instruction for the length of day prescribed by the UNITY SCHOOLS Board for pupils of the same grade level.

- b. Referral to a certificated employee designated by the Principal to advise pupils.
- c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.

4) "Parent" includes a pupil's parent or guardian or legal counsel or other representative.

#### B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at OUHS or at any other school or a School sponsored event 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.

#### C. Enumerated Offenses

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

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- 2) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- 3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5) Committed or attempted to commit robbery or extortion.
- 6) Stole or attempted to steal school property or private property.
- 7) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 8) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- 9) 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.
- 10) 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.
- 11) 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.

- 12) 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.
- 13) Committed sexual harassment.
- 14) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

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

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

#### D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

##### 1) Informal Conference

Suspension will be preceded, if possible, by an informal conference between the Principal or the Principal's designee and the student. Parents will be requested to attend the conference.

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

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

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

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

##### 2) Notice to Parents/Guardians

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

##### 3) Suspension Time Limits/Recommendation for Expulsion

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

Upon a recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the

Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### E. Authority to Expel

A student may be expelled following a hearing by an Administrative Panel appointed by the Unity Schools Board. The Administrative Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### F. Expulsion Procedures

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

The expulsion hearing will be presided over by an appointed Administrative Panel Chair. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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

#### G. Record of Hearing

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

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted

and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative 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.

#### I. Written Notice to Expel

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

- 1) Notice of the specific offense committed by the student.
- 2) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with OUHS. The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include:
  - a) the student's name, and
  - b) the specific expellable offense committed by the student.

#### J. Disciplinary Records

OUHS shall maintain records of all student suspensions and expulsions at OUHS. Such records shall be made available for the Alameda County Office of Education's review upon request.

#### K. Expelled Pupils/Alternative Education

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

#### L. Rehabilitation Plans

Students who are expelled from OUHS may be given a rehabilitation plan upon expulsion as developed by the Unity Schools 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 OUHS for readmission.

#### M. Readmission

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

## **Attachment K**

### **Current and 3-Year Budget and Cash Flow Projection**



**Oakland Unity High Budget Projection -**  
**Salaries & Benefits**

					Salary				Health Benefits (Monthly Cost)			
					Adjustment:	3%	3%	3%	Adjustment:	2%	2%	2%
Order	State	Job Title	Level of Effort	STRS	2016-17	2017-18	2018-19	2019-20	2016-17	2017-18	2018-19	2019-20
1	a	Principal	1.00	x	87,472	90,096	92,799	95,583	534	544	555	566
2	c	Assistant Principal	1.00	x	85,010	87,560	90,187	92,893	1,519	1,549	1,580	1,612
3	e	Director Of Instruction	1.00	x	77,368	79,689	82,080	84,542	1,602	1,634	1,666	1,700
4	a	Counselor	1.00	x	64,695	66,636	68,635	70,694	475	485	495	504
5	a	Art Teacher	1.00	x	47,958	49,397	50,879	52,405	1,535	1,565	1,597	1,629
6	b	Literacy Specialist	1.00	x	71,250	73,388	75,589	77,857	1,798	1,834	1,871	1,908
7	a	ELA Teacher	1.00	x	62,677	64,557	66,494	68,489	971	991	1,010	1,031
8	a	English Teacher	1.00	x	50,142	51,646	53,196	54,792	1,433	1,462	1,491	1,521
9	b	English Teacher	1.00	x	51,215	52,751	54,334	55,964	551	562	573	585
10	a	English Teacher	1.00	x	47,950	49,389	50,870	52,396	440	449	458	467
11	e	Math Teacher	1.00	x	51,278	52,816	54,401	56,033	665	678	692	705
12	e	Math Teacher	1.00	x	51,544	53,090	54,683	56,324	865	882	900	918
13	c	Math Teacher	1.00	x	63,589	65,497	67,462	69,485	3,580	3,651	3,724	3,799
14	e	Math Teacher	1.00	x	50,504	52,019	53,580	55,187	528	538	549	560
15	g	Math Teacher	1.00	x	61,245	63,082	64,975	66,924	1,124	1,146	1,169	1,193
16	g	Physics Teacher	1.00	x	64,205	66,131	68,115	70,158	2,000	2,040	2,080	2,122
17	e	Chemistry Teacher	1.00	x	60,250	62,058	63,919	65,837	991	1,011	1,031	1,052
18	e	Chemistry Teacher	1.00	x	49,682	51,172	52,707	54,288	490	500	510	520
19	a	Biology Teacher	1.00	x	57,162	58,877	60,643	62,462	440	449	458	467
20	a	Physical Education Facilitator	1.00	x	51,929	53,487	55,091	56,744	551	562	573	585
21	g	Physical Education Facilitator	1.00	x	46,181	47,566	48,993	50,463	449	458	467	477
23	a	Social Studies Teacher	1.00	x	51,891	53,448	55,052	56,703	432	440	449	458
24	e	Social Studies Teacher	1.00	x	62,992	64,882	66,828	68,833	1,769	1,804	1,840	1,877
25	a	Social Studies Teacher	1.00	x	65,759	67,732	69,764	71,857	165	168	171	175
26	a	Social Studies Teacher	1.00	x	72,483	74,657	76,897	79,204	834	850	867	885
27	e	Spanish Teacher	1.00	x	48,681	50,141	51,646	53,195	1,709	1,743	1,778	1,814
28	e	Spanish Teacher	1.00	x	48,681	50,141	51,646	53,195	440	449	458	467
29	c	Director of Special Education	0.70	x	62,336	64,206	66,132	68,116	1,587	1,619	1,651	1,684
30	e	Director Of Wellness Services	0.60	x	53,332	54,932	56,579	58,277	1,009	1,029	1,049	1,070
31	a	Psychologist	1.00	x	8,663	8,922	9,190	9,466	0	0	0	0
32	e	SPED Aide	1.00	x	30,489	31,404	32,346	33,316	405	413	421	429
33	b	SPED Aide	0.63	x	23,825	24,540	25,276	26,034	0	0	0	0
34	g	Prop ID Development Manager	0.20	x	20,000	20,000	20,000	20,000	0	0	0	0
35	h	Operations Manager/Administrative Assistant	1.00	x	59,146	60,920	62,748	64,630	1,974	2,013	2,053	2,094
36	e	Administrative Assistant	1.00	x	38,555	39,711	40,903	42,130	1,404	1,432	1,461	1,490
37	h	Classroom Aide + Front Office Help	1.00	x	20,600	20,600	20,600	20,600	0	0	0	0
38	e	Clerk	0.25	x	6,475	6,475	6,475	6,475	0	0	0	0
39	i	Facilities Maintenance	1.00	x	37,871	39,007	40,177	41,382	2,504	2,555	2,606	2,658
40	i	Custodian	1.00	x	44,572	45,909	47,286	48,705	2,355	2,402	2,450	2,499
41	i	Lunch/Facilities	1.00	x	40,652	41,871	43,127	44,421	2,891	2,948	3,007	3,068
42	h	Campus Security Supervisor	0.93	x	35,876	36,952	38,061	39,203	1,683	1,717	1,751	1,786
43	f	Work-based Internship Coordinator	1.00	x	30,380	31,337	32,337	33,381	440	449	458	467
44	e	Choir Teacher	0.13	x	4,050	4,172	4,297	4,426	0	0	0	0
45	e	Volleyball Coach	0.15	x	789	813	838	863	0	0	0	0
46	a	Women's Basketball Coach	0.20	x	1,250	1,288	1,326	1,366	0	0	0	0
47	e	After School Tutor	0.25	x	5,049	5,539	5,705	5,876	0	0	0	0
48	f	After School Tutor	1.00	x	15,000	15,000	15,000	15,000	0	0	0	0
49	c	After School Tutor	0.25	x	4,496	5,870	6,047	6,228	0	0	0	0
50	a	After School Tutor	0.25	x	5,030	5,422	5,584	5,752	0	0	0	0
Totals:					2,152,227	2,228,801	2,295,065	2,363,316	44,140	45,023	45,923	46,842

State Categories		2016-17	2017-18	2018-19	2019-20	
a	Certificated Teachers' Salaries	1100	675,061	695,554	716,420	737,913
b	Certificated Pupil Support Salaries	1200	146,290	150,679	155,199	159,855
c	Certificated Supervisors' and Administrators' Salaries	1300	215,431	223,133	229,827	236,722
d	Other Certificated Salaries	1900	0	0	0	0
Total, Certificated Salaries			1,036,782	1,069,365	1,101,446	1,134,490
e	Noncertificated Instructional Salaries	2100	639,718	652,579	672,156	692,321
f	Noncertificated Support Salaries	2200	45,380	48,337	49,787	51,281
g	Noncertificated Supervisors' and Administrators' Salaries	2300	191,631	196,780	202,083	207,545
h	Clerical and Office Salaries	2400	115,622	134,953	139,001	143,171
i	Other Noncertificated Salaries	2900	123,094	126,787	130,591	134,509
Total, Noncertificated Salaries			1,115,445	1,159,435	1,193,618	1,228,827
Certificated Salaries + Noncertificated Salaries Total:			2,152,227	2,228,801	2,295,065	2,363,316

Employee Benefits		2016-17	2017-18	2018-19	2019-20
STRS	3101-311	165,954	196,070	227,844	261,347
OASDI / Medicare / Alternative	3301-333	100,365	104,203	107,283	110,455
Health and Welfare Benefits	3401-344	529,678	540,272	551,077	562,098
Unemployment Insurance	3501-355	1,076	1,114	1,148	1,182
Workers' Compensation Insurance	3601-366	41,968	43,462	44,754	46,085
Total, Employee Benefits		839,042	885,120	932,105	981,167

**Oakland Unity High Budget Projection 2016-17, 2017-18, 2018-19, 2019-20**

Description	Object Code	2016-17	2017-18	2018-19	2019-20
<b>A. REVENUES</b>		<b>345</b>	<b>350</b>	<b>350</b>	<b>350</b>
1. Revenue Limit Sources					
State Aid - Current Year	8011	2,378,533	2,677,296	3,001,804	3,382,948
Education Protection Account State Aid - Current Year	8012	506,784	472,998	226,216	0
State Aid - Prior Years	8019	0	0	0	0
Transfers to Charter Schools in Lieu of Property Taxes	8096	675,407	659,607	650,184	650,184
<b>Total, Revenue Limit Sources</b>		<b>3,560,724</b>	<b>3,809,901</b>	<b>3,878,205</b>	<b>4,033,132</b>
2. Federal Revenues					
No Child Left Behind	8290	91,896	93,228	93,228	93,228
Special Education - Federal (Included in State Portion)	8181, 8182	(Included in state portion)	(Included in State Portion)	(Included in State Portion)	(Included in State Portion)
Child Nutrition - Federal	8220	152,498	154,708	154,708	154,708
Other Federal Revenues	8110, 8260-8299	16,364	16,601	16,601	16,601
Title II/Other		16,364	16,601	16,601	16,601
Other		0	0	0	0
<b>Total, Federal Revenues</b>		<b>260,758</b>	<b>264,537</b>	<b>264,537</b>	<b>264,537</b>
3. Other State Revenues					
Child Nutrition - State	8480	14,947	15,164	15,164	15,164
Special Education - State	StateRevSE	194,066	201,023	201,023	201,023
All Other State Revenues	StateRevAO	371,204	375,497	375,497	375,497
California Lottery		50,392	51,122	51,122	51,122
College Readiness Block Grant		75,000	75,000	75,000	75,000
Facility Reimbursement		245,813	249,375	249,375	249,375
<b>Total, Other State Revenues</b>		<b>580,218</b>	<b>591,684</b>	<b>591,684</b>	<b>591,684</b>
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO				
Measure N		286,450	297,500	297,500	297,500
Oakland Cultural Arts		17,000	10,000	10,000	10,000
Other Contributions/Donations		0	5,000	5,000	5,000
All Other Local Revenues (Fundraising, Student Activities, etc)		19,088	20,000	20,000	20,000
<b>Total, Local Revenues</b>		<b>322,538</b>	<b>332,500</b>	<b>332,500</b>	<b>332,500</b>
<b>5. TOTAL REVENUES</b>		<b>4,724,238</b>	<b>4,998,622</b>	<b>5,066,926</b>	<b>5,221,854</b>
<b>B. EXPENDITURES</b>					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	675,061	695,554	716,420	737,913
Certificated Pupil Support Salaries	1200	146,290	150,679	155,199	159,855
Certificated Supervisors' and Administrators' Salaries	1300	215,431	223,133	229,827	236,722
Other Certificated Salaries	1900	0	0	0	0
<b>Total, Certificated Salaries</b>		<b>1,036,782</b>	<b>1,069,365</b>	<b>1,101,446</b>	<b>1,134,490</b>
2. Noncertificated Salaries					
Noncertificated Instructional Salaries	2100	639,718	652,579	672,156	692,321
Noncertificated Support Salaries	2200	45,380	48,337	49,787	51,281
Noncertificated Supervisors' and Administrators' Salaries	2300	191,631	196,780	202,083	207,545
Clerical and Office Salaries	2400	115,622	134,953	139,001	143,171
Other Noncertificated Salaries	2900	123,094	126,787	130,591	134,509
<b>Total, Noncertificated Salaries</b>		<b>1,115,445</b>	<b>1,159,435</b>	<b>1,193,618</b>	<b>1,228,827</b>
3. Employee Benefits					
STRS	3101-3102	165,954	196,070	227,844	261,347
OASDI / Medicare / Alternative	3301-3302	100,365	104,203	107,283	110,455
Health and Welfare Benefits	3401-3402	529,678	540,272	551,077	562,098
Unemployment Insurance	3501-3502	1,076	1,114	1,148	1,182
Workers' Compensation Insurance	3601-3602	41,968	43,462	44,754	46,085
<b>Total, Employee Benefits</b>		<b>839,042</b>	<b>885,120</b>	<b>932,105</b>	<b>981,167</b>
4. Books and Supplies					
a Instructional Supplies					
1 Approved Textbooks and Core Curricula Materials	4100	1,628	1,660	1,694	1,727
2 Books and Other Reference Materials	4200	6,455	6,455	6,455	6,455
3 Materials and Supplies	4300	58,144	58,144	58,144	58,144
Classroom Supplies		2,403	2,403	2,403	2,403
Office Supplies		26,955	26,955	26,955	26,955
Other Supplies		15,682	15,682	15,682	15,682
Club Programs		1,000	1,000	1,000	1,000
Computer Equipment & Supplies		12,103	12,103	12,103	12,103
b Noncapitalized Equipment (ie Furniture)	4400	11,051	11,051	11,051	11,051



**Oakland Unity High Budget Projection 2016-17, 2017-18, 2018-19, 2019-20**

Description	Object Code	2016-17	2017-18	2018-19	2019-20
c Food (\$4/student/day x 160 days)	4700	175,390	175,390	175,390	175,390
<b>Total, Books and Supplies</b>		<b>252,668</b>	<b>252,701</b>	<b>252,734</b>	<b>252,768</b>
<b>5. Services and Other Operating Expenditures</b>					
a Travel and Conferences	5200	4,375	4,462	4,552	4,643
b Dues and Memberships	5300	11,533	11,533	11,533	11,533
b Insurance	5400	31,000	31,000	31,000	31,000
d Operations and Housekeeping Services	5500	56,448	56,448	56,448	56,448
1 Utilities (Water/Electricity/Waste Management)		47,451	47,451	47,451	47,451
2 Security Monitoring		8,997	8,997	8,997	8,997
e Rentals, Leases, Repairs, and Noncap. Improvements	5600	253,915	253,915	253,915	253,915
1 Silte/Portable Leases/Rent/		233,091	233,091	233,091	233,091
2 Equipment Rental (Quarterly postage meter rental..)		667	667	667	667
3 Repair & Maintenance		20,158	20,158	20,158	20,158
f Professional/Consulting Services and Operating Expend.	5800	295,263	295,263	295,263	295,263
0 Online Learning+Materials		21,420	21,420	21,420	21,420
1 Reprographic/Copying		6,030	6,030	6,030	6,030
2 Food Program		956	956	956	956
3 SPED Consultants		33,267	33,267	33,267	33,267
4 Professional Development		27,753	27,753	27,753	27,753
Common Core		0	0	0	0
Offsite professional development		22,658	22,658	22,658	22,658
Onsite professional development		5,095	5,095	5,095	5,095
5 Substitute Teachers		31,243	31,243	31,243	31,243
6 Legal Services		1,667	1,667	1,667	1,667
7 Other professional Services		22,186	22,186	22,186	22,186
Auditing (Annual audit and Information return preparation)		8,567	8,567	8,567	8,567
Bank & Other Fiscal Services		4,325	4,325	4,325	4,325
Recruitment/Publicity		6,820	6,820	6,820	6,820
Other		2,473	2,473	2,473	2,473
8 District Oversight Fees (1% of State Aid and In Lieu)		35,947	35,947	35,947	35,947
9 Sports Program		27,295	27,295	27,295	27,295
10 College Orientation/Fieldtrip		20,433	20,433	20,433	20,433
11 Testing (PSAT and STAR testing)		13,586	13,586	13,586	13,586
12 After School Program (OFCY, Measure N, etc..)		14,333	14,333	14,333	14,333
13 Workshops & Conference		3,333	3,333	3,333	3,333
14 Other (Graduation... etc)		5,337	5,337	5,337	5,337
15 Software Licensing (Illuminate, etc.)		21,600	21,600	21,600	21,600
16 Illuminate System support		2,807	2,807	2,807	2,807
17 IT Support		6,070	6,070	6,070	6,070
g Communications	5900	14,253	14,253	14,253	14,253
1 Postage, phone & internet access		13,253	13,253	13,253	13,253
2 Alertnow		1,000	1,000	1,000	1,000
<b>Total, Services and Other Operating Expenditures</b>		<b>666,787</b>	<b>666,875</b>	<b>666,964</b>	<b>667,055</b>
<b>6. Capital Outlay</b>					
Depreciation Expense (for accrual basis only)	6900	5,000	5,000	5,000	5,000
<b>Total, Capital Outlay</b>		<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>
<b>7. Other Outgo</b>					
All Other Transfers (Indirect cost 8.5%)	7281-7299	332,837	343,272	352,909	362,891
<b>Total, Other Outgo</b>		<b>332,837</b>	<b>343,272</b>	<b>352,909</b>	<b>362,891</b>
<b>8. TOTAL EXPENDITURES</b>		<b>4,248,560</b>	<b>4,381,768</b>	<b>4,504,776</b>	<b>4,632,197</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>475,677</b>	<b>616,854</b>	<b>562,150</b>	<b>589,656</b>
GENERAL RESERVE (3% of TOTAL Expenditure)		127,457	131,453	135,143	138,966
<b>NET INCREASE (DECREASE) IN FUND BALANCE AFTER RESERVE</b>		<b>348,221</b>	<b>485,401</b>	<b>427,007</b>	<b>450,690</b>

### Oakland Unity High Budget Projection (2016-17)

Description	Object Code	FY 2016-17
<b>A. REVENUES</b>		<b>345</b>
1. Revenue Limit Sources		
State Aid - Current Year	8011	2,378,533
Education Protection Account State Aid - Current Year	8012	506,784
State Aid - Prior Years	8019	
Transfers to Charter Schools in Lieu of Property Taxes	8096	675,407
<b>Total, Revenue Limit Sources</b>		<b>3,560,724</b>
2. Federal Revenues		
No Child Left Behind	8290	91,896
Special Education - Federal (Included in State portion)	8181, 8182	(Included in state portion)
Child Nutrition - Federal	8220	152,498
Other Federal Revenues	8110, 8260-8299	16,364
Title II/Other		16,364
Other		
<b>Total, Federal Revenues</b>		<b>260,758</b>
3. Other State Revenues		
Child Nutrition - State	8480	14,947
Special Education - State	StateRevSE	194,066
All Other State Revenues	StateRevAO	371,204
California Lottery		50,392
College Readiness Block Grant		75,000
Facility Reimbursement		245,813
<b>Total, Other State Revenues</b>		<b>580,218</b>
4. Other Local Revenues		
All Other Local Revenues	LocalRevAO	
Measure N		286,450
Oakland Cultural Arts		17,000
Other Contributions/Donations		
All Other Local Revenues (Fundraising, Student Activities,..., etc)		19,088
<b>Total, Local Revenues</b>		<b>322,538</b>
<b>5. TOTAL REVENUES</b>		<b>4,724,238</b>
<b>B. EXPENDITURES</b>		
1. Certificated Salaries		
Certificated Teachers' Salaries	1100	675,061
Certificated Pupil Support Salaries	1200	146,290
Certificated Supervisors' and Administrators' Salaries	1300	215,431
Other Certificated Salaries	1900	0
<b>Total, Certificated Salaries</b>		<b>1,036,782</b>
2. Noncertificated Salaries		
Noncertificated Instructional Salaries	2100	639,718
Noncertificated Support Salaries	2200	45,380
Noncertificated Supervisors' and Administrators' Salaries	2300	191,631
Clerical and Office Salaries	2400	115,622
Other Noncertificated Salaries	2900	123,094
<b>Total, Noncertificated Salaries</b>		<b>1,115,445</b>
3. Employee Benefits		
STRS	3101-3102	165,954
OASDI / Medicare / Alternative	3301-3302	100,365
Health and Welfare Benefits	3401-3402	529,678
Unemployment Insurance	3501-3502	1,076
Workers' Compensation Insurance	3601-3602	41,968
<b>Total, Employee Benefits</b>		<b>839,042</b>
4. Books and Supplies		
a Instructional Supplies		
1 Approved Textbooks and Core Curricula Materials	4100	1,628
2 Books and Other Reference Materials	4200	6,455
3 Materials and Supplies	4300	58,144
Classroom Supplies		2,403
Office Supplies		26,955

### Oakland Unity High Budget Projection (2016-17)

Description	Object Code	FY 2016-17
Other Supplies		15,682
Club Programs		1,000
Computer Equipment & Supplies		12,103
b Noncapitalized Equipment (ie Furniture)	4400	11,051
c Food (\$4/student/day x 160 days)	4700	175,390
<b>Total, Books and Supplies</b>		<b>252,668</b>
<b>5. Services and Other Operating Expenditures</b>		
<b>a Travel and Conferences</b>	<b>5200</b>	<b>4,375</b>
<b>b Dues and Memberships</b>	<b>5300</b>	<b>11,533</b>
<b>b Insurance</b>	<b>5400</b>	<b>31,000</b>
<b>d Operations and Housekeeping Services</b>	<b>5500</b>	<b>56,448</b>
1 Utilities (Water/Electricity/Waste Management)		47,451
2 Security Monitoring		8,997
<b>e Rentals, Leases, Repairs, and Noncap. Improvements</b>	<b>5600</b>	<b>253,915</b>
1 Silte/Portable Leases/Rent/		233,091
2 Equipment Rental (Quarterly postage meter rental..)		667
3 Repair & Maintenance		20,158
<b>f Professional/Consulting Services and Operating Expend.</b>	<b>5800</b>	<b>295,263</b>
0 Online Learning+Materials		21,420
1 Reprographic/Copying		6,030
2 Food Program		956
3 SPED Consultants		33,267
4 Professional Development		27,753
<i>Common Core</i>		
<i>Offsite professional development</i>		22,658
<i>Onsite professional development</i>		5,095
5 Substitute Teachers		31,243
6 Legal Services		1,667
7 Other professional Services		22,186
Auditing (Annual audit and Information return preparation)		8,567
Bank & Other Fiscal Services		4,325
Recruitment/Publicity		6,820
Other		2,473
8 District Oversight Fees (1% of State Aid and In Lieu)		35,947
9 Sports Program		27,295
10 College Orientation/Fieldtrip		20,433
11 Testing (PSAT and STAR testing)		13,586
12 After School Program (OFCY, Measure N, etc..)		14,333
13 Workshops & Conference		3,333
14 Other (Graduation... etc)		5,337
15 Software Licensing (Illuminate, etc.)		21,600
16 Illuminate System support		2,807
17 IT Support		6,070
<b>g Communications</b>	<b>5900</b>	<b>14,253</b>
1 Postage, phone & internet access		13,253
2 Alertnow		1,000
<b>Total, Services and Other Operating Expenditures</b>		<b>666,787</b>
<b>6. Capital Outlay</b>		
<i>Depreciation Expense (for accrual basis only)</i>	6900	5,000
<b>Total, Capital Outlay</b>		<b>5,000</b>
<b>7. Other Outgo</b>		
All Other Transfers (Indirect cost 8.5%)	7281-7299	332,837
<b>Total, Other Outgo</b>		<b>332,837</b>
<b>8. TOTAL EXPENDITURES</b>		<b>4,248,560</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>475,677</b>
GENERAL RESERVE (3% of TOTAL Expenditure)		127,457
<b>NET INCREASE (DECREASE) IN FUND BALANCE AFTER RESERVE</b>		<b>348,221</b>

### Oakland Unity High Budget Projection (2017-18)

Description	Object Code	FY 2017-18
<b>A. REVENUES</b>		<b>350</b>
1. Revenue Limit Sources		
State Aid - Current Year	8011	2,677,296
Education Protection Account State Aid - Current Year	8012	472,998
State Aid - Prior Years	8019	
Transfers to Charter Schools in Lieu of Property Taxes	8096	659,607
<b>Total, Revenue Limit Sources</b>		<b>3,809,901</b>
2. Federal Revenues		
No Child Left Behind	8290	93,228
Special Education - Federal (Included in State Portion)	8181, 8182	(Included in state portion)
Child Nutrition - Federal	8220	154,708
Other Federal Revenues	8110, 8260-8299	16,601
Title II/Other		16,601
Other		
<b>Total, Federal Revenues</b>		<b>264,537</b>
3. Other State Revenues		
Child Nutrition - State	8480	15,164
Special Education - State	StateRevSE	201,023
All Other State Revenues	StateRevAO	375,497
California Lottery		51,122
College Readiness Block Grant		75,000
Facility Reimbursement		249,375
<b>Total, Other State Revenues</b>		<b>591,684</b>
4. Other Local Revenues		
All Other Local Revenues	LocalRevAO	
Measure N		297,500
Oakland Cultural Arts		10,000
Other Contributions/Donations		5,000
All Other Local Revenues (Fundraising, Student Activities,..., etc)		20,000
<b>Total, Local Revenues</b>		<b>332,500</b>
<b>5. TOTAL REVENUES</b>		<b>4,998,622</b>
<b>B. EXPENDITURES</b>		
1. Certificated Salaries		
Certificated Teachers' Salaries	1100	695,554
Certificated Pupil Support Salaries	1200	150,679
Certificated Supervisors' and Administrators' Salaries	1300	223,133
Other Certificated Salaries	1900	0
<b>Total, Certificated Salaries</b>		<b>1,069,365</b>
2. Noncertificated Salaries		
Noncertificated Instructional Salaries	2100	652,579
Noncertificated Support Salaries	2200	48,337
Noncertificated Supervisors' and Administrators' Salaries	2300	196,780
Clerical and Office Salaries	2400	134,953
Other Noncertificated Salaries	2900	126,787
<b>Total, Noncertificated Salaries</b>		<b>1,159,435</b>
3. Employee Benefits		
STRS	3101-3102	196,070
OASDI / Medicare / Alternative	3301-3302	104,203
Health and Welfare Benefits	3401-3402	540,272
Unemployment Insurance	3501-3502	1,114
Workers' Compensation Insurance	3601-3602	43,462
<b>Total, Employee Benefits</b>		<b>885,120</b>
4. Books and Supplies		
a Instructional Supplies		
1 Approved Textbooks and Core Curricula Materials	4100	1,660
2 Books and Other Reference Materials	4200	6,455
3 Materials and Supplies	4300	58,144
Classroom Supplies		2,403
Office Supplies		26,955

# **Oakland Unity High Budget Projection (2017-18)**

Description	Object Code	FY 2017-18
Other Supplies		15,682
Club Programs		1,000
Computer Equipment & Supplies		12,103
b Noncapitalized Equipment (ie Furniture)	4400	11,051
c Food (\$4/student/day x 160 days)	4700	175,390
<b>Total, Books and Supplies</b>		<b>252,701</b>
<b>5. Services and Other Operating Expenditures</b>		
<b>a Travel and Conferences</b>	<b>5200</b>	<b>4,462</b>
<b>b Dues and Memberships</b>	<b>5300</b>	<b>11,533</b>
<b>b Insurance</b>	<b>5400</b>	<b>31,000</b>
<b>d Operations and Housekeeping Services</b>	<b>5500</b>	<b>56,448</b>
1 Utilities (Water/Electricity/Waste Management)		47,451
2 Security Monitoring		8,997
<b>e Rentals, Leases, Repairs, and Noncap. Improvements</b>	<b>5600</b>	<b>253,915</b>
1 Silte/Portable Leases/Rent/		233,091
2 Equipment Rental (Quarterly postage meter rental..)		667
3 Repair & Maintenance		20,158
<b>f Professional/Consulting Services and Operating Expend.</b>	<b>5800</b>	<b>295,263</b>
0 Online Learning+Materials		21,420
1 Reprographic/Copying		6,030
2 Food Program		956
3 SPED Consultants		33,267
4 Professional Development		27,753
<i>Common Core</i>		0
<i>Offsite professional development</i>		22,658
<i>Onsite professional development</i>		5,095
5 <i>Substitute Teachers</i>		31,243
6 <i>Legal Services</i>		1,667
7 Other professional Services		22,186
Auditing (Annual audit and Information return preparation)		8,567
Bank & Other Fiscal Services		4,325
Recruitment/Publicity		6,820
Other		2,473
8 District Oversight Fees (1% of State Aid and In Lieu)		35,947
9 Sports Program		27,295
10 College Orientation/Fieldtrip		20,433
11 Testing (PSAT and STAR testing)		13,586
12 After School Program (OFCY, Measure N, etc..)		14,333
13 Workshops & Conference		3,333
14 Other (Graduation... etc)		5,337
15 Software Licensing (Illuminate, etc.)		21,600
16 Illuminate System support		2,807
17 IT Support		6,070
<b>g Communications</b>	<b>5900</b>	<b>14,253</b>
1 Postage, phone & internet access		13,253
2 Alertnow		1,000
<b>Total, Services and Other Operating Expenditures</b>		<b>666,875</b>
<b>6. Capital Outlay</b>		
<i>Depreciation Expense (for accrual basis only)</i>	<i>6900</i>	<i>5,000</i>
<b>Total, Capital Outlay</b>		<b>5,000</b>
<b>7. Other Outgo</b>		
All Other Transfers (Indirect cost 8.5%)	7281-7299	343,272
<b>Total, Other Outgo</b>		<b>343,272</b>
<b>8. TOTAL EXPENDITURES</b>		<b>4,381,768</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>616,854</b>
GENERAL RESERVE (3% of TOTAL Expenditure)		131,453
<b>NET INCREASE (DECREASE) IN FUND BALANCE AFTER RESERVE</b>		<b>485,401</b>

### Oakland Unity High Budget Projection (2018-19)

Description	Object Code	FY 2018-19
<b>A. REVENUES</b>		<b>350</b>
1. Revenue Limit Sources		
State Aid - Current Year	8011	3,001,804
Education Protection Account State Aid - Current Year	8012	226,216
State Aid - Prior Years	8019	
Transfers to Charter Schools in Lieu of Property Taxes	8096	650,184
<b>Total, Revenue Limit Sources</b>		<b>3,878,205</b>
2. Federal Revenues		
No Child Left Behind	8290	93,228
Special Education - Federal (Included in State Portion)	8181, 8182	(Included in state portion)
Child Nutrition - Federal	8220	154,708
Other Federal Revenues	8110, 8260-8299	16,601
Title II/Other		16,601
Other		
<b>Total, Federal Revenues</b>		<b>264,537</b>
3. Other State Revenues		
Child Nutrition - State	8480	15,164
Special Education - State	StateRevSE	201,023
All Other State Revenues	StateRevAO	375,497
California Lottery		51,122
College Readiness Block Grant		75,000
Facility Reimbursement		249,375
<b>Total, Other State Revenues</b>		<b>591,684</b>
4. Other Local Revenues		
All Other Local Revenues	LocalRevAO	
Measure N		297,500
Oakland Cultural Arts		10,000
Other Contributions/Donations		5,000
All Other Local Revenues (Fundraising, Student Activities, etc)		20,000
<b>Total, Local Revenues</b>		<b>332,500</b>
<b>5. TOTAL REVENUES</b>		<b>5,066,926</b>
<b>B. EXPENDITURES</b>		
1. Certificated Salaries		
Certificated Teachers' Salaries	1100	716,420
Certificated Pupil Support Salaries	1200	155,199
Certificated Supervisors' and Administrators' Salaries	1300	229,827
Other Certificated Salaries	1900	0
<b>Total, Certificated Salaries</b>		<b>1,101,446</b>
2. Noncertificated Salaries		
Noncertificated Instructional Salaries	2100	672,156
Noncertificated Support Salaries	2200	49,787
Noncertificated Supervisors' and Administrators' Salaries	2300	202,083
Clerical and Office Salaries	2400	139,001
Other Noncertificated Salaries	2900	130,591
<b>Total, Noncertificated Salaries</b>		<b>1,193,618</b>
3. Employee Benefits		
STRS	3101-3102	227,844
OASDI / Medicare / Alternative	3301-3302	107,283
Health and Welfare Benefits	3401-3402	551,077
Unemployment Insurance	3501-3502	1,148
Workers' Compensation Insurance	3601-3602	44,754
<b>Total, Employee Benefits</b>		<b>932,105</b>
4. Books and Supplies		
a Instructional Supplies		
1 Approved Textbooks and Core Curricula Materials	4100	1,694
2 Books and Other Reference Materials	4200	6,455
3 Materials and Supplies	4300	58,144
Classroom Supplies		2,403
Office Supplies		26,955

### Oakland Unity High Budget Projection (2019-20)

Description	Object Code	FY 2019-20
<b>A. REVENUES</b>		<b>350</b>
1. Revenue Limit Sources		
State Aid - Current Year	8011	3,382,948
Education Protection Account State Aid - Current Year	8012	0
State Aid - Prior Years	8019	
Transfers to Charter Schools in Lieu of Property Taxes	8096	650,184
<b>Total, Revenue Limit Sources</b>		<b>4,033,132</b>
2. Federal Revenues		
No Child Left Behind	8290	93,228
Special Education - Federal (Included in State Portion)	8181, 8182	(Included in state portion)
Child Nutrition - Federal	8220	154,708
Other Federal Revenues	8110, 8260-8299	16,601
Title II/Other		16,601
Other		
<b>Total, Federal Revenues</b>		<b>264,537</b>
3. Other State Revenues		
Child Nutrition - State	8480	15,164
Special Education - State	StateRevSE	201,023
All Other State Revenues	StateRevAO	375,497
California Lottery		51,122
College Readiness Block Grant		75,000
Facility Reimbursement		249,375
<b>Total, Other State Revenues</b>		<b>591,684</b>
4. Other Local Revenues		
All Other Local Revenues	LocalRevAO	
Measure N		297,500
Oakland Cultural Arts		10,000
Other Contributions/Donations		5,000
All Other Local Revenues (Fundraising, Student Activities,..., etc)		20,000
<b>Total, Local Revenues</b>		<b>332,500</b>
<b>5. TOTAL REVENUES</b>		<b>5,221,854</b>
<b>B. EXPENDITURES</b>		
1. Certificated Salaries		
Certificated Teachers' Salaries	1100	737,913
Certificated Pupil Support Salaries	1200	159,855
Certificated Supervisors' and Administrators' Salaries	1300	236,722
Other Certificated Salaries	1900	0
<b>Total, Certificated Salaries</b>		<b>1,134,490</b>
2. Noncertificated Salaries		
Noncertificated Instructional Salaries	2100	692,321
Noncertificated Support Salaries	2200	51,281
Noncertificated Supervisors' and Administrators' Salaries	2300	207,545
Clerical and Office Salaries	2400	143,171
Other Noncertificated Salaries	2900	134,509
<b>Total, Noncertificated Salaries</b>		<b>1,228,827</b>
3. Employee Benefits		
STRS	3101-3102	261,347
OASDI / Medicare / Alternative	3301-3302	110,455
Health and Welfare Benefits	3401-3402	562,098
Unemployment Insurance	3501-3502	1,182
Workers' Compensation Insurance	3601-3602	46,085
<b>Total, Employee Benefits</b>		<b>981,167</b>
4. Books and Supplies		
a Instructional Supplies		
1 Approved Textbooks and Core Curricula Materials	4100	1,727
2 Books and Other Reference Materials	4200	6,455
3 Materials and Supplies	4300	58,144
Classroom Supplies		2,403
Office Supplies		26,955

**OAKLAND UNITY HIGH SCHOOL**

Cashflow Projection (July 1, 2018 - June 30, 2019)

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
<b>BEGINNING CASH</b>	<b>697,620</b>	<b>820,190</b>	<b>644,423</b>	<b>775,760</b>	<b>967,640</b>	<b>979,774</b>	<b>1,056,358</b>	<b>1,164,547</b>	<b>1,116,443</b>	<b>1,169,677</b>	<b>1,275,101</b>	<b>1,283,732</b>
<b>A. CASH INFLOW</b>												
1. State Revenue												
State Aid - Current Year		133,865	133,865	240,957	240,957	240,957	240,957	240,957	305,858	305,858	305,858	305,858
Education Protection Account	109,803			56,554	0	0	56,554	0	0	56,554	0	0
State Aid - Prior Years	273,821	0			0	0		0	0		0	0
Other State Revenue:												
Special Ed	14,331	14,331	7,823	7,823	14,082	14,082	14,082	14,082	14,082	14,082	14,082	14,082
Child Nutrition	1,441	1,441		1,516	1,516	1,516	1,516	1,516	1,516	1,516	1,516	1,516
All Other State Revenue (Lottery, Facility,)			12,780	199,688	12,780	124,688	12,780			12,780		
<b>TOTAL STATE REVENUE</b>	<b>399,395</b>	<b>149,636</b>	<b>154,469</b>	<b>506,538</b>	<b>269,336</b>	<b>381,243</b>	<b>325,890</b>	<b>256,555</b>	<b>321,457</b>	<b>390,791</b>	<b>321,457</b>	<b>321,457</b>
2. Local Revenue	44,645	39,576	79,153	52,769	52,769	52,769	52,769	52,769	89,204	44,602	44,602	44,602
3. Federal Revenues	5,157	5,157	5,157	15,471	15,471	15,471	15,471	15,471	15,471	15,471	15,471	15,471
Nutrition												
Special Ed	36,823											
No Child Left Behind		0	23,307		23,307		23,307			23,307		
Other Federal Revenue		0	4,150		4,150		4,150	0	0	4,150	0	0
<b>TOTAL FEDERAL REVENUE</b>	<b>41,980</b>	<b>5,157</b>	<b>32,614</b>	<b>15,471</b>	<b>42,928</b>	<b>15,471</b>	<b>42,928</b>	<b>15,471</b>	<b>15,471</b>	<b>42,928</b>	<b>15,471</b>	<b>15,471</b>
4. Other Revenues/Sources	2,083	2,083	240,083	12,083	2,083	2,083	61,583	2,083	2,083	2,083	2,083	2,083
5. Loan/Crdit Lines							0					
6. Other Transfer in												
7. <b>TOTAL Cash Inflow</b>	<b>488,104</b>	<b>196,453</b>	<b>506,319</b>	<b>586,861</b>	<b>367,116</b>	<b>451,565</b>	<b>483,170</b>	<b>326,878</b>	<b>428,215</b>	<b>480,405</b>	<b>383,613</b>	<b>383,613</b>
8. <b>TOTAL Cash Available</b>	<b>1,185,724</b>	<b>1,016,643</b>	<b>1,150,742</b>	<b>1,362,621</b>	<b>1,354,755</b>	<b>1,431,340</b>	<b>1,539,528</b>	<b>1,491,425</b>	<b>1,544,658</b>	<b>1,650,082</b>	<b>1,658,714</b>	<b>1,667,345</b>
<b>B. CASH OUTFLOW</b>												
1. Payroll	185,733	188,494	191,255	191,255	191,255	191,255	191,255	191,255	191,255	191,255	191,255	191,255
2. Benefits	73,760	77,675	77,675	77,675	77,675	77,675	77,675	77,675	77,675	77,675	77,675	77,675
3. Instructional Materials & Supplies	21,058	21,061	21,061	21,061	21,061	21,061	21,061	21,061	21,061	21,061	21,061	21,061
4. Services and Other Operating Expenditures	55,573	55,580	55,580	55,580	55,580	55,580	55,580	55,580	55,580	55,580	55,580	55,580
a. Travel and Conferences	372	379	379	379	379	379	379	379	379	379	379	379
b. Dues and Memberships	961	961	961	961	961	961	961	961	961	961	961	961
c. Insurance	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583
d. Operations & House Keeping	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704
e. Rentals, Leases, Repairs	21,160	21,160	21,160	21,160	21,160	21,160	21,160	21,160	21,160	21,160	21,160	21,160
f. Professional/Consulting Services & Operating Expend.	24,605	24,605	24,605	24,605	24,605	24,605	24,605	24,605	24,605	24,605	24,605	24,605
g. Communications	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188
5. Other Outgo	29,409	29,409	29,409	29,409	29,409	29,409	29,409	29,409	29,409	29,409	29,409	29,409
6. Other Transfer Out												
7. <b>TOTAL Cash Outflow</b>	<b>365,534</b>	<b>372,220</b>	<b>374,981</b>	<b>374,981</b>	<b>374,981</b>	<b>374,981</b>	<b>374,981</b>	<b>374,981</b>	<b>374,981</b>	<b>374,981</b>	<b>374,981</b>	<b>374,981</b>
<b>C. ENDING CASH</b>	<b>820,190</b>	<b>644,423</b>	<b>775,760</b>	<b>967,640</b>	<b>979,774</b>	<b>1,056,358</b>	<b>1,164,547</b>	<b>1,116,443</b>	<b>1,169,677</b>	<b>1,275,101</b>	<b>1,283,732</b>	<b>1,292,364</b>



**OAKLAND UNITY HIGH SCHOOL**

Cashflow Projection (July 1, 2019 - June 30, 2020)

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20
<b>BEGINNING CASH</b>	<b>1,292,364</b>	<b>1,383,227</b>	<b>1,210,895</b>	<b>1,350,859</b>	<b>1,523,866</b>	<b>1,506,225</b>	<b>1,600,491</b>	<b>1,669,807</b>	<b>1,639,386</b>	<b>1,724,204</b>	<b>1,803,747</b>	<b>1,843,053</b>
<b>A. CASH INFLOW</b>												
1. State Revenue		150,090	150,090	270,162	270,162	270,162	270,162	270,162	346,391	346,391	346,391	346,391
State Aid - Current Year												
Education Protection Account	56,554			0	0	0	0	0	0	0	0	0
State Aid - Prior Years	305,858	0		0	0	0		0	0		0	0
Other State Revenue:												
Special Ed	14,082	14,082	7,823	7,823	14,082	14,082	14,082	14,082	14,082	14,082	14,082	14,082
Child Nutrition	1,516			1,365	1,365	1,365	1,365	1,365	1,365	1,365	1,365	1,365
All Other State Revenue (Lottery, Facility,)			12,780	199,688	12,780	124,688	12,780			12,780		
<b>TOTAL STATE REVENUE</b>	<b>378,011</b>	<b>164,172</b>	<b>170,694</b>	<b>479,038</b>	<b>298,390</b>	<b>410,297</b>	<b>298,390</b>	<b>285,609</b>	<b>361,838</b>	<b>374,619</b>	<b>361,838</b>	<b>361,838</b>
2. Local Revenue	44,602	39,011	78,022	52,015	52,015	52,015	52,015	52,015	97,026	45,513	45,513	45,513
In lieu of Property Taxes												
3. Federal Revenues	5,157	5,157	5,157	15,471	15,471	15,471	15,471	15,471	15,471	15,471	15,471	15,471
Nutrition												
Special Ed	36,823											
No Child Left Behind		0	23,307		0	0	23,307	0	0	23,307	0	0
Other Federal Revenue		0	8,301				4,150	0	0	4,150	0	0
<b>TOTAL FEDERAL REVENUE</b>	<b>41,980</b>	<b>5,157</b>	<b>36,764</b>	<b>15,471</b>	<b>15,471</b>	<b>15,471</b>	<b>42,928</b>	<b>15,471</b>	<b>15,471</b>	<b>42,928</b>	<b>15,471</b>	<b>15,471</b>
4. Other Revenues/Sources	2,083	2,083	240,083	12,083	2,083	2,083	61,583	2,083	2,083	2,083	2,083	2,083
5. Loan/Credit Lines							0					
6. Other Transfer in												
7. <b>TOTAL Cash Inflow</b>	<b>466,676</b>	<b>210,424</b>	<b>525,564</b>	<b>558,607</b>	<b>367,959</b>	<b>479,866</b>	<b>454,916</b>	<b>355,178</b>	<b>470,418</b>	<b>465,143</b>	<b>424,905</b>	<b>424,905</b>
8. <b>TOTAL Cash Available</b>	<b>1,759,040</b>	<b>1,593,651</b>	<b>1,736,459</b>	<b>1,909,466</b>	<b>1,891,825</b>	<b>1,986,091</b>	<b>2,055,407</b>	<b>2,024,986</b>	<b>2,109,804</b>	<b>2,189,347</b>	<b>2,228,652</b>	<b>2,267,958</b>
<b>B. CASH OUTFLOW</b>												
1. Payroll	191,255	194,099	196,943	196,943	196,943	196,943	196,943	196,943	196,943	196,943	196,943	196,943
2. Benefits	77,675	81,764	81,764	81,764	81,764	81,764	81,764	81,764	81,764	81,764	81,764	81,764
3. Instructional Materials & Supplies	21,061	21,064	21,064	21,064	21,064	21,064	21,064	21,064	21,064	21,064	21,064	21,064
4. Services and Other Operating Expenditures	55,580	55,588	55,588	55,588	55,588	55,588	55,588	55,588	55,588	55,588	55,588	55,588
a. Travel and Conferences	379	387	387	387	387	387	387	387	387	387	387	387
b. Dues and Memberships	961	961	961	961	961	961	961	961	961	961	961	961
c. Insurance	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583
d. Operations & House Keeping	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704	4,704
e. Rentals, Leases, Repairs	21,160	21,160	21,160	21,160	21,160	21,160	21,160	21,160	21,160	21,160	21,160	21,160
f. Professional/Consulting Services & Operating Expend.	24,605	24,605	24,605	24,605	24,605	24,605	24,605	24,605	24,605	24,605	24,605	24,605
g. Communications	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188
5. Other Outgo	30,241	30,241	30,241	30,241	30,241	30,241	30,241	30,241	30,241	30,241	30,241	30,241
6. Other Transfer Out												
7. <b>TOTAL Cash Outflow</b>	<b>375,813</b>	<b>382,756</b>	<b>385,600</b>	<b>385,600</b>	<b>385,600</b>	<b>385,600</b>	<b>385,600</b>	<b>385,600</b>	<b>385,600</b>	<b>385,600</b>	<b>385,600</b>	<b>385,600</b>
<b>C. ENDING CASH</b>	<b>1,383,227</b>	<b>1,210,895</b>	<b>1,350,859</b>	<b>1,523,866</b>	<b>1,506,225</b>	<b>1,600,491</b>	<b>1,669,807</b>	<b>1,639,386</b>	<b>1,724,204</b>	<b>1,803,747</b>	<b>1,843,053</b>	<b>1,882,358</b>

## **Attachment L**

### **Resumes of Key Personnel**

## WILLIAM GILBERT NEE

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### EDUCATOR

Transformative high school educator, administrator, and instructional leader with a history of achieving success with the Unity community. Provides outstanding support to students, families and staff.

#### EDUCATION:

##### **Masters of Educational Leadership, August 2016**

REACH INSTRUCTIONAL LEADERSHIP ACADEMY, Oakland, California

##### **Preliminary Administrative Service Credential, May 2015**

REACH INSTRUCTIONAL LEADERSHIP ACADEMY, Oakland, California

##### **California State Teaching Credential**

PROJECT PIPELINE, English Single Subject, CLEAR

##### **Bachelors of Arts in Intellectual History, 2000**

HARVARD COLLEGE, Cambridge, Massachusetts

#### EXPERIENCE:

##### **Oakland Unity High School, Oakland, CA**

*Principal*, August 2016 – current

- Supervise all school operations, management, compliance, and leadership planning.
- Leader of development of Unity Measure N SPSA plan, approved for full funding by OUSD.
- Leader of charter renewal efforts for 2017 Oakland Unity High School charter renewal petition.
- Leader of OUHS participation in the Oakland Equity Pledge. Co-chair of Talent Committee.

##### **Oakland Unity High School, Oakland, CA**

*Assistant Principal*, September 2014 – August 2016

- Support school principal in all school operations, management, and student discipline
- Successful work with all students to maintain calm and warm campus climate. Successful with high expectations/high support disciplinary system, combining

accountability and expectations for all students with restorative conversations, mediation, and school wide practices

- Implements and leads all student support intervention systems, including student support training for teachers, accountability checks for students at risk
- Coordinate with College Counselor to create and support testing schedules for MAP, SBAC and AP testing PSAT Testing. Team Leader for school wide administration of Interim SBAC assessment. Organized and lead Unity's first ever administration of the SBAC Interim test to 9<sup>th</sup> through 11<sup>th</sup> graders, in order to test school system capacity and give students exposure to the test
- Team Leader for student outreach and recruiting. In 2015-2016, under my leadership of recruitment efforts, Unity had an enrollment wait list for the first time in six years
- Instructional Lead for English Language Arts Department and Instructional Coach. As part of Reach Action Research program, researched, designed, and implemented an Action Research writing program using a Professional Learning Community Model
- Team Leader for Unity Next application to the XQ Super School Project, a national \$50 million school redesign competition organized by Russlynn Ali
- Active in OUSD District/Charter Compact work, with the goal of building District and Charter collaboration to better serve all students in Oakland. Participated in Subcommittees and Working Groups organized by the OUSD Office of Charter Schools on Common Enrollment and Classroom Observation. Co-chair of District Equity Pledge Working Group on Talent Attraction and Retention.
- As Faculty Advisor for the Black Student Union, organized the BSU-sponsored Winter Ball, as well as all school BSU meetings and Black History Month activities
- Student Photo Day, Student Lockers, Graduation Facilities and Activities
- Led, coordinated and supervised Unity Intersession, a full-day off-campus field trip involving groups of students to Alameda Beach, Mountain Biking, Kayaking, visit to Oakland Zoo, Ice Skating, Food Walking tour of San Francisco
- Organized first-ever Unity Homecoming Court and Homecoming Dance
- Lead team of Unity students to complete Oakland Half Marathon with Running for a Better Oakland program.

*English Teacher, September 2010 – June 2014*

- Instructed English at Grades Ten and Eleven, Advisor to the Class of 2014
  - Manage instruction for school-wide preparation for CAHSEE ELA, including blended learning with CAHSEE Revolution, and small-group intensive intervention program for Special Needs students repeat testers
  - Manage instruction for school-wide EAP preparation, implementing materials and curriculum from the CSU designed ERWC program
- Collaborated on year-long tiered Advisory Curriculum as a member of the Advisory Committee and on school data culture and protocols as a member of the Curriculum and Instruction Committee

## SAU-LIM TSANG

### Employment

Executive Director, Unity Schools, Oakland, CA (2004-present)

*Executive Director*, ARC Associates (ARC), Oakland, CA (1980-2015)

### Highlights of Experience

#### *Organization Development*

- 2015 Served as founding team member of Unity Middle College High School in Southern California.
- 2014 Served as founding team member of Oakland Unity Middle School.
- 2003 Founded Oakland Unity High School ([www.unityhigh.org](http://www.unityhigh.org)), a charter school serving Oakland's low-income community.
- 1999 Established ARC in Southern California to provide educational services to seasonal agricultural workers in the San Gabriel Valley and Antelope Valley.
- 1998 Collaborate with two other community based agencies to establish and operate the Computer Street Academy, a community learning providing free computer instruction and Internet access to youth and adults in Oakland's low-income neighborhood.
- 1986 Secured funding (for ten years) from the U.S. Department of Education and developed the Pacific Region Multifunctional Resource Center with offices in Honolulu and Palau to provide training and consultation to schools on improving programs for English language learners.
- 1977 Founded ARC Associates ([www.arcassociates.org](http://www.arcassociates.org)), a non-profit group that promotes quality education practices for under-served children and youth and their communities.

#### *Research*

Developed ARC's research agenda that emphasize studies that inform practice. Initiated two works in minority education: (1) a study that documented the features of successful high schools for Latino students (Lucas, Henze, and Donato. Promoting the success of Latino language minority students: An exploratory study of six high schools, Harvard Educational Review, 66(3), 1990.); and (2) a study that examined how schools mired in ethnic/racial conflicts change to become ones that are successful (Special Focus: Leading for Diversity. The Journal of Negro Education, 68(4), 1999). Recently completed a study examining the appropriateness of administering achievement tests written in English to limited-English-proficient students.

#### *Program Development*

- 2002. 2002 In collaboration with California State University, East Bay, developed the Urban Teacher Leadership Master Degree program based on ARC's experience in developing teacher leadership for school change.
- 2002 Initiated the incubation program where new community groups would receive support and mentoring at ARC to develop into independent non-profit agencies.

#### *Curriculum Development*

- 1975. 1975- Led a team of writers, artists, and linguists to develop and evaluate a K-8 Chinese language
- 1980. 1980 arts curriculum for bilingual education programs. The project was funded by the U.S. Department of Education

#### *Project Management*

- 1985- Served as the project director of the Multifunctional Resource Center for Northern California
- 1991 to provide training and consultant services to schools to improve their services for English Language

Learners. The project is funded by the U.S. Department of Education.

1987- Served as associate director of the Equity Assistance Center for California, Nevada, and  
1994 Arizona. The center provided training and consultation services to schools on resolve race and language equity issues. The center was funded by the U.S. Department of Education.

### **Other Experience**

*Member (2006-2009):* California Governor's Advisory Committee on Education Excellence.

*Principal Investigator (2001-2004):* "A Study of Content Area Assessment for English Language Learners." Funded by the U.S. Department of Education.

*Principal Investigator (1996-2000):* "Leading for Diversity: A Study of How School Leaders Achieve Racial and Ethnic Harmony." A study of the National Center for Research on Cultural Diversity and Second Language Learning. Funded by the U.S. Department of Education.

*Director (1992-95):* "Innovative Research and Development Project: Multimedia U.S. History Curriculum for Students of Diverse Language and Cultural Backgrounds." Funded by the California Department of Education and Encyclopaedia Britannica Educational Corporation.

*Director (1983-1984):* "Summer Institute for Educational Research on Asian and Pacific Americans." Funder by the National Institute of Education.

*Principal Investigator (1981-1982):* "Mathematics Learning Styles of Chinese Immigrant Students." Research funded by the National Institute of Education.

*Principal Investigator (1980-1982):* "An Ethnographic and Sociolinguistic Study of Bilingual Education in a Chinese Community." Research funded by the National Institute of Education.

*Site Principal Investigator (1980-1983):* "Significant Bilingual Instructional Features." Research funded by the National Institute of Education.

### **EDUCATION**

Ph.D. Mathematics Education, Stanford University, 1976

M.S. Statistics, Stanford University, 1974

M.A. International Education Development, Stanford University, 1974

A.B. Mathematics, University of California, Berkeley, 1971

CA Teaching Credential, Mathematics and Physics, 1974

### **SELECTED PUBLICATIONS**

"Achievement testing for English Language Learners, ready or not?" (With Katz, A., & Stack, J. (2008). *Education Policy Analysis Archives*, 16(1), 2008, <http://epaa.asu.edu/epaa/v16n1/>.

"Asian American Education and the National Education Goals." In Proceedings of the 1992 Center for Applied Linguistics Symposium on Language Minority Education and National Education Goals, Washington, DC, 1993.

"The National Education Longitudinal Study of 1988, Asian Pacific, and language minority students." (With M Hirano-Nakanishi and T. Saka.) Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April, 1991.

"Mathematics achievement profiles of Asian American students." In Cocking, R. and Mestre, J. (eds.) *Language perspective on mathematics learning*. New Jersey: Erlbaum Press, 1988.

*Beyond Angel Island: The Education of Asian Americans.* (with L. Wing). New York: Institute for Urban and Minority Education, Teachers College, Columbia University, 1985.

## Attachment M: Letter of Intent to Renew Lease for Facilities



6038 Brann Street  
Oakland, CA 94605  
510 635-7170  
FAX 510- 722-2731  
www.unityhigh.org

### LETTER OF INTENT

**THIS LETTER OF INTENT** (the "Letter") made as this 5<sup>th</sup> day of January, 2017 (the "Execution Date"),

#### **BETWEEN:**

Oakland Unity High School, a California Charter School  
(the "Lessee")

And

Evangelical Lutheran Church of Our Redeemer, a California nonprofit corporation  
(the "Lessor")

#### **BACKGROUND:**

Lessee has leased from Lessor the facility located at 6038 Brann Street, Oakland, 94605, since May 2012.

The existing lease expires on June 30, 2017.

Lessee intends to renew the lease for five more years from July 1, 2017, to June 30, 2022.

#### **TERMS and CONDITIONS**

The terms and conditions are included in the draft proposed lease agreement attached.

This Letter accurately reflects the understanding between the Lessee and Lessor.

**LESSOR:** Lessor agrees to this Letter of intent.

Signature: Sharon Bowles  
Print Name: Sharon Bowles  
Date: 1/5/2017

**LESSEE:** Lessee agrees to this Letter of Intent

Signature: [Signature]  
Print Name: William Nee, Principal  
Date: 1/5/2017



**Introduction:**

LEA: **Oakland Unity High School**    Contact: **William Nee, Principal, [wnee@unityhigh.org](mailto:wnee@unityhigh.org), 510-635-7170**

LCAP Year: **2016-17**

**Local Control and Accountability Plan and Annual Update Template**

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

**C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

**School climate:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county

office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
In the Spring of 2015, stakeholders including teachers and staff, parent/guardians, the Unity Board of Directors, and students were presented with a summary of data related to the goals and related metrics of our LCAP and asked to provide feedback on Unity High's LCAP goals and related actions.	Stakeholders were influential on the LCAP. Based on feedback from the parents, we added in additional parent outreach strategies including starting a "Coffee with the Principal" once a month. Additionally, based on feedback from students and teachers we added in an additional goal around piloting a new evaluation and support system for teachers.
<b>Annual Update:</b>  As we went through our 6-year midterm WASC accreditation cycle as well as preparation for our charter renewal next school year, we had several opportunities throughout the year to solicit feedback from teachers and staff, students, parents/ guardians	<b>Annual Update:</b>  As a result of stakeholder feedback, we have consolidated our LCAP goals into five areas, with a focus on supporting our teachers, college preparation for our students, improving student culture and engagement, increasing parent engagement, and supporting our growing numbers of Long Term English Language Learners. Stakeholders had valuable feedback about how to better support all members of our

<p>and the Board of Directors. Staff and teachers were given time over the course of several professional development sessions to provide feedback. Students were invited to participate in focus groups and parents were invited to a Coffee with the Principal to provide feedback.</p>	<p>community. Teachers had feedback about how to better support and retain our teaching staff, which has been incorporated into goal 1. Students had feedback around how to improve student culture by using positive rewards and restorative justice programs and this has also been added into the action plan. Parents, students and teachers also had similar feedback about how to help prepare our students for college by vertically aligning our curriculum and being purposeful about how we provide supports and when and how we begin the gradual release of students to become more independent. Parents also advocated strongly for increased parent communication and offered suggestion about how we can do that.</p>
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?



- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	<b>Goal 1: Attract, hire, develop and retain excellent teaching staff</b>		Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local :	
Identified Need :	Highly qualified and skilled teachers are essential to support students in becoming college ready. Retaining an excellent teaching staff is necessary to maintain continuity from year to year and to continue to make gains in student learning.			
Goal Applies to:	Schools:	Oakland Unity High School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	METRIC: - Increase the average rate of stay for the teaching staff from the previous year - Increase the scores of teachers on Unity Teacher Effectiveness Rubric (UTER)			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Teacher development and retention</u> <ul style="list-style-type: none"> <li>Provide instructional coaching for all teachers with goal setting and support to work towards goals</li> <li>Provide professional development for teachers during Wednesday staff meetings for teachers to learn new strategies, provide support to one another, collaborate, and vertically align their</li> </ul>		School-wide	<u>XX</u> ALL	\$95,809  Certificated salary & benefit, professional development, recruitment (LCFF)

<ul style="list-style-type: none"> <li>practices to encourage success in college</li> <li>• Provide new teacher support through specialized professional development opportunities</li> <li>• Continue to utilize the UTER and evaluation system</li> <li>• Create and support teachers in taking on leadership opportunities to support each other in their professional growth</li> <li>• Collect and reflect on feedback from staff at end of year on effectiveness of evaluation and support system and revise accordingly</li> </ul> <p><u>Teacher recruitment</u></p> <ul style="list-style-type: none"> <li>• Utilize a collaborative hiring process including current staff to hire qualified and mission-fit teaching staff</li> <li>• Increase Unity’s presence at job fairs and on web-based job boards</li> </ul> <p><u>Development of staff and school culture</u></p> <ul style="list-style-type: none"> <li>• Work collaboratively to develop a working definition of the “Unity Approach” to improving outcomes for all students that is resilient to teacher turnover</li> </ul>		<div></div> <p>OR: <input type="checkbox"/>Low Income pupils <input type="checkbox"/>English Learners</p> <p><input type="checkbox"/>Foster Youth <input type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/>Other</p> <p>Subgroups:(Specify)_____</p>	
<p align="center"><b>LCAP Year 2: 2017-18</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>METRIC:</p> <ul style="list-style-type: none"> <li>- Increase the average rate of stay for the teaching staff from the previous year</li> <li>- Increase the scores of teachers on Unity Teacher Effectiveness Rubric (UTER)</li> </ul>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p><u>Teacher development and retention</u></p> <ul style="list-style-type: none"> <li>• Provide instructional coaching for all teachers with goal setting and support to work towards goals</li> <li>• Provide professional development for teachers during Wednesday staff meetings for teachers to learn new strategies, provide support to one another, collaborate, and vertically align their practices to encourage success in college</li> <li>• Provide new teacher support through specialized professional development opportunities</li> <li>• Continue to utilize the UTER and evaluation system</li> <li>• Create and support teachers in taking on leadership opportunities to support each other in their professional growth</li> <li>• Collect and reflect on feedback from staff at end of year on effectiveness of evaluation and support system and revise accordingly</li> </ul> <p><u>Teacher recruitment</u></p> <ul style="list-style-type: none"> <li>• Utilize a collaborative hiring process including current staff to hire qualified and mission-fit teaching staff</li> <li>• Increase Unity's presence at job fairs and on web-based job boards</li> </ul> <p><u>Development of staff and school culture</u></p> <ul style="list-style-type: none"> <li>• Share with and train new staff members on the "Unity Approach"</li> <li>• Continue to document and archive best practices and approaches to education to share with new</li> </ul>	<p>School-wide</p>	<p>XXALL</p> <p>OR: __Low Income pupils __ELs__Foster Youth __Redesignated FEP __Other Subgroups:(Specify)_____</p>	<p>\$138,676</p> <p>Certificated salary &amp; benefit, professional development, recruitment (LCFF)</p>
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staff members in future years				
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**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<b>METRIC:</b> - Increase the average rate of stay for the teaching staff from the previous year - Increase the scores of teachers on Unity Teacher Effectiveness Rubric (UTER)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p><u>Teacher development and retention</u></p> <ul style="list-style-type: none"> <li>• Provide instructional coaching for all teachers with goal setting and support to work towards goals</li> <li>• Provide professional development for teachers during Wednesday staff meetings for teachers to learn new strategies, provide support to one another, collaborate, and vertically align their practices to encourage success in college</li> <li>• Provide new teacher support through specialized professional development opportunities</li> <li>• Continue to utilize the UTER and evaluation system</li> <li>• Create and support teachers in taking on leadership opportunities to support each other in their professional growth</li> <li>• Collect and reflect on feedback from staff at end of year on effectiveness of evaluation and support system and revise accordingly</li> </ul> <p><u>Teacher recruitment</u></p> <ul style="list-style-type: none"> <li>• Utilize a collaborative hiring process including current staff to hire qualified and mission-fit teaching staff</li> <li>• Increase Unity's presence at job fairs and on web-based job boards</li> </ul> <p><u>Development of staff and school culture</u></p> <ul style="list-style-type: none"> <li>• Share with and train new staff members on the "Unity Approach"</li> <li>• Continue to document and archive best practices and approaches to education to share with new</li> </ul>	<p>School-wide</p>	<p>XXALL</p> <p>OR: __Low Income pupils __EL__Foster Youth __Redesignated FEP __Other Subgroups:(Specify)__</p>	<p>\$162,973</p> <p>Certificated salary &amp; benefit, professional development, recruitment (LCFF)</p>
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staff members in future years



GOAL:	<b>Goal 2: Increase the college readiness of all Unity students</b>			Related State and/or Local Priorities: 1_ 2_ 3_ 4_ <u>X</u> 5_ 6_ 7_ <u>X</u> 8_ <u>X</u> COE only: 9_ 10_ Local :
Identified Need :	Unity's mission is to prepare our students to be college ready.			
Goal Applies to:	Schools:	Oakland Unity High School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	METRIC: <ul style="list-style-type: none"> <li>- <b>Collective MPO 1:</b> By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5% or achieve a level of 44%</li> <li>- <b>Collective MPO 3:</b> By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 5% or achieve a level of 26%</li> <li>- <b>Collective MPO 5:</b> Each year, 60% of students will increase 2 RIT points on the NWEA MAP or achieve proficiency.</li> <li>- At least 90% of graduating seniors will complete their UC and CSU A-G requirements upon graduation from OUHS</li> <li>- At least 90% of students who enroll in AP coursework will succeed with a C- or above.</li> <li>- At least 75% of students who enroll in college coursework will succeed with a C- or above.</li> <li>- At least 35% of students who take an AP exam will score a 3 or higher.</li> </ul>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p><u>College Level Coursework</u></p> <ul style="list-style-type: none"> <li>• Continue offering AP courses</li> <li>• Communicate what AP courses are and what they mean for students. Communicate the increased workload associated with AP courses to students and their families</li> <li>• Encourage and guide students to concurrently enroll in appropriate community college coursework</li> <li>• Offer a community college class on Unity's campus for interested students</li> <li>• Advisors and college counselor will monitor student progress in and completion of community college coursework and Unity will offer a support class or tutoring for struggling students</li> <li>• Advisors and AP teachers will monitor student progress and success in AP courses and AP tests</li> <li>• Reflect on student success and challenges in advanced level coursework and adjust support for students and staff accordingly</li> </ul> <p><u>CCSS and NGSS Alignment</u></p> <ul style="list-style-type: none"> <li>• Administer SBAC Interim and have all teachers score either the math or ELA constructed response items to continue to familiarize themselves with common core expectations</li> <li>• Math and ELA teachers will analyze SBAC Interim data results and develop corrective action plans based on results</li> <li>• Math and English departments will use externally created SBAC aligned benchmarks a minimum of three times a year and reflect on the results of the</li> </ul>	<p>School-wide</p>	<p><u>XX</u>ALL</p> <hr/> <p>OR: __Low Income pupils __ELs__Foster Youth __Redesignated FEP __Other Subgroups:(Specify)_____</p>	<p>\$239,522</p> <p>Certificated salary &amp; benefit, professional development, (LCFF)</p>
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- benchmarks to inform instruction
- Create opportunities in professional development for teachers to discuss and examine and analyze student data to develop common understandings of what skills and knowledge our students need the most support in to be college ready and develop common approaches to address these areas
- Science teachers will pilot an integrated model of science instruction aligned with the NGSS and then reflect at the end of the year on the success of the model and adjust their plans accordingly

#### Career Exploration and Preparation

- Hire new staff including an internship coordinator and a Project Based Learning (PBL) coordinator
- Develop an alumni advocate position to support graduates in college life and career pursuits and connect Unity alumni mentors with current seniors
- Grow our Work Based Learning opportunities by expanding our internship, job shadowing, and other offerings.
- Build in college and career exploration projects into the Advisory curriculum starting in 9th grade

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"><li>- <b>Collective MPO 1:</b>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5% or achieve a level of 44%</li><li>- <b>Collective MPO 3:</b> By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 5% or achieve a level of 26%</li><li>- <b>Collective MPO 5:</b> Each year, 60% of students will increase 2 RIT points on the NWEA MAP or achieve proficiency.</li><li>- At least 90% of graduating seniors will complete their UC and CSU A-G requirements upon graduation from OUHS</li><li>- At least 90% of students who enroll in AP coursework will succeed with a C- or above.</li><li>- At least 75% of students who enroll in college coursework will succeed with a C- or above.</li><li>- At least 35% of students who take an AP exam will score a 3 or higher.</li></ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>College Level Coursework</u> <ul style="list-style-type: none"><li>• Continue offering AP courses</li><li>• Communicate what AP courses are and what they mean for students. Communicate the increased workload associated with AP courses to students and their families</li><li>• Encourage and guide students to concurrently enroll in appropriate community college coursework</li><li>• Advisors and college counselor will monitor student progress in and completion of community college coursework and Unity will offer a support class or tutoring for struggling students</li><li>• Advisors and AP teachers will monitor student progress and success in AP courses and AP tests</li><li>• Reflect on student success and challenges in advanced level coursework and adjust</li></ul>	School-wide	<u>XX</u> ALL	\$346,691  Certificated salary & benefit, professional development, (LCFF)
		OR:  _Low Income pupils _English Learners  _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____	

support for students and staff accordingly

#### CCSS and NGSS Alignment

- Administer SBAC Interim and have all teachers score either the math or ELA constructed response items to continue to familiarize themselves with common core expectations
- Math and ELA teachers will analyze SBAC Interim data results and develop corrective action plans based on results
- Math and English departments will use externally created SBAC aligned benchmarks a minimum of three times a year and reflect on the results of the benchmarks to inform instruction
- Create opportunities in professional development for teachers to discuss and examine and analyze student data to develop common understandings of what skills and knowledge our students need the most support in to be college ready and develop common approaches to address these areas
- Science teachers will continue the integrated model of science instruction aligned with the NGSS and then reflect at the end of the year on the success of the model and adjust their plans accordingly

#### Career Exploration and Preparation

- PBL coordinator will continue to support teachers
- Alumni Advocate will continue to support our graduates and connect Unity alumni mentors

<ul style="list-style-type: none"> <li>with current seniors</li> <li>Pilot Pathways program</li> <li>Internship coordinator will expand Internship Offerings</li> <li>Expand community partnerships, including community college trade programs</li> <li>Continue the college and career exploration projects into the Advisory curriculum starting in 9th grade</li> </ul>			
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li><b>Collective MPO 1:</b> By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5% or achieve a level of 44%</li> <li><b>Collective MPO 3:</b> By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 5% or achieve a level of 26%</li> <li><b>Collective MPO 5:</b> Each year, 60% of students will increase 2 RIT points on the NWEA MAP or achieve proficiency.</li> <li>At least 90% of graduating seniors will complete their UC and CSU A-G requirements upon graduation from OUHS</li> <li>At least 90% of students who enroll in AP coursework will succeed with a C- or above.</li> <li>At least 75% of students who enroll in college coursework will succeed with a C- or above.</li> <li>At least 35% of students who take an AP exam will score a 3 or higher.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>College Level Coursework</u> <ul style="list-style-type: none"> <li>Continue offering AP courses</li> <li>Communicate what AP courses are and what they mean for students. Communicate the increased workload associated with AP courses to students and their families</li> <li>Encourage and guide students to concurrently enroll in appropriate community college coursework</li> </ul>	School-wide	<u>XX</u> ALL	\$407,434  Certificated salary & benefit, professional development, (LCFF)
		OR: _Low Income pupils _ELs_Foster Youth _Redesignated FEP _Other Subgroups:(Specify)_____	



- Advisors and college counselor will monitor student progress in and completion of community college coursework and Unity will offer a support class or tutoring for struggling students
- Advisors and AP teachers will monitor student progress and success in AP courses and AP tests
- Reflect on student success and challenges in advanced level coursework and adjust support for students and staff accordingly

#### CCSS and NGSS Alignment

- Administer SBAC Interim and have all teachers score either the math or ELA constructed response items to continue to familiarize themselves with common core expectations
- Math and ELA teachers will analyze SBAC Interim data results and develop corrective action plans based on results
- Math and English departments will use externally created SBAC aligned benchmarks a minimum of three times a year and reflect on the results of the benchmarks to inform instruction
- Create opportunities in professional development for teachers to discuss and examine and analyze student data to develop common understandings of what skills and knowledge our students need the most support in to be college ready and develop common approaches to address these areas
- Science teachers will continue the integrated model of science instruction aligned with the

NGSS and then reflect at the end of the year on the success of the model and adjust their plans accordingly

Career Exploration and Preparation

- PBL coordinator will continue to support teachers
- Alumni Advocate will continue to support our graduates and connect Unity alumni mentors with current seniors
- Continue Pathways program
- Internship coordinator will expand Internship Offerings
- Expand community partnerships, including community college trade programs
- Continue the college and career exploration projects into the Advisory curriculum starting in 9th grade

GOAL:	<b>Goal 3: Create a positive student climate and increase levels of student engagement</b>		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local :	
Identified Need :	Maintaining a positive student climate and high levels of student engagement is key to helping students become college ready.			
Goal Applies to:	Schools:	Oakland Unity High School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>- <b>Collective MPO 8:</b> Each year, have less than 25% of students absent more than 10% of the school days (chronic absence).</li> <li>- <b>Collective MPO 9:</b> Each year, for each statistically significant student group (Latino, ELs, Low-Income, Special Ed), have less than 25% of students absent more than 10% of the school days (chronic absence)</li> <li>- <b>Collective MPO 10:</b> Each year, achieve a High School cohort graduation rate of at least 70%</li> <li>- <b>Collective MPO 11:</b> Each year, for statistically significant student groups, achieve a High School cohort graduation rate of at least: EL 51%, Low-Income 63%, Special Ed 51%</li> <li>- <b>Collective MPO 16:</b> Each year, at least 60% of students and families positively rate school safety.</li> <li>- <b>Collective MPO 17:</b> Each year, at least 70% of students and families positively rate academic instruction.</li> <li>- <b>Collective MPO 18:</b> Each year, at least 50% of students of students and families positively rate their voice in school decision-making and/ or opportunity for feedback.</li> <li>- Lower suspension and expulsion rates than the schools our students would otherwise attend</li> </ul>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p><u>Attendance Support (Engagement)</u></p> <ul style="list-style-type: none"> <li>• Staff will monitor absences closely on a daily basis, contacting families and emphasizing the importance of attendance</li> <li>• Administrators will track potentially truant students and use a protocol for working with these students and their families and progress towards goals</li> </ul> <p><u>Graduation Support (Engagement)</u></p> <ul style="list-style-type: none"> <li>• Continue to have low class and student load of teachers with advisories in order to provide these teachers with the time to support their advisees, monitor their academic progress and implement interventions when appropriate such as SSPs and assignment to period 7 study halls.</li> <li>• Educate students about A-G requirements in Advisory starting in 9th grade. Implement CSUMentor membership and Hapara to enable students to track their A-G progress and prepare them for CSU/UC application.</li> <li>• Use UConnect to announce tutoring support opportunities.</li> </ul> <p><u>Student Voice (Engagement)</u></p> <ul style="list-style-type: none"> <li>• A student course survey will be administered at the end of each quarter and a school climate survey will be administered at the end of each semester</li> <li>• Evaluate survey results and plan accordingly</li> <li>• Student government will elect representatives for all advisories as well as officers to represent</li> </ul>	<p>School-wide</p>	<p>XX ALL</p> <hr/> <p>OR: __Low Income pupils __ELs__Foster Youth __Redesignated FEP __Other Subgroups:(Specify)_____</p> <hr/>	<p>\$47.905</p> <p>Certificated salary &amp; benefit (LCFF)</p>
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student voice in the development of student activities and events

Student Behavior Support (Climate)

- School administrators will work with staff and communicate with families to implement early, in-school discipline interventions and document discipline issues in the student information system.
- Administrators and staff will continue to implement a restorative justice approach
- Administrators and staff will reflect on the effectiveness of the restorative justice approach at the end of the year and adjust approach and student supports accordingly
- Staff will implement a positive rewards system and track effect on student behavior and adjust accordingly

Student Community (Climate)

- Advisors will facilitate community building activities and curriculum to build a positive and inclusive community
- Student surveys will inform after school club options, which will have expanded support, such as increased structure and funding
- Offer yearbook as a class and not a club, allowing students more experience in journalism and multimedia work
- Offer Intercession workshops to expose students to new experiences
- Greatly expand SSR library to better reflect student interests and reading levels

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>- <b>Collective MPO 8:</b> Each year, have less than 25% of students absent more than 10% of the school days (chronic absence).</li> <li>- <b>Collective MPO 9:</b> Each year, for each statistically significant student group (Latino, ELs, Low-Income, Special Ed), have less than 25% of students absent more than 10% of the school days (chronic absence)</li> <li>- <b>Collective MPO 10:</b> Each year, achieve a High School cohort graduation rate of at least 70%</li> <li>- <b>Collective MPO 11:</b> Each year, for statistically significant student groups, achieve a High School cohort graduation rate of at least: EL 51%, Low-Income 63%, Special Ed 51%</li> <li>- <b>Collective MPO 16:</b> Each year, at least 60% of students and families positively rate school safety.</li> <li>- <b>Collective MPO 17:</b> Each year, at least 70% of students and families positively rate academic instruction.</li> <li>- <b>Collective MPO 18:</b> Each year, at least 50% of students of students and families positively rate their voice in school decision-making and/ or opportunity for feedback.</li> <li>- Lower suspension and expulsion rates than the schools our students would otherwise attend</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Attendance Support (Engagement)</u>	School-	<u>XX</u> ALL	

<ul style="list-style-type: none"> <li>• Staff will monitor absences closely on a daily basis, contacting families and emphasizing the importance of attendance</li> <li>• Administrators will track potentially truant students and use a protocol for working with these students and their families and progress towards goals</li> </ul>	wide	OR: __Low Income pupils __ELs__Foster Youth __ Redesignated FEP __Other Subgroups:(Specify)____	\$69,338  Certificated salary & benefit, (LCFF)
<u>Graduation Support (Engagement)</u> <ul style="list-style-type: none"> <li>• Continue to have low class and student load of teachers with advisories in order to provide these teachers with the time to support their advisees, monitor their academic progress and implement interventions when appropriate such as SSPs and assignment to period 7 study halls.</li> <li>• Educate students about A-G requirements in Advisory starting in 9th grade. Implement CSUMentor membership and Hapara to enable students to track their A-G progress and prepare them for CSU/UC application.</li> <li>• Use UConnect to announce tutoring support opportunities.</li> </ul>			
<u>Student Voice (Engagement)</u> <ul style="list-style-type: none"> <li>• A student course survey will be administered at the end of each quarter and a school climate survey will be administered at the end of each semester</li> <li>• Evaluate survey results and plan accordingly</li> <li>• Student government will elect representatives for all advisories as well as officers to represent student voice in the development of student</li> </ul>			

<p>activities and events</p> <p><u>Student Behavior Support (Climate)</u></p> <ul style="list-style-type: none"> <li>• School administrators will work with staff and communicate with families to implement early, in-school discipline interventions and document discipline issues in the student information system.</li> <li>• Administrators and staff will continue to implement a restorative justice approach</li> <li>• Administrators and staff will reflect on the effectiveness of the restorative justice approach at the end of the year and adjust approach and student supports accordingly</li> <li>• Staff will continue to implement a positive rewards system and track effect on student behavior and adjust accordingly</li> </ul> <p><u>Student Community (Climate)</u></p> <ul style="list-style-type: none"> <li>• Advisors will facilitate community building activities and curriculum to build a positive and inclusive community</li> <li>• Continue adding and modify extracurricular programs as needed</li> <li>• Offer Intersession workshops to expose students to new experiences</li> <li>• Strengthen sports programs with hiring of additional coaches</li> </ul>			
LCAP Year 3: 2018-19			
Expected Annual	<ul style="list-style-type: none"> <li>- <b>Collective MPO 8:</b> Each year, have less than 25% of students absent more than 10% of the school days (chronic absence).</li> <li>- <b>Collective MPO 9:</b> Each year, for each statistically significant student group (Latino, ELs, Low-Income, Special</li> </ul>		



Measurable Outcomes:	Ed), have less than 25% of students absent more than 10% of the school days (chronic absence) - <b>Collective MPO 10:</b> Each year, achieve a High School cohort graduation rate of at least 70% - <b>Collective MPO 11:</b> Each year, for statistically significant student groups, achieve a High School cohort graduation rate of at least: EL 51%, Low-Income 63%, Special Ed 51% - <b>Collective MPO 16:</b> Each year, at least 60% of students and families positively rate school safety. - <b>Collective MPO 17:</b> Each year, at least 70% of students and families positively rate academic instruction. - <b>Collective MPO 18:</b> Each year, at least 50% of students of students and families positively rate their voice in school decision-making and/ or opportunity for feedback. - Lower suspension and expulsion rates than the schools our students would otherwise attend		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Attendance Support (Engagement)</u> <ul style="list-style-type: none"> <li>Staff will monitor absences closely on a daily basis, contacting families and emphasizing the importance of attendance</li> <li>Administrators will track potentially truant students and use a protocol for working with these students and their families and progress towards goals</li> </ul> <u>Graduation Support (Engagement)</u> <ul style="list-style-type: none"> <li>Continue to have low class and student load of teachers with advisories in order to provide these teachers with the time to support their advisees, monitor their academic progress and implement interventions when appropriate such as SSPs and assignment to period 7 study halls.</li> <li>Educate students about A-G requirements in Advisory starting in 9th grade. Implement CSUMentor membership and Hapara to enable students to track their A-G progress and prepare</li> </ul>	School-wide	<u>XX</u> ALL	\$81,486
		OR: <u>  </u> Low Income pupils <u>  </u> ELs <u>  </u> Foster Youth <u>  </u> Redesignated FEP <u>  </u> Other Subgroups:(Specify) <u>                    </u>	Certificated salary & benefit, (LCFF)

them for CSU/UC application.

- Use UConnect to announce tutoring support opportunities.

#### Student Voice (Engagement)

- A student course survey will be administered at the end of each quarter and a school climate survey will be administered at the end of each semester
- Evaluate survey results and plan accordingly
- Student government will elect representatives for all advisories as well as officers to represent student voice in the development of student activities and events

#### Student Behavior Support (Climate)

- School administrators will work with staff and communicate with families to implement early, in-school discipline interventions and document discipline issues in the student information system.
- Administrators and staff will continue to implement a restorative justice approach
- Administrators and staff will reflect on the effectiveness of the restorative justice approach at the end of the year and adjust approach and student supports accordingly
- Staff will continue to implement a positive rewards system and track effect on student behavior and adjust accordingly

#### Student Community (Climate)

- Advisors will facilitate community building activities and curriculum to build a positive and inclusive community
- Continue adding and modifying extracurricular programs as needed
- Offer Intersession workshops to expose students to new experiences
- Strengthen sports programs with hiring of additional coaches

GOAL:	Goal 4: Increase parent engagement and involvement in the school			Related State and/or Local Priorities: 1_ 2_ 3_X 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local :
Identified Need :	Parents are key stakeholders in our school and a crucial asset in supporting our students to become college ready			
Goal Applies to:	Schools:	Oakland Unity High School		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	METRIC: - <b>Collective MPO 16:</b> Each year, at least 60% of students and families positively rate school safety. - <b>Collective MPO 17:</b> Each year, at least 70% of students and families positively rate academic instruction. - <b>Collective MPO 18:</b> Each year, at least 50% of students of students and families positively rate their voice in school decision-making and/ or opportunity for feedback - Percentage of families attending parent meetings will increase by 5% percent from the previous year - Minimum of 50% of families will complete the parent survey each year			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Parent Involvement</u> • Review and revise parent orientation and outreach process to reach more families		School-wide	<u>XX</u> ALL OR: _Low Income pupils _ELs_Foster Youth _	\$23,952 Certificated salary & benefit,

<ul style="list-style-type: none"> <li>• Hold monthly “Coffee with the Principal” meetings</li> <li>• Differentiate college planning and financial aid after school parent meetings based on need and/or interest, including offering a parent meeting about opportunities and supports for undocumented students to attend college</li> <li>• Communicate to families about: 1) school expectations 2) their students’ academic achievement 3) the college application process</li> <li>• Continue to administer a parent survey in Spanish and English to solicit feedback</li> <li>• Evaluate survey results and parent participation levels adjust plan accordingly</li> <li>• Hold “Parent Boosters” for the athletic department</li> <li>• Create more after school events such as student expos and fairs that families are invited to</li> <li>• Create a monthly newsletter in Spanish and English to inform parents of the events, activities, and opportunities for their children that will be posted on the website and sent home in mailings</li> <li>• Create a Unity Parent Advisory Council</li> </ul>		<div>Redesignated FEP__Other Subgroups:(Specify)_____</div> <div>OR: __Low Income pupils __ELs__Foster Youth __</div> <div>Redesignated FEP__Other Subgroups:(Specify)_____</div> <div>OR: __Low Income pupils __ELs__Foster Youth __</div> <div>Redesignated FEP__Other Subgroups:(Specify)_____</div>	(LCFF)
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### LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"><li>- <b>Collective MPO 16:</b> Each year, at least 60% of students and families positively rate school safety.</li><li>- <b>Collective MPO 17:</b> Each year, at least 70% of students and families positively rate academic instruction.</li><li>- <b>Collective MPO 18:</b> Each year, at least 50% of students of students and families positively rate their voice in school decision-making and/ or opportunity for feedback</li><li>- Percentage of families attending parent meetings will increase by 5% percent from the previous year</li><li>- Minimum of 50% of families will complete the parent survey each year</li></ul>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted

			Expenditures
<u>Parent Involvement</u> <ul style="list-style-type: none"><li>• Review and revise parent orientation and outreach process to reach more families</li><li>• Hold monthly “Coffee with the Principal” meetings</li><li>• Differentiate college planning and financial aid after school parent meetings based on need and/or interest, including offering a parent meeting about opportunities and supports for undocumented students to attend college</li><li>• Communicate to families about: 1) school expectations 2) their students’ academic achievement 3) the college application process</li><li>• Create and administer a parent survey in Spanish and English to solicit feedback</li><li>• Evaluate survey results and parent participation levels adjust plan accordingly</li><li>• Hold “Parent Boosters” for the athletic department</li><li>• Continue to hold after school events such as student expos and fairs that families are invited to</li><li>• Create a monthly newsletter in Spanish and English to inform parents of the events, activities and opportunities for their children that will be posted on the website and sent home in mailings</li><li>• Continue to support the Unity Parent Advisory Council</li></ul>	School-wide	<u>XX</u> ALL	\$34,669
		OR: __Low Income pupils __ELs__Foster Youth __Redesignated FEP __Other Subgroups:(Specify)_____	Certificated salary & benefit, (LCFF)
		OR: __Low Income pupils __ELs__Foster Youth __Redesignated FEP __Other Subgroups:(Specify)_____	
		OR: __Low Income pupils __ELs__Foster Youth __Redesignated FEP __Other Subgroups:(Specify)_____	
LCAP Year 3: 2018-19			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>- <b>Collective MPO 16:</b> Each year, at least 60% of students and families positively rate school safety.</li> <li>- <b>Collective MPO 17:</b> Each year, at least 70% of students and families positively rate academic instruction.</li> <li>- <b>Collective MPO 18:</b> Each year, at least 50% of students of students and families positively rate their voice in school decision-making and/ or opportunity for feedback</li> <li>- Percentage of families attending parent meetings will increase by 5% percent from the previous year</li> <li>- Minimum of 50% of families will complete the parent survey each year</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Parent Involvement</u> <ul style="list-style-type: none"> <li>• Review and revise parent orientation and outreach process to reach more families</li> <li>• Hold monthly “Coffee with the Principal” meetings</li> <li>• Differentiate college planning and financial aid after school parent meetings based on need and/ or interest, including offering a parent meeting about opportunities and supports for undocumented students to attend college</li> <li>• Communicate to families about: 1) school expectations 2) their students’ academic achievement 3) the college application process</li> <li>• Create and administer a parent survey in Spanish and English to solicit feedback</li> <li>• Evaluate survey results and parent participation levels adjust plan accordingly</li> <li>• Hold “Parent Boosters” for the athletic department</li> <li>• Continue to hold after school events such as student expos and fairs that families are invited to</li> <li>• Create a monthly newsletter in Spanish and English to inform parents of the events, activities</li> </ul>	School-wide	XXALL	\$40,743
		OR: __Low Income pupils __ELs__Foster Youth __Redesignated FEP __Other Subgroups:(Specify)_____	Certificated salary & benefit, (LCFF)

<p>and opportunities for their children that will be posted on the website and sent home in mailings</p> <ul style="list-style-type: none"><li>• Continue to support the Unity Parent Advisory Council</li></ul>			
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GOAL:	Goal 5: Increase the English proficiency of the growing Long Term English language learner population at Unity in a way that supports their academic achievement and college readiness.			Related State and/or Local Priorities:  1_ 2_ 3_ 4_X 5_ 6_ 7_ 8_X  Local :
Identified Need :	One third of Unity’s population are Long Term English Language Learners. These students have unique needs that require specific strategies to support them in developing the academic skills required to be college ready.			
Goal Applies to:	Schools:	Oakland Unity High School		
	Applicable Pupil Subgroups:	English Language Learners		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"><li>- <b>Collective MPO 2:</b> By the end of the charter term, for English Learners, increase the percent of students scoring level 3 or 4 on the ELA portion of the SBAC by at least 10% or achieve a level of 21%</li><li>- <b>Collective MPO 4:</b> By the end of the charter term, for English Learners, increase the percent of students scoring level 3 or 4 on the Math portion of the SBAC by at least 10% or achieve a level of 14%</li><li>- <b>Collective MPO 6:</b> Each year, for English Learners who have been enrolled at OUHS for two or more years, 50% of students will meet their growth targets or improve 2 RIT points on the reading portion of the NWEA.</li><li>- <b>Collective MPO 7:</b> Each year, 10% of English Learners will improve one overall proficiency level on the CELDT or qualify for reclassification.</li><li>- <b>Collective MPO 11:</b> Each year, English Learners will achieve a High School cohort graduation rate of at least 51%</li></ul>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher Professional Development		School-	_ALL	\$71,857

<ul style="list-style-type: none"> <li>Hire a Literacy Specialist to provide professional development and coaching to teachers to support their ability to implement research based literacy strategies in the classroom</li> <li>Continue the inquiry based professional development for all staff on how to best meet the needs of our Long Term English Language Learners and align practices across the grade level teams</li> <li>Increase parent communication about their child's literacy level, CELDT and MAP scores</li> </ul> <p><u>LTEL Student Support</u></p> <ul style="list-style-type: none"> <li>Hire a Literacy Specialist to teach an Academic Literacy course to LTEL students at the 9th grade level and continue to offer writing support to struggling students</li> </ul>	wide	<p>OR: <u>Low Income</u> pupils <u>X</u> <u>ELs</u> <u>Foster Youth</u> <u>  </u></p> <p>Redesignated FEP <u>Other Subgroups:(Specify)</u>_____</p>	Certificated salary & benefit, (LCFF)
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**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p><b>METRIC:</b></p> <ul style="list-style-type: none"> <li><b>Collective MPO 2:</b> By the end of the charter term, for English Learners, increase the percent of students scoring level 3 or 4 on the ELA portion of the SBAC by at least 10% or achieve a level of 21%</li> <li><b>Collective MPO 4:</b> By the end of the charter term, for English Learners, increase the percent of students scoring level 3 or 4 on the Math portion of the SBAC by at least 10% or achieve a level of 14%</li> <li><b>Collective MPO 6:</b> Each year, for English Learners who have been enrolled at OUHS for two or more years, 50% of students will meet their growth targets or improve 2 RIT points on the reading portion of the NWEA.</li> <li><b>Collective MPO 7:</b> Each year, 10% of English Learners will improve one overall proficiency level on the CELDT or qualify for reclassification.</li> <li><b>Collective MPO 11:</b> Each year, English Learners will achieve a High School cohort graduation rate of at least 51%</li> </ul>		
	Actions/Services	Scope of Service	<p>Pupils to be served within identified scope of service</p> <p align="right">Budgeted Expenditures</p>

<p><u>Teacher Professional Development</u></p> <ul style="list-style-type: none"> <li>Literacy Specialist will provide professional development and coaching to teachers to support their ability to implement research based literacy strategies in the classroom</li> <li>Continue the inquiry based professional development for all staff on how to best meet the needs of our Long Term English Language Learners and align practices across the grade level teams</li> <li>Increase parent communication about their child's literacy level, CELDT and MAP scores</li> </ul> <p><u>LTEL Student Support</u></p> <ul style="list-style-type: none"> <li>Literacy Specialist will teach an Academic Literacy course to LTEL students at the 9th grade level and continue to offer writing support to struggling students</li> </ul>	<p>School-wide</p>	<p><u>  </u>ALL</p> <hr/> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  X  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$104,007</p> <p>Certificated salary &amp; benefit, (LCFF)</p>
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LCAP Year 3: 2018-19	
<p>Expected Annual Measurable Outcomes:</p>	<p>METRIC:</p> <ul style="list-style-type: none"> <li><b>Collective MPO 2:</b> By the end of the charter term, for English Learners, increase the percent of students scoring level 3 or 4 on the ELA portion of the SBAC by at least 10% or achieve a level of 21%</li> <li><b>Collective MPO 4:</b> By the end of the charter term, for English Learners, increase the percent of students scoring level 3 or 4 on the Math portion of the SBAC by at least 10% or achieve a level of 14%</li> <li><b>Collective MPO 6:</b> Each year, for English Learners who have been enrolled at OUHS for two or more years, 50% of students will meet their growth targets or improve 2 RIT points on the reading portion of the NWEA.</li> <li><b>Collective MPO 7:</b> Each year, 10% of English Learners will improve one overall proficiency level on the CELDT or qualify for reclassification.</li> <li><b>Collective MPO 11:</b> Each year, English Learners will achieve a High School cohort graduation rate of at least 51%</li> </ul>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Teacher Professional Development</u> <ul style="list-style-type: none"> <li>Literacy Specialist will provide professional development and coaching to teachers to support their ability to implement research based literacy strategies in the classroom</li> <li>Continue the inquiry based professional development for all staff on how to best meet the needs of our Long Term English Language Learners and align practices across the grade level teams</li> <li>Increase parent communication about their child's literacy level, CELDT and MAP scores</li> </ul> <u>LTEL Student Support</u> <ul style="list-style-type: none"> <li>Literacy Specialist will continue to teach an Academic Literacy course to LTEL students at the 9th grade level and continue to offer writing support to struggling students</li> </ul>	School-wide	<u>XX</u> ALL	\$122,230
		OR: __Low Income pupils __ELs__Foster Youth __	Certificated salary & benefit, (LCFF)
		Redesignated FEP__Other Subgroups:(Specify)_____	

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Annual Update**

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Original GOAL from prior year LCAP:	Goal #1: We will increase access to Unity students for advanced coursework in preparation for college.			Related State and/or Local Priorities:  1__ 2__ 3__ 4XX 5__ 6__ 7XX 8__ COE only: 9__ 10__  Local : <u>Unity MPOs #7 &amp; 11 WASC #1</u>		
Goal Applies to:	Schools:	Oakland Unity High School				
	Applicable Pupil Subgroups:	All students required to meet UC and CSU A-G requirements in order to graduate				
Expected Annual Measurable Outcomes:	1) Increase in AP enrollment percentage for Unity students 2) Increase concurrent enrollment from the previous year 3) <b>MPO 7:</b> Unity students' interest in and motivation to attend college will increase over the course of their high school education with at least 90% of Unity seniors expressing interest in attending college [Data Source: Annual student survey results]. 4) <b>MPO 11:</b> 65% of Unity seniors who have applied will be accepted to four-year colleges [Data Source: College application and acceptance records].			Actual Annual Measurable Outcome s:	1. <u>In 2014-15</u> , 59 students enrolled in AP coursework. And 7 of these 59 took two AP courses. <b>(20% of student population)</b> <u>In 2015-16</u> , 64 students enrolled in AP course work <b>(20% of student population)</b> . 10 students enrolled in 2 AP courses, and 15 enrolled in 3 AP courses  2. <u>Baseline Data in 2014-15 for student enrollment in community college courses</u> Class of 2017 -- 2 students enrolled and passed classes. <b>(3% of sophomores)</b>  Class of 2016 11 students enrolled in community college classes. <b>(15% of juniors)</b>  Class of 2015 21 students enrolled in community college classes. <b>(43% of seniors)</b>  <u>2015-16 community class enrollment</u>  Class of 2019- 20 students enrolled in community college classes <b>(18% of freshmen)</b>	

			<p>Class of 2018- 23 students enrolled in community college classes <b>(26% of sophomores)</b></p> <p>Class of 2017- 19 students enrolled in community college classes <b>(30% of juniors)</b></p> <p>Class of 2016 48 students enrolled in community college classes. <b>(74% of seniors)</b></p> <p>3. Unity did not meet this MPO. In 2013, 78.3% of 9th graders expressed interest in attending college. For the class of 2016, 86% of 12th graders expressed interest in attending college.</p> <p>4. We met this MPO. 40/56 (71%) seniors from the class of 2016 who applied to 4 year colleges were accepted.</p>
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>Continue offering AP Spanish and AP Calculus. Begin offering additional AP Courses</li> <li>Communicate what AP courses are/mean for students. Communicate the increased workload associated with AP courses (and/or multiple AP courses) clear to students and their families.</li> <li>Encourage and guide students to concurrently enroll in appropriate community college</li> </ul>	\$443,208	<ul style="list-style-type: none"> <li>Support AP teachers to attend AP professional development trainings</li> <li>Continue offering AP Calculus and Spanish and offer additional 2 additional AP courses</li> <li>Communicate what AP courses are and what they mean for students. Communicate the increased workload associated with AP courses to students and their families</li> </ul>	\$442,100

coursework <ul style="list-style-type: none"> <li>Monitor student progress in and completion of community college coursework</li> </ul>		<ul style="list-style-type: none"> <li>Encourage and guide students to concurrently enroll in appropriate community college coursework</li> <li>Offer a community college class on Unity's campus for interested students</li> <li>Monitor student progress in and completion of community college coursework, AP courses and passage rates of AP tests</li> <li>Reflect on student success and challenges in advanced level coursework and adjust support for students and staff accordingly</li> </ul>	
Scope of service: Schoolwide		Scope of service: Schoolwide	
XX ALL		XX ALL	
OR: _Low Income pupils _ELs _Foster Youth _Redesignated FEP _Other Subgroups:(Specify)___		OR: _Low Income pupils _ELs _Foster Youth _Redesignated FEP _Other Subgroups:(Specify)___	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will increase the monitoring and support of students in their AP and concurrent enrollment classes by Advisors and the College Counselor. In addition, we have folded this goal into our goal of increasing college readiness of all students at Unity.		

Original GOAL from prior year LCAP:	<b>Goal #2 Pilot and implement a support and evaluation plan for teachers</b>	Related State and/or Local Priorities:  1_ 2 <u>XX</u> 3_ 4 <u>XX</u> 5_ 6_ 7_ 8_ COE only: 9_ 10_  Local : Unity MPO #s 1, 2, 3,5 &11 WASC Goal 2 &3
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Goal Applies to:	Schools:	Oakland Unity High School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li><b>MPO 1:</b> Academic performance (as measured by the California Standards Tests) will be at least equal to the academic performance of the schools that students would otherwise be required to attend. [Data Sources: CDE DataQuest]</li> <li><b>MPO 2:</b> Passage rates of Unity 10th graders on the California High School Exit Exam (CAHSEE) will be higher than those of the schools that students would otherwise be required to attend. [Data Sources; CDE DataQuest]</li> <li><b>MPO 3:</b> Percentages of students who score at the “proficient” or “advanced” levels on the California Standards Tests in English-Language Arts and Mathematics will exceed the percentages of students of same racial/ethnic backgrounds attending all OUSD high school, who score at the “proficient” or “advanced” levels on the same tests [Data Source: STAR results].</li> <li><b>MPO 5:</b> Unity will meet API growth targets each year [Data Source: API].</li> <li><b>MPO 11:</b> 65% of Unity seniors who have applied will be accepted to four-year colleges [Data Source: College application and acceptance records].</li> </ol>		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>We met this MPO. The average base 2012-13 API for the high schools our students would be required to attend was 600. Our base 2012-13 was 711. Also, the 3 year average API of the schools are students would be required to attend is 648. Our 3 year average is 725.</li> <li>We met this MPO. The average 2014-15 10th grade passage rate of the CAHSEE at the schools our students would be required to attend was 57%. In addition, the average 10th grade OUSD passage rate was 68% versus our average 10th grade passage rate of 85%</li> <li>We met this MPO. In Spring of 2015, 21% of Unity students exceeded the standards and 51% met the standards on the English CAASPP test compared to 9% of students that exceeded and 25% that met the standards from all OUSD schools at the 11<sup>th</sup> grade level. 7% of Unity students exceed the standards and 37% met the standards for the Math CAASPP test compared to 5% of students that exceeded and 11% that met the standards from all OUSD schools at the 11<sup>th</sup> grade level.</li> <li>We met this MPO as there was not a new API generated. Unity met this MPO, by meeting its API growth target for 2012-13, with a growth of 24 points from the prior year and an API of 735.</li> <li>We met this MPO. 40 of our 56 seniors who applied to four year colleges (71%) were</li> </ol>

			accepted.
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
<ul style="list-style-type: none"> <li>Pilot use of Unity Teacher Effectiveness Rubric</li> <li>With input from stakeholders, revise rubric as needed.</li> <li>With input from stakeholders, create a plan for implementing an evaluation and support plan for teachers.</li> </ul>	\$137,641	<ul style="list-style-type: none"> <li>Provide instructional coaching for all teachers with goal setting and support to work towards goals</li> <li>Provide professional development for teachers during Wednesday staff meetings for teachers to learn new strategies, provide support to one another and collaborate</li> <li>Implement new evaluation system that utilizes UTER twice yearly to evaluate teachers based on formal observations and progress towards goals</li> <li>Collect and reflect on feedback from staff at end of year on effectiveness of evaluation and support system and revise accordingly</li> </ul>	\$132,500
Scope of service:	School-wide	Scope of service:	School-wide
<u>XX</u> ALL		<u>XX</u> ALL	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on feedback from our teachers, students and families, we have decided to not only focus on our support and evaluation system, but also on increasing our rate of retention of our teachers.		

Original GOAL from prior year LCAP:	<b>Goal #3: Unity staff will begin researching, adopting and implementing instructional practices, curriculum and assessments aligned to Common Core State Standards.</b>		Related State and/or Local Priorities:  1XX 2__ 3__ 4XX 5XX 6__ 7__ 8__  COE only: 9__ 10__  Local : Unity MPO #s 1, 2, 3, 4 &5
Goal Applies to:	Schools:	Oakland Unity High School	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li><b>MPO 1:</b> Academic performance (as measured by the California Standards Tests) will be at least equal to the academic performance of the schools that students would otherwise be required to attend. [Data Sources: CDE DataQuest];</li> <li><b>MPO 2:</b> Passage rates of Unity 10th graders on the California High School Exit Exam (CAHSEE) will be higher than those of the schools that students would otherwise be required to attend. [Data</li> </ol>		Actual Annual Measurable Outcomes: <ol style="list-style-type: none"> <li>We met this MPO. The average base 2012-13 API for the high schools our students would be required to attend was 600. Our base 2012-13 was 711. Also, the 3 year average API of the schools are students would be required to attend is 648. Our 3 year average is 725.</li> <li>We met this MPO. The average 2014-15 10th grade passage rate of the CAHSEE at the schools our students would be required to attend was 57%. In addition, the average 10th grade OUSD passage rate was 68% versus our</li> </ol>

	<p>Sources; CDE DataQuest];</p> <p>3. <b>MPO 3:</b> Percentages of students who score at the “proficient” or “advanced” levels on the California Standards Tests in English-Language Arts and Mathematics will exceed the percentages of students of same racial/ethnic backgrounds attending all OUSD high school, who score at the “proficient” or “advanced” levels on the same tests [Data Source: STAR results].</p> <p>4. <b>MPO 4:</b> Students that are identified as English Language Learners when first enrolled at Unity will either achieve a Level 5 on the CELDT or improve on the CELDT by two levels in two of the test areas after two or more years of study at Unity. [Data Source: CELDT scores].</p> <p>5. <b>MPO 5:</b> Unity will meet API growth targets each year [Data Source: API].</p>		<p>average 10th grade passage rate of 85%</p> <p>3. We met this MPO. In 2015, 21% of Unity students exceeded the standards and 51% met the standards on the English CAASPP test compared to 9% of students that exceeded and 25% that met the standards from all OUSD schools at the 11<sup>th</sup> grade level. 7% of Unity students exceed the standards and 37% met the standards for the Math CAASPP test compared to 5% of students that exceeded and 11% that met the standards from all OUSD schools at the 11<sup>th</sup> grade level.</p> <p>4. Unity did not meet this MPO. However for the 43 English Learners who have attended Unity for two or more years, 32 or 74%, improved as described in the MPO or earned proficiency on the CELDT and reclassification.</p> <p>5. We met this MPO as there was not a new API generated. Unity met this MPO, by meeting its API growth target for 2012-12, with a growth of 24 points from the prior year and an API of 735.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>Teachers will participate in PD supporting them to create CCSS aligned benchmark assessments in the Illuminate SAS.</li> </ul>	\$42,240	<ul style="list-style-type: none"> <li>Administer SBAC Interim and have all teachers score either the math or ELA constructed response items to familiarize themselves with</li> </ul>	\$43,250

<ul style="list-style-type: none"> <li>Teachers will continue to attend PD to learn about CCSS instruction and assessment.</li> <li>Science teachers will begin attending PD on the Next Generation Science Standards, to develop standards aligned benchmark assessments in Illuminate and to adapt C&amp;I practices to better prepare students for the assessments.</li> <li>Teachers will review Spring 2015 SBAC baseline data and adapt curriculum and instructional practices based upon their analysis of this data</li> </ul>		<p>common core expectations</p> <ul style="list-style-type: none"> <li>Math and ELA teachers will analyze SBAC Interim data results and develop corrective action plans based on results</li> <li>Math and English departments will use externally created SBAC aligned benchmarks a minimum of three times a year and reflect on the results of the benchmarks to inform instruction</li> <li>Provide off-site professional development opportunities for teachers to learn about the CCSS and NGSS</li> <li>Create opportunities in professional development for teachers to discuss and examine and analyze student data to develop common understandings of what skills and knowledge our students need the most support in to be college ready</li> <li>Implementation of “writing center” support.</li> <li>Create a teacher facilitated inquiry group that focuses on improving academic writing</li> <li>Science teachers will explore the possibility of implementing the NGSS as an integrated model in science instruction</li> </ul>	
<div>Scope of service:</div> <div>School-wide</div>		<div>Scope of service:</div> <div>School-wide</div>	
<div>XX ALL</div>		<div>XX ALL</div>	
<div>OR:</div> <div> <div>__Low Income pupils __English Learners</div> <div>__Foster Youth __Redesignated fluent English proficient</div> <div>__Other Subgroups:(Specify)_____</div> </div>		<div>OR:</div> <div> <div>__Low Income pupils __English Learners</div> <div>__Foster Youth __Redesignated fluent English proficient</div> <div>__Other Subgroups:(Specify)_____</div> </div>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on feedback from administrators, staff, students and parents, we revised this goal to work towards preparing our students for success in college so that it can include the important work we do in having our students enroll in AP and community college classes while in high school.
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Original GOAL from prior year LCAP:	Goal #4: Design and implement parent/guardian education and outreach to enable our families to be better able to support their children’s success in high school and in applying to colleges.			Related State and/or Local Priorities:  1__2__ 3XX 4_5_6_ 7_ 8_  COE only: 9_ 10_  Local : Unity Charter MPOs #8,9 & 11		
Goal Applies to:	Schools:	Oakland Unity High School				
	Applicable Pupil Subgroups:	All				
Expected Annual Measurable Outcomes:	1. <b>MPO 8:</b> At least 90% of Unity students will have taken a college entrance exam such as the SAT or ACT prior to their senior year [Data Source: College application records]. 2. <b>MPO 9:</b> At least 85% of Unity seniors will submit applications for admissions to four-year colleges [Data Source: College application records]. 3. <b>MPO 11:</b> 65% of Unity seniors who have applied will be accepted to four-year colleges [Data Source: College application and acceptance records].			Actual Annual Measurable Outcomes:	1. We did not meet this MPO, but we're close.58 out of 65 seniors took one of these tests (89%). 2. Unity met this MPO for 2015-16. 85% of seniors submitted applications to four year colleges. 3. We met this MPO. 40 of our 56 seniors who applied to four year colleges (71%) were accepted.	

**LCAP Year: 2015-16**

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<ul style="list-style-type: none"><li>Review and revise the parent orientation and outreach process to reach more families</li><li>Communicate to families about:<ul style="list-style-type: none"><li>school expectations</li><li>their students’ academic achievement</li><li>the college application process</li></ul></li><li>Parent liaison, college counselor and school staff solicit feedback and begin to plan parent involvement activities and orientation</li></ul>		\$8,823	<ul style="list-style-type: none"><li>Review and revise parent orientation and outreach process to reach more families</li><li>Hold monthly “Coffee with the Principal” meetings</li><li>Differentiate college planning and financial aid after school parent meetings based on need and/ or interest, including offering a parent meeting about opportunities and supports for undocumented students to attend college</li><li>Communicate to families about: 1) school expectations 2) their students’ academic achievement 3) the college application process</li><li>Create and administer a parent survey in Spanish and English to solicit feedback</li><li>Evaluate survey results and parent participation levels adjust plan accordingly</li></ul>		\$8,535
Scope of service:	School-wide		Scope of service:	School-wide	
<u>XX</u> ALL			<u>XX</u> ALL		
OR: <u>  </u> Low Income pupils <u>  </u> English Learners			OR: <u>  </u> Low Income pupils <u>  </u> English Learners		
<u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient			<u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient		
<u>  </u> Other Subgroups:(Specify)_____			<u>  </u> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result		Based on parent, student and staff feedback, we have revised our goal to increase parent involvement and engagement in the school. We will be increasing communication with our parents			

of reviewing past progress and/or changes to goals?	through beginning a monthly newsletter in both English and Spanish and a parent portal on our website that will also be in both English and Spanish.
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Original GOAL from prior year LCAP:	<b>GOAL #5: A large majority of our students will complete their UC and CSU A-G requirements upon graduation from Oakland Unity High School</b>		Related State and/or Local Priorities:  1_ 2_ 3_ 4XX 5_ 6_ 7XX 8_  COE only: 9_ 10_  Local : <u>Unity MPOs #s 9 &amp; 10</u>
Goal Applies to:	Schools:	Oakland Unity High School	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li><b>MPO 9:</b> At least 85% of Unity seniors will submit applications for admissions to four-year colleges [Data Source: College application records].</li> <li><b>MPO 10:</b> At least 90% of students who enter Unity in the ninth grade will graduate from Unity [Data Source: Student information system records].</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>Unity met this MPO for 2015-16. 85% of seniors submitted applications to four year colleges.</li> <li>Unity did not meet this MPO. Of the 82 students who started in 2012-13, 66 or 81% remain in senior year. The other students transferred to other public schools in California.</li> </ol>
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures



<ul style="list-style-type: none"><li>• Staff will look at data on A-G completion and continue to refine and implement the support and interventions necessary to enable Unity students to fulfill their A-G requirements.</li><li>• Continue to promote enrollment in community college courses that meet A-G requirements.</li><li>• Provide differentiated support in Period 7 Study Hall courses to ensure students pass their A-G course on their first attempt.</li></ul>		\$8,823	<ul style="list-style-type: none"><li>• Continue to have low class and student load of teachers with advisories in order to provide these teachers with the time to support their advisees, monitor their academic progress and implement interventions when appropriate such as SSPs and assignment to period 7 study halls.</li><li>• Educate students about A-G requirements. Implement CSUMentor membership and Hapara to enable students to track their A-G progress and prepare them for CSU/UC application.</li><li>• Use UConnect to announce tutoring support opportunities.</li></ul>		\$8,760
Scope of service:	School-wide		Scope of service:	School-wide	
<u>XX</u> ALL			<u>XX</u> ALL		
OR: _Low Income pupils _ELs _Foster Youth _Redesignated FEP _Other Subgroups:(Specify)____			OR: _Low Income pupils _ELs _Foster Youth _Redesignated FEP _Other Subgroups:(Specify)____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based on feedback from our stakeholders, we have created a new goal of creating a positive student climate and increasing levels of student engagement, which will not only address the graduation rates and requirements, but also student attendance, behavior support, student climate and student voice.			

Original GOAL from prior year	<b>Goal #6: Our students' performance on the math and English EAP exams demonstrating college readiness will equal or exceed the performance of students of similar demographic background who attend the OUSD schools our</b>	Related State and/or Local Priorities: 1_ 2_ 3_ 4XX 5_ 6_ 7XX 8_
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LCAP:	students would be required to attend.			COE only: 9__ 10__	
Local : <u>Unity Charter MPO #11</u>					
Goal Applies to:	Schools:	Oakland Unity High School			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	1. Annual EAP results in English and Math 2. <b>MPO 11:</b> MPO 11: 65% of Unity seniors who have applied will be accepted to four-year colleges [Data Source: College application and acceptance records].			Actual Annual Measurable Outcomes:	1. We met this metric. In Spring of 2015, 21% of Unity students exceeded the standards and 51% met the standards on the English CAASPP test compared to 9% of students that exceeded and 25% that met the standards from all OUSD schools at the 11 <sup>th</sup> grade level. 7% of Unity students exceed the standards and 37% met the standards for the Math CAASPP test compared to 5% of students that exceeded and 11% that met the standards from all OUSD schools at the 11 <sup>th</sup> grade level. 2. We met this MPO. 40 of our 56 seniors who applied to four year colleges (71%) were accepted.
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<ul style="list-style-type: none"><li>Teachers will analyze the results of the Spring 2015 EAP results in order to understand how to adjust their instruction to enable more students to succeed on the tests</li><li>The Math and English departments will adjust</li></ul>		\$12,655	With the EAP being folded into the SBAC test, we have focused on examining the results of the SBAC results from 2014-15, our interim SBAC results, and CCSS aligned benchmarks in English and Math departments		\$12,340

their curriculum and instruction to prepare students for the new EAP assessments.			and have adjusted instruction accordingly.		
Scope of service:	School-wide	Scope of service:	School-wide		
<u>XX</u> ALL			<u>XX</u> ALL		
OR: _Low Income pupils _ELs_Foster Youth _Redesignated FEP _Other Subgroups:(Specify)____			OR: _Low Income pupils _ELs_Foster Youth _Redesignated FEP _Other Subgroups:(Specify)____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Now that the EAP assessment has been included in the SBAC assessment, we have moved this goal into our new goal of increasing the college readiness of all of our students.			

Original GOAL from prior year LCAP:	Goal #7: We will increase our daily attendance rate to 95% or above because students can only learn and achieve if they are in school.			Related State and/or Local Priorities:  1_ 2_ 3_ 4_ 5_ 6XX 7_ 8_  COE only: 9_ 10_  Local : <u>Unity Charter MPO #6</u>	
Goal Applies to:	Schools:	Oakland Unity High School			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	1. <b>MPO 6:</b> Unity will achieve Average Daily Attendance of 95% or higher [Data Source: Student information system records].		Actual Annual Measurable Outcomes:	1. We have met this MPO with a 95% ADA percentage for the 2015-16 school year.	
LCAP Year: 2015-16					

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"><li>• Staff will continue to monitor absences closely on a daily basis, contacting families and emphasizing the importance of attendance.</li><li>• Staff will begin to implement a new student information system, Illuminate, which will make keeping track of attendance easier for all staff.</li></ul>	\$41,322	<ul style="list-style-type: none"><li>• Staff will monitor absences closely on a daily basis, contacting families and emphasizing the importance of attendance</li><li>• Administrators will track potentially truant students and create a protocol for working with these students and their families and progress towards goals</li></ul>	\$41,000
Scope of service:	School-wide	Scope of service:	School-wide
<u>XX</u> ALL		<u>XX</u> ALL	
OR: __Low Income pupils __ELs__Foster Youth __Redesignated FEP __Other Subgroups:(Specify)____		OR: __Low Income pupils __ELs__Foster Youth __Redesignated FEP __Other Subgroups:(Specify)____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have decided to wait to transition to Illuminate for our student information system. With our continued growth, we felt that it was important to allow our office staff and new teachers sufficient time to be trained and learn the new system before making the transition.		

Original GOAL from prior year	<b>Goal #8: Oakland Unity High's suspension and expulsion rates will continue to be below those of the high schools that our students would otherwise attend.</b>	Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ 6_ 7 <u>XX</u> 8_
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LCAP:		COE only: 9_ 10_ Local : Specify _____	
Goal Applies to:	Schools:	Oakland Unity High School	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	METRIC: Comparison of rate of suspensions and expulsions	Actual Annual Measurable Outcomes:	In 2014-15, We partially met this metric. Our suspension rate was 3.8% compared to 6.82% for schools our students would otherwise attend. Our expulsion rate was .3%, higher than the schools our students would otherwise attend with a rate of .1%
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>School administrators will work with staff and communicate with families to implement early, in-school discipline interventions and document discipline issues in the student information system.</li> <li>Administrators and selected staff will attend restorative justice training.</li> <li>Administrators will develop and implement professional development related to restorative justice practices.</li> </ul>	\$28,626	<ul style="list-style-type: none"> <li>School administrators will work with staff and communicate with families to implement early, in-school discipline interventions and document discipline issues in the student information system.</li> <li>Administrators and staff will begin to pilot a restorative justice approach</li> <li>Administrators and staff will reflect on the effectiveness of the restorative justice approach at the end of the year and adjust approach and student supports accordingly</li> <li>Staff will develop a positive rewards system to implement in the 16-17 school year</li> </ul>	\$28,400

Scope of service:	School-wide		Scope of service:	School-wide	
<u>XXX</u> ALL			<u>XXX</u> ALL		
OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		As the result of the restorative justice trainings, staff are beginning to implement proactive practices such as restorative justice circles. In addition, in response to the feedback from teachers and students, we have begun plans for increased positive rewards systems to encourage and reward positive behavior, especially behavior that aligns with our school's ESLRs.			

### Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$422,650
OUHS implements a school-wide program. We hired additional teachers to provide small classes to students. We reduced the teaching load of our staff to allow them provide individual instructional services to low performing students. We have instructional aides to assist English learners and a learning lab to assist English Learners in need of additional intervention.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

20	%
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#### LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (7/1 – 6/30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 % or more of the schooldays in the school year when the total number of days a pupil

is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (7/1 – 6/30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (7/ 1 – 6/30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (7/ 1 – 6/30).

(3) Divide (1) by (2).



## Attachment 0

### Performance Reports

# CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and state your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please rate yourself by placing an "X" in the appropriate box (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal School Site Visit.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).

A **draft** of this report needs to be submitted to the Office of Charter Schools via e-mail to [silke.bradford@ousd.org](mailto:silke.bradford@ousd.org) and [leslie.jimenez@ousd.org](mailto:leslie.jimenez@ousd.org) in Word format **at least 2 weeks in advance** of the Renewal School Site Visit. The **final draft** of this Performance Report needs to be submitted as an **Appendix in the Renewal Charter Petition**.

## Charter Renewal Performance Report

### 1 What is distinctive about your school?

Unity is a college preparatory school with a safe and nurturing environment for teaching and learning. Unity offers a rigorous curriculum and intensive support responsive to the individual developmental and academic needs of students, which allows them to achieve academic success and positive social/cultural development.

#### The following are special features of Unity:

- A safe and inclusive school climate— in a community often characterized by troubled inner-city neighborhoods, Unity offers a safe haven where children do not feel threatened or marginalized and where their home and culture are honored and respected.
- Small classes, with an average of 25 students per class.
- Structure and support for vulnerable students, with low rates of suspension and chronic absence compared to similar schools
- A rigorous curriculum with the goal of students meeting the University of California A-G requirements, to gain admission to colleges and universities, and to succeed once they are there.
- A comprehensive support program to assure that students have the support they need to focus on academic growth, provided through a partnership between the school, the families, and the community.
- Learning experiences that allow Unity students to achieve their leadership and academic potential and become creative critical thinkers, compassionate human beings, and effective participants in a multicultural democratic society.
- An extensive college preparatory/counseling program for students and their families, including advising on academic requirements and financial assistance, and regular college visits beginning from 9th grade to familiarize Unity students with college life.
- A successful early college/concurrent enrollment program, where Unity students are supported to enroll and pass a community college course by the time of their graduation from Unity. This program has included hosting community college

- classes on Unity campus so that students can have convenient access without needing off-campus transportation.
- Unity students are assigned advisors from the teaching staff who serve as student and family advocates and mentor students towards graduation and college admission. Students feel supported by adults on campus to engage in deeper learning and to have the goal of completing college.
- A professional culture of teacher collaboration and innovation, where teachers feel supported to create innovative curriculum and programs to support students.
- Stable school leadership, with low rates of Principal turnover over the past eight years of operation.

Our educational program responds to the needs of the community and is fully aligned with California State Standards. Unity has made much progress and has had a positive impact on our students in its last twelve years of operation:

- Unity's 2011 API score is 735, an improvement of over 165 points in the last four years. Our API state-wide ranking is 5 and 8 for similar schools.
- Except for the 2009-2010 school year, Unity has met its AYP benchmark each year of operation.
- Through sound fiscal management, Unity has secured a fund balance of over \$900,000 at the end of the last fiscal year. This healthy fund balance will ensure the financial stability for the support of Unity's academic and support programs in future years.

2 How effective is your school overall?						
	5	4	3	2	1	
Evaluation:     Excellent		X				Unsatisfactory
<p><b><u>How do you know?</u></b></p> <p>Unity supports students to achieve strong educational outcomes, as evidenced by high performance on external standards of assessment over an extended period of time. API performance was historically strong over the course of Unity's past charter term and Unity has continued that trend of strong performance as measured via SBAC results for the past two years. Unity also has strong graduation rates compared to similar schools, as well as college application, acceptance, and enrollment rates. Unity has a very positive reputation in the community, as evidenced by strong demand for applications and a 9th grade enrollment lottery this year, as well as wait lists at all grade levels. Survey data from students and families also supports that Unity is highly-regarded by the young people and families it serves.</p> <p>Please see our Charter Renewal Data document.</p> <p><b><u>What are its notable strengths?</u></b></p> <ul style="list-style-type: none"> <li>• Overall strong performance in external measures of student achievement <ul style="list-style-type: none"> <li>○ API of 711 in 2012-13 and 735 in 2013-2015</li> <li>○ SBAC results of 72% and 44% met or exceeded for 2014-15</li> <li>○ SBAC results of 65% and 38% met or exceeded for 2015-16</li> <li>○ Statewide overall performance of 75.2% on School digger for 2015-16. Continual increase on statewide performance via SchoolDigger ranking for renewal term of 2012-13 to end of 2015-16 school year.</li> <li>○ Since the advent of SBAC accountability, Unity has scored above the 70th percentile in both ELA and Math.</li> </ul> </li> <li>• Cohort graduation rate of 75% or higher for course of renewal term. Cohort graduation of 80% for end of 15-16.</li> <li>• Interest in applying to college over 90% for Unity 12th graders surveyed over the course of the renewal term.</li> <li>• College application rate of Unity 12th graders averages over 80% for course of renewal term.</li> <li>• College acceptance rate of Unity 12th graders averages over 70% for course of renewal term.</li> </ul> <p><b><u>What are the main priorities for improvement?</u></b></p> <ul style="list-style-type: none"> <li>• Improve services for all students and especially address support for sub-groups of students that we do not feel we adequately serve: Long-term English Learners, students with special needs, and more broadly speaking, students in whom</li> </ul>						

we do not generate sufficient academic engagement to create academic intensity and acceptable levels of skill mastery.

- Improve curriculum and alumni support to improve college persistence and completion rates among Unity graduates.
- Improve our efforts to support Long Term English Learners in achieving reclassification via CELDT
- Increase our original cohort graduation rate to ensure that a higher percentage of students who begin at Unity in 9th grade graduate from Unity within four years.

### 3 How well is the school regarded by its students and parents?

Evaluation:      Excellent	5	4	3	2	1	Unsatisfactory
		X				

### How do you know?

- High levels of expressed satisfaction by students on survey data over the term of renewal, 2012-13 to 2015-16.
- High levels of expressed satisfaction by parents on most recent survey for 2015-16.
- Strong interest in school enrollment as evidenced by full enrollment over term of expansion of school from 2012-13 school year to this 2016-17 school year. Lottery and lengthy waitlist for 9th grade enrollment applications for the 2016-17 school year. Wait lists at all grade levels for the 2016-17 school year. Long-term pattern of families and students referring the children of friends and relatives to our school, evidencing overall high regard for the school on the part of parents and students.

Please see our Charter Renewal Data document.

### What do (a) students and (b) parents most like about the school?

#### **A. Students, from survey data:**

- Teachers care about them
  - Over the four years from 2012-13 to last survey in spring of 2015-16, students report an average 67% positive rating that their teachers care about them.
- Classes encourage deeper learning
  - Over four years from 2012-13 to last survey in 2015-16, students report an average 74% rating that the classes they take at Unity encourage deeper learning
- Staff encourages college
  - Over four years from 2012-13 to last survey in 2015-16, students report an average 75% rating that teachers are encouraging them to go to college.
- School is safe:
  - Students rate Unity as a physically safe environment at over 60% for all years in renewal term
  - For the years when emotional safety was included as a survey question, Unity students reported a average emotional safety rating of over 65%

#### **B. Parents:**

- **Survey trends for parents for most recent survey administration of spring 2015-16 school year**
  - Safety
    - In most recent survey from 2015-16 school year, parents gave an 89.9% positive emotional safety rating for their children at Unity and a 94.1% physical safety rating.
  - Academic excellence
    - In most recent survey from 2015-16 school year, parents gave a 97.5% positive rating that Unity was preparing their child for success in college or the workplace.
    - In most recent survey from 2015-16 school year, parents gave a 90.6% positive rating that teachers at Unity were doing a good job of helping their child to learn.
- **Trends reported by parents in monthly Parent Meetings and Coffee with the Principal meetings**
  - Parents feel supported and looped in by communications from the Main Office and our College Counselor
  - Parents like the small safe setting that Unity provides for students
  - Parents like the dress code and behavioral expectations for students
  - Parents like college field trips provided by Unity and after and outside of school opportunities provided by Unity
  - Parents like the opportunities for community involvements and school spirit that are provided for students
  - Parents like our early college/concurrent enrollment program, and especially appreciate the community college classes that are offered on Unity campus
  - Parents like the fact that teachers speak to students about the need for college preparation as part of

their general education classes.

**What do they feel needs improvement, and what action is being taken?**

**A. Students, from panels and focus group surveys**

- Students dislike the uniform policy
  - **Action being taken:** Since parents support the uniform policy, no action is being taken at this time.
- Students report that the discipline policy is overly strict
  - **Action being taken:** Efforts being made to add more restorative components, fine tune student accountability system and consequences, add opportunities for student empowerment (peer mediators), and add positive incentives and a student recognition system for positive behavior
- Students report that they would like more field trips as opposed to simply college tours.
  - **Action being taken:** Measure N is being used as an opportunity to expand meaningful and relevant field trip and off campus educational offerings
- Students expressed a desire for teachers and administrators who are representative of student demographics
  - **Action being taken:** School recruiting and hiring trends reflect leadership efforts to address this issue
    - Of 23 active classroom educators, 8 are persons of color, 3 are African or African-American, and 3 are Latino males. By percentage, our classroom educators are 35% non-white or people of color, 13% African or African-American, and 13%% Latino.
    - Of 4 employees who are at the School Leadership/Administration level, 3 are non-white or persons of color, 1 is African-American, and 1 is Latino. By percentage, our Leadership/Administration team is 75% non-white, 25% African-American, and 25% Latino.

**B. Parents, trends reported in Parent Meetings, Coffee with the Principal, and School Site Council Meetings**

- Parents express that there have been communication breakdowns in the past. Parents especially would like more information about changes in curriculum.
  - **Action being taken:** creation of Coffee with the Principal program on the fourth Friday of each month, creation of a Unity parent newsletter, creation of a revitalized School Site Council, creation of improved system for Main Office notification of curriculum changes.
- Parents would like more opportunities to observe student progress and celebrate student achievement
  - **Action being taken:** creating space for student exhibitions of work, creation of student recognition format that is more inclusive of parents.

4 How well do students achieve?						
	5	4	3	2	1	
Evaluation: Excellent		X				Unsatisfactory
<p><b><u>How do you know?</u></b></p> <p>Please see our Charter Renewal Data document.</p> <p>For the school as a whole, student academic achievement has been very strong relative to similar schools over the course of the term of renewal, as evidenced by our strong performance on external accountability measures.</p> <p><b>API:</b>  <u>2012-13:</u> The average base 2011-12 for the high schools that our students would be required to attend was 580.5. Our base 2011-12 API was 711.  <u>2013-14:</u> The average base 2012-13 API for the high schools that our students would be required to attend was 639. Our base 2012-13 API was 711.  <u>2014-15:</u> The 3 year average API of the schools are students would be required to attend is 648. Our 3 year average is 725.</p> <p><b>CAHSEE</b>  <u>2012-13:</u>The average in 2011-12 of 10th grade passage rate of the CAHSEE for OUSD high schools that our students would be required to attend is 63%. Our passage percentage for 10th graders was 79.5%  <u>2013-14:</u> The average in 2012-13 of 10th grade passage rate of the CAHSEE for OUSD high schools that our students would be required to attend is 76.5%. Our passage percentage for 10th graders was 85.5%</p> <p><b>SBAC</b>  <u>2014-15:</u> SBAC results of 72% for ELA and 44% for Math met or exceeded for 2014-15. Statewide percentile of 82.5% for ELA and 86.1% for Math.  <u>2015-16:</u> SBAC results of 65% for ELA and 38% for Math met or exceeded for 2015-16. Statewide percentile of 70.4% for ELA and 78.4% for Math.</p> <p><b><u>In which subjects and grades is improvement needed, and what action is being taken?</u></b></p> <p>As the CST testing regime was sunset, it became much more difficult to determine student achievement by an external measure by subject and by grade level, outside of the achievement data provided for 11th grade in ELA and Math. As a means of addressing this issue, Unity employs a benchmarking system, where teachers administer three benchmark assessments each year, as a way of measuring student academic achievement and identifying opportunities for improvement. However, even when benchmarks are constructed using materials from 3rd party item banks that are linked to state standards, we have found difficulties in correlating student performance on benchmarks to their performance on external measures of achievement.</p> <p>We have noticed that despite our higher than average SBAC test scores, we still need to work to support our students in developing the skills they need to be life long independent learners and self-advocates. In response to this we have developed new, more targeted Habits of Heart and Mind to emphasize these skills.</p> <p><b><u>Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?</u></b></p> <ul style="list-style-type: none"> <li>Disaggregated data by sub group would seem to indicate that there is lower achievement among English Learners. There is also a small but measurable gap in achievement for Socioeconomically disadvantaged students, although this has</li> </ul>						

fluctuated over the two years of SBAC data, and the subgroup outperformed the school as a whole for 2014-15. Our populations of African-American students and students with special needs are both too small to have reportable data via the CDE.

○ **English Learners**

- 23% of EL students scored at Levels 3 or 4 on the ELA section of the 2015-16 SBAC compared to 65% for Unity as a whole
- 35% of EL students scored at Levels 3 or 4 on the ELA section of the 2014-15 SBAC compared to 72% for Unity as a whole
- 8% of EL students scored at Levels 3 or 4 on the Math section of the 2015-16 SBAC compared to 38% for Unity as a whole
- 12% of EL students scored at Levels 3 or 4 on the Math section of the 2014-15 SBAC compared to 44% for Unity as a whole
- **Action Taken:** Literacy Specialist hired for 2016-17 school year. Intensive literacy support class as an intervention for all 9th graders 3 grades or more below reading level, including EL students. School wide PD arc on better supporting LTEL students initiated in 2015-16 and continuing through 2016-17 school year. Measure N plans and funding directed at better supporting outcomes for LTEL students (see question 6).

○ **Socio-economically disadvantaged**

- 63% of socio-economically disadvantaged students scored at Levels 3 or 4 on the ELA section of the 2015-16 SBAC compared to 65% for Unity as a whole
- 36% of socio-economically disadvantaged students scored at Levels 3 or 4 on the Math section of the 2015-16 SBAC compared to 38% for Unity as a whole
- **Action Taken:** Measure N plans and funding directed at better supporting outcomes for socioeconomically disadvantaged students.

## 5 How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation:	5	4	3	2	1	Unsatisfactory
Excellent		X				

### How do you know?

#### **Teacher survey data:**

- In 2012-13 and 2014-2016, 73-75% of teachers agreed that teachers are held to high professional standards.
- Since the 2012-13 school year, 82-100% of teachers agreed that teachers are encouraged to try new things to improve instruction.

#### **Student survey data:**

- Since the 2012-13 school year, 70-91% of students agree that their teachers have allowed them study subjects beyond simple facts, enabling them to understand them on a deeper level

#### **Student achievement:**

- API of 711 in 2012-13 and 735 in 2013-2015
- SBAC results of 72% and 44% met or exceeded for 2014-15
- SBAC results of 65% and 38% met or exceeded for 2015-16
- Since the advent of SBAC accountability, Unity has scored above the 70th percentile in both ELA and Math
- Statewide overall performance of 75.2% on SchoolDigger for 2015-16. Continual increase on statewide performance via



SchoolDigger ranking for renewal term of 2012-13 to end of 2015-16 school year.

**Which are the strongest features of teaching and learning, and why?**

At Unity, we give teachers a high degree of autonomy and support to try new practices when they find that the current instructional approaches are not meeting the needs of or fully engaging all of our students. As a result, teachers have developed many different and successful approaches to helping our students reach their fullest potential. The math department has been a pioneer in partnering with Khan Academy to leverage technology to help students take more ownership of their learning. This has resulted in gains in our math performance as evidenced by our math SBAC scores. Additionally, teachers at several grade levels have created powerful interdisciplinary units across the grade that have culminated in showcase nights where students have been empowered to share and teach their family and community members the new knowledge and skills they have gained. In departments teachers have been working to develop vertical alignment of their curriculum, SBAC alignment and refine best practices for instruction in the discipline. Teachers have also been very focused on ensuring that we meet our mission of preparing all students for success in college and have been collaborating on developing rigorous instructional outcomes.

**What aspects of teaching and learning most need improvement, and what action is being taken?**

In 2014-15 we piloted the use of Bloomboard to house all of our observation and evaluation data and in 2015-16 we transitioned completely to using Bloomboard to record all observation and evaluation data. This platform has allowed us to rate and tag all data that is entered into the system to our teacher effectiveness rubric, which is based on the Danielson Framework. We are now able to run reports to see what areas our teachers are overall strong in and what areas need the most improvement in. We noticed that overall our teachers were being rated high on our rubric in setting rigorous instructional outcomes for our students, which reflects our focus on preparing students for success in college. However, as a result of our student body growth, we expanded our teaching and have had several novice teachers join our staff. We noticed that many of these teachers were struggling with managing student behavior and using questioning and discussion techniques. In the 2014-15 school year, we added a Director of Instruction position, whose main role was to support teachers through coaching and professional development. When these trends with our teachers were noted in 2015-16, the Director of Instruction, along with the rest of the admin team worked to support the teachers struggling with classroom management through frequent observation cycles and coaching. In the 2016-17 school year, we have anticipated the continued need for support with classroom management and questioning and discussion techniques for our novice teachers and have begun doing targeted professional development for our novice teachers that started during our summer professional development for teachers. This targeted professional development will continue throughout the year for our novice teachers and will be in response to the data that we gather from observations. All teachers will continue to receive one-on-one coaching support, but our new teacher cohort will receive the additional support of targeted professional development related to their specific needs.

**6 How effective are the professional development opportunities provided to teachers and administrators?**

Evaluation:	5	4	3	2	1	Unsatisfactory
Excellent		x				

**How do you know?****Teacher survey data:**

- Since the 2012-13 school year, an average of 91% of teachers agree that they are trusted to make sound professional decisions about instruction
- Since the 2012-13 school year, an average of 79% of teachers agree that they are encouraged to participate in school leadership roles
- Since the 2012-13 school year, an average of 86% of teachers agree that Unity is a place that allows them to grow and improve as an educator
- Since the 2012-13 school year, an average of 78% of teachers agree that an appropriate amount of time is allocated for professional development
- Since the 2012-13 school year, an average of 72% of teachers agree that professional development provides opportunities for refining their teaching practice
- Since the 2012-13 school year, an average of 77% of teachers agree that professional development enhances their ability to improve student learning

**Administrative Professional Development:**

- Since the 2012-13 school year, all school administrators have completed or are currently enrolled in an administrator credential training program

**Which are the strongest features of professional development, and why?**

Professional development at Unity has always been teacher driven and the bulk of the professional development has occurred in professional learning communities. Teachers have worked in grade level teams, departments, advisory teams, and committees to collaborate, share best practices, and develop strategies to better meet the needs of our school community. With the addition of the Director of Instruction position in 2014-15, we have been able to work to strengthen these teams to more authentically engage in the inquiry process. The Director of Instruction has prioritized growing teacher leadership and has created new teacher leader positions for each of the learning communities. She has focused on training these teachers to build positive team cultures and to use data to guide their inquiry process. By supporting the teacher leaders to become strong leaders and facilitators, we have been able to help our learning communities become more productive and data-driven. We have discovered that by structuring our professional development as professional learning communities that are teacher driven as opposed to a top down approach, we have been able to much more effectively engage teachers in professional development and shift their practice.

**How are professional development activities selected and evaluated?**

Professional development priorities are selected by the administration and are based on schoolwide performance data, student and parent surveys and teacher input. Teachers are given an opportunity to provide feedback on all professional development through plus/ delta activities, surveys, and through the Unity Teacher's Association. When appropriate, we also collect data around change in teacher practice and/ or student performance to inform our next steps.

**What aspects of teaching and learning most need improvement, and what action is being taken?**

In addition to the targeted professional development for new teachers around classroom management and developing questioning

and discussion techniques that was described in question 5, the other area that we have decided to focus on is supporting teachers in better meeting the needs of our Long Term English Language Learners. In response to the data that has shown that we have not adequately been reclassifying our LTEL students and reports from teachers that they feel unsure of how to support these students in their academic classes, we have focused on this area in our professional development starting in the 2015-16 school year and continuing into this year. For the 2015-16 school year, teachers spent time in their grade level teams learning our the unique needs of LTEL students, analyzing the data (MAP, CELDT, SBAC, overall GPA, SPED status, and extra-curricular participation) about the LTEL students they were currently teaching. We then had several teachers shadow LTEL students throughout their day and record the types of listening, speaking and behaviors they engaged in throughout the day. These teachers then shared this information with their grade level teams. After analyzing all of this data, grade level teams determined what need they felt was the greatest for their LTEL students and developed an intervention plan that all teachers at that grade level committed to implement. They engaged in Critical Friends Groups to give each other feedback on their lesson plans as well as on peer observations. They also gathered student performance data to track the impact their intervention had on student learning. This year we are continuing this cycle with teachers and are going to be leveraging our Literacy Specialist, which is a newly created position this year in response to teacher request, to support grade level teams in refining their intervention strategies. In addition, we noticed that our LTEL students often were only passively engaged in their classes and were often silent throughout the majority of the day. In response to this data, many teachers expressed interest in building their capacity to leverage inquiry-based and project-based learning in their classrooms to more authentically engage their LTEL students. As part of our Measure N grant, we have been able to hire a Project Based Learning Coordinator to support our PLCs to develop authentic learning experiences that help not only our LTEL students, but all students to actively engage in the curriculum and become exposed to multiple career opportunities.

7 How effective is the assessment of student learning?						
Evaluation:      Excellent	5	4	3	2	1	Unsatisfactory
			X			

### **How do you know?**

At Oakland Unity High School, all teachers are required to administer 3 quarterly benchmarks each year, that are aligned with content standards. Within departments, Unity teachers analyze benchmark data to identify opportunities and needs to better align teaching with content standards and to better support subgroups of students who are not being adequately supported to achieve academic success. During the 2014-15 school year, Unity transitioned from Data Director to Illuminate as a student assessment system. With Data Director and Illuminate, student assessment data is visible to students, teachers, and school leaders. Illuminate allows teachers to create their own benchmarks, or to use Data Director or Illuminate's Item Bank to choose questions that are designed to be in alignment with Common Core standards and SBAC assessment items. Many teachers used the Data Director CST-aligned Item Bank questions to create benchmark assessments. Many teachers use the Common Core-aligned Illuminate Item Bank questions to create benchmark assessments.

Unity also uses the NWEA MAP assessment to provide an external student assessment system that allows for comparison of Unity student achievement by grade level with nationally-normed data. The MAP assessment is given to all students grades 9 through 11 each Fall and Spring, and is planned to be given to 12th graders as well in the Fall and Spring for the 2016-17 school year.

### **What are the strongest features of assessment?**

- Strongest feature of the system is that data shows that it is resulting in high aggregate student performance on external assessment standards.
- Illuminate supports the ability of teachers to easily run reports to analyze assessment data and align all questions with the content standards and CCSS.
- Teachers have access to the externally created, SBAC aligned item bank questions in Illuminate when creating their benchmarks.
- Leadership able to review and analyze assessment data

### **What aspects need improvement, and what action is being taken?**

- **Improvement needs:**
  - Challenge to create NGSS aligned assessments during this interim period before the assessments have been created and released to the public
  - Unity has not sufficiently engaged in data analysis of our internal assessments to ensure that they predict success on external accountability measures like SBAC. More work needs to be done to support teachers to triangulate their assessment data, their overall course grades, and external accountability measures.
  - Not adequately supporting subgroup success
  - Need for further authentic engagement of leadership and students with benchmark assessment data
- **Action taken:**
  - We are training and supporting teacher leaders to guide their professional learning teams through the data analysis process so that they can develop corrective-instruction action plans and ensure that their own internal assessments are predictors for the external accountability assessments that students take.
  - We have developed a Student Learner Profile for all Unity students to help students track their own assessment data and develop SMART goals with an action plan based on their data results.

**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)?**

	5	4	3	2	1	
Evaluation:      Excellent			X			Unsatisfactory

Please see our Charter Renewal Data document.

**What are the strongest aspects of efforts to recruit a diverse student population?**

Our recruitment efforts have generated strong demand from a broad portfolio of middle school pipelines. Targeted work by Leadership over the past three years has had the goal of creating long-term relationships with a portfolio of feeder schools and school communities. Our recruitment materials are targeted to appeal to a diverse student population, including information and images of student achievement, athletics, college trips, and school events and activities. Over the past two years, we have also created opportunities for a wide variety of middle school students to have exposure to our campus, by hosting groups of middle school students to tour Unity campus. These student tours are facilitated by leadership and led by Unity students. When possible, Unity students who are alumni of the middle school that is visiting are chosen to lead students groups, who also have the opportunity to sit in and observe classes.

We are also proud of the fact that our ongoing successes with our students have led to wide referral by Unity parents to friends and family members, generating a broad word of mouth recruitment process for prospective Unity students.

We make clear to all families and prospective students that we accept and encourage all learners to attend Unity.

Unity's reputation for a safe, warm campus and high academic achievement has supported the continuous growth of the school over the course of the charter term.

- 2012-13 total initial enrollment: 269
- 2013-14 total initial enrollment: 292
- 2014-15 total initial enrollment: 311
- 2015-16 total initial enrollment: 337
- 2016-17 total enrollment as of 01/04/2017: 341

**What aspects need improvement, and what action is being taken?**

- **Improvement needs:**
  - The enrolled population of Oakland Unity High School still does not reflect overall Oakland demographic or our rapidly-shifting neighborhood demographic. Our goal as a school is to further school and neighborhood integration in our community. We also have the goal of making sure that Unity serves a diverse mix of all student populations, including English Learners, students with disabilities, and homeless and foster youth.
- **Action Taken:**
  - Unity has signed up to be enrolled in a charter-sector wide Common Enrollment system
  - Unity has had active participation in district-charter work on Common Enrollment, as well as active participation in the Equity Pledge

9 How effective is the leadership and management of the school?						
	5	4	3	2	1	
Evaluation: Excellent		X				Unsatisfactory
<p><b><u>How do you know?</u></b></p> <ul style="list-style-type: none"> <li> <b>Teachers highly rate Leadership support</b> <ul style="list-style-type: none"> <li>Admin supports teacher efforts to maintain discipline in the classroom: 85% average positive rating over four years</li> <li>School leadership supports teachers: 83% average positive rating over four years</li> <li>School leadership supports teachers in realizing their professional goals: 76% average positive rating over four years</li> </ul> </li> <li> <b>Unity has high levels of principal stability</b> <ul style="list-style-type: none"> <li>Low turnover of principals: the last two OUHS principals had terms of four or more years</li> <li>Internal residency model of principal development: the last three OUHS principals were OUHS teachers, then Assistant Principals, then Principals.</li> </ul> </li> </ul> <p>Please see our Charter Renewal Data document.</p> <p><b><u>How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?</u></b></p> <ul style="list-style-type: none"> <li>All teachers move through twice yearly formal evaluation system by the Principal and Leadership Team</li> <li>All teachers are evaluated through the Unity Teacher Effectiveness Rubric, which is based on the nationally-recognized Danielson Framework</li> <li>All teachers receive instructional coaching from Unity's Director of Instruction, Principal, Assistant Principal, or a teacher Peer Coach. Coaches regularly observe teachers classrooms, review and support, when appropriate, the development of unit and lesson plans.</li> <li>Teachers turn in unit plans to administrators using a UbD template where the outcomes and assessments are aligned to the CA state standards</li> <li>The Unity Leadership team reviews teacher standards-aligned benchmark assessments and data. Benchmark review allows analysis of whether or not instruction is targeted to content standards and the level of student learning.</li> </ul> <p><b><u>What steps are taken if school administrators and teachers are not effectively implementing the curriculum?</u></b></p> <ul style="list-style-type: none"> <li>Teachers are provided with one-on-one coaching and professional development opportunities. If a teacher is not effectively implementing the curriculum, their coach will increase the level of support provided to them in order to ensure that there is improvement in their instruction.</li> <li>If a teacher still is not able to improve and receives an unsatisfactory rating on an evaluation, they are placed on an improvement plan. The improvement plan will outline the expectations that have not been met, clearly describe measurable goals with a timeline and the support that will be provided to that teacher in order to help them reach their goals.</li> <li>If satisfactory progress is not made on the improvement plan, employees can be terminated</li> </ul> <p><b><u>Which aspects of leading and managing the academic performance of the school work best, and why?</u></b></p> <ul style="list-style-type: none"> <li>Unity teachers have autonomy to innovate, design, and implement curriculum, while collaborating within their content area departments and across grade-level teams. Teacher coaching and evaluation serves to support this autonomy and ensure that curriculum is effectively implemented.</li> <li>The Unity professional culture of autonomy, collaboration, and support has led to high aggregate results on external</li> </ul>						

measures of academic performance over a sustained period of time.

- Unity's master schedule is designed to let the majority of Unity teachers be responsible for a single core academic content area, and to be responsible for academic instruction for all students in that content area in that grade level. This structure encourages teachers to take responsibility and ownership for the achievement of all students in their content area and allows them to more efficiently focus and prepare for their classes. Additionally, all teachers have been provided with two preparation periods throughout the day in order to have sufficient time to plan for their classes and provide students with the feedback they need on their assignments.

**10 How well does the charter school collaborate with parents to encourage active participation in their student's education?**

	5	4	3	2	1	
Evaluation: Excellent			X			Unsatisfactory

Please see our Charter Renewal Data document.

**How do you know?**

- Parent survey from the most recent parent survey in Spring of 2015-16 indicates that parents have an 83.2% positive rating of being satisfied with how often they are able to meet with their child's teacher.
- Unity has structures in place for regular parent involvement and feedback. Attendance at these events is recorded.
- These structures for parent involvement were used for Unity's LCAP process for the 2015-16 school year.
- Unity involves parents in Student Success Plan meetings to support students in need of intervention. Records for these meetings are kept and are one measure of the breadth of parent participation.

**Which are the strongest features, and why?**

Unity has relied on a community-school model to achieve success. We are fortunate to have parents who are supportive of the school and who are eager to be involved in the education of their children. In order to formalize a structure for parent participation and feedback in school operations, Unity created the Unity Community Council (UCC), which receives information about school policies, student needs, and community issues. The UCC has evolved over a time to a format of two monthly parent meetings, one in the evening, and a morning Coffee with the Principal format to support our many parents who have evening work hours. These meetings consist of the Principal or principal's designee, parents, and other Unity staff. Students and other community members may also participate in these meetings. The Principal is responsible for reporting recommendations and feedback from parent meetings to the Unity Schools Board of Directors. We have found success with our Coffee with the Principal format, which offers parents an open forum to ask questions to the Principal and give feedback.

Unity very actively involves parents in support of students, especially students in need of intervention. Unity has a formal structure for interventions, Student Success Plan meetings, which consist of meetings with the student, parent, the student's Advisor and teachers, and Administration, if necessary. Parent attendance and involvement in these meetings is a crucial support for their success, and is logged and recorded.

**What most needs improvement, and what action is being taken?**

- **Improvement needs:**
  - Unity seeks to grow structures and capacity for parent leadership in order to have parents be meaningfully and authentically involved in the operations and decision-making of the school.
  - As stated in question 3, parents have expressed that they would like increased communication about the curriculum and any changes in the curriculum.
  - Parents would like more opportunities to observe student progress and celebrate student achievement
- **Action Taken:**
  - Modification of format of parent meetings to grow parent leadership, especially around Unity's LCAP process.
  - Partnership with CCSA to grow parent involvement and leadership.
  - Creation of Unity Boosters Club to grow parent leadership and involve parents in fundraising for Unity Athletics.
  - Creation of Coffee with the Principal program on the fourth Friday of each month, creation of a Unity parent newsletter, creation of a revitalized School Site Council, creation of improved system for Main Office notification of curriculum changes.
  - Creating space for student exhibitions of work, creation of student recognition format that is more inclusive of parents

11 How effectively does the school community analyze and use school-wide data for continuous improvement?						
Evaluation:	5	4	3	2	1	Unsatisfactory
Excellent			x			



### **How do you know?**

Teachers engage in data analysis individually, with their department teams and grade level teams.

Teachers look at the following sources of data:

#### **Teacher data:**

- Twice yearly student surveys for individual courses and advisory
- Quarterly benchmark data
- CELDT, MAP, SBAC, AP, PSAT and SAT scores
- Math department uses Khan Academy data to inform instruction
- Science department uses Comprehio, Pear Deck and Kahoot to gather student data and inform instruction
- Advisors use GPA trackers and A-G trackers

At the administrative level, administrators engage in data analysis as a team and look at the following data:

#### **Administrator data:**

- Twice yearly staff surveys
- Twice yearly student school surveys
- EdReflect (formerly called Bloomboard) observation data
- PowerSchool Discipline and Student Support Meeting Log entries
- Chronic truancy

In addition to looking at the above data in teams, all staff engage in data analysis as a whole school using the following data:

#### **Schoolwide data use:**

- College acceptance rates
- College completion rates
- Graduation rates
- CELDT, MAP, SBAC, PSAT and SAT scores
- Failing grades by subject area
- Student and teacher school surveys

Individuals or teams have been given data analysis protocols that helps them to notice trends in the data in terms of subgroups, skills and content gaps, and other needs that arise. They are then guided to develop a corrective-instruction action plan or another improvement plan based on this data and determine follow-up data points that will help them monitor if the action plan has been effective.

### **To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?**

The staff engages in whole staff data analysis several times throughout the year to analyze and discuss data that impacts the larger school community such as external accountability measures, survey data and how effectively we are meeting our mission to prepare our students for success in college. In addition, we began a process in 2015-16 of holding monthly staff discussions to collaborate about programmatic changes in response to school data. These discussions centered around how to better prepare our students for success in and through college in response to our college persistence and graduation rates of our alumni.

### **Describe how the school is training administrators and teachers to understand and use assessment data.**

All teacher leaders who facilitate professional learning communities receive training about how to use Illuminate and other data sources to analyze data and how to help lead their PLC through a data analysis cycle. In addition, several teachers have attended trainings from Illuminate in how to run reports and analyze the data using their system. They have shared the information and resources with the administration and their PLCs.

### **To what extent are parents and students informed of student performance data individually and schoolwide?**

Parents and families are sent score reports for their children for the CLEDT, SBAC, CST and PSAT. These reports are in both Spanish and English with explanations of what the scores mean. In addition, starting in 2016, all students have a Student Learner Profile, where students track all of their assessment data from benchmarks, MAP testing, PSAT/SAT/ACT, CELDT, A-G and graduation requirement progress, and their grades. This document allows them to have an overall picture of their performance and to set goals and track their progress toward these goals. Parents and families are updated about schoolwide performance data through our website, parent meetings, Back to School Night, and Coffee with the Principal.

**What most needs improvement, and what action is being taken?**

Both teachers and students have not been uniformly trained to engage in a deep data analysis of student performance data. Illuminate has the capability of allowing students and families to access student data through the student and parent portal, but we have not yet leveraged these capabilities with our students and parents. We will be working with families and students this year to better educate them in using this resource.

We have also started the practice of using the Learner Profile with students so that there is more transparency with students about their own learning and progress.

<b>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?</b>						
	5	4	3	2	1	
Evaluation:    Excellent			X			Unsatisfactory
<p><b><u>How do you know?</u></b></p> <p>Like many schools, Unity must work very hard to successfully meet the needs of all students, and especially students with disabilities or other special needs. Unity is committed to successfully supporting the education of every student who walks into our school, which can be an ongoing and emerging process, tailored to each individual student.</p> <p>Unity provides comprehensive support for all students to ensure that students are provided the opportunities, resources, and guidance needed in order to meet their academic goals, in addition to other supports designed to foster healthy youth development. To assure that our students are provided a free appropriate public education in the least restrictive environment, Unity emphasizes communication, specifically the prompt, thorough, and ongoing sharing of important information, and a collaborative approach to serving students with disabilities, so that they are able to succeed in the general education setting. At the earliest possible time, all educators with a compelling educational interest in specific students are made aware of students' primary and, if applicable, secondary disabilities as well as their IEP goals and the accommodations and special education services that they are legally entitled to. Teachers receive all relevant and current IEP information for the students they serve, as well as grade level team meeting time with the Education Specialist in order to get answers to important questions in serving these students, as well as collaborate with their colleagues who teach the same students. This provides an opportunity to begin to establish consistent practices to support students' individual needs. This all occurs prior to the first day of school, for students already identified as eligible for special education services with IEPs through Unity's established child find protocols. Monthly staff development time is reserved for ongoing team calibration and collaboration as teachers work in consult with the Education Specialist and special education staff to refine existing interventions and strategies, and seek answers collectively to more complex challenges that emerge as we work to meet our students' needs. Unity's special education practice is grounded in this collaboration and communication with general education teachers as it is our goal to ensure that students with learning disabilities are equipped and supported to succeed in their general education classes.</p> <p>Unity's graduation rate for the specific subgroup of students with disabilities demonstrates the effective of our methods and strategies of ensuring FAPE. The vast majority of these students spend over 90% of their school day in the general education environment, ensuring access to appropriate rigor and inclusion. Unity also has also accomplished this with a very low rate of school suspension for students with disabilities, while serving a number of students with significant behavioral challenges.</p> <p>Unity has a significant population of Long Term English Learners. Unity follows an approach of fully mainstreaming all ELL students and providing targeted support through Academic Literacy intervention classes. In the past two years, Unity has also supported one to two newcomer students each year. This year, Unity has created an ESL class to support newcomers.</p> <p><b><u>Which are the strongest features, and why?</u></b></p> <p>Unity's model and internal expectations of rapid, nimble communication among staff, coupled with a schedule and structure that supports educators' ability to collaboratively meet challenges through collaborative problem-solving and best-practice sharing highlight the strongest features of Unity's program.</p> <p><b><u>What most needs improvement, and what action is being taken?</u></b></p>						

- **Improvement needs:**
  - Unity has struggled to fully meet our commitment to our large population of Long Term English Learners, as evidenced by our failure to meet our MPO for CELDT reclassification.
  - Unity needs further integration of mental health services for students with and without disabilities in order to support the success of the whole child, with effective systems for sharing information to ensure an informed staff.
- **Action Taken:**
  - We understand that we need urgent action to address our need to better meet the needs of our ELLs and newcomers. For the 2016-17 school year, we have hired a highly-qualified literacy specialist, who is continuing our intensive academic literacy class for our students who are far below grade level in reading, as well as offering an ESL class for our newcomer population. During the 2015-16 school year, we began an all staff professional development inquiry process to better understand and address the needs of our LTEL students. This professional development inquiry is ongoing for the 2016-17 school year, and a focus has been added on serving all students with special needs, including students with disabilities.
  - For the 2016-17 school year, Unity has addressed the need for improved mental health services for all students with the creation of a full-time Wellness Coordinator position, currently staffed by a licensed family counselor, who, in addition to managing a counseling caseload of students and school families, also attends IEP meetings for students with mental health needs in order to ensure effective and early intervention. Additionally, the Wellness Coordinator oversees and directs 5-10 crisis support counseling interns from Alameda County, ensuring that they are meeting the needs of students with mental health services in their IEPs, as well as serving as a conduit from teachers on staff to this team of counseling interns

**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. KARA + SAM**

	5	4	3	2	1	
Evaluation: Excellent			X			Unsatisfactory

**How do you know?**

- **Unity has the following process for identifying and diagnosing the needs of English Language Learners**
  - Review of prior school records
  - CELDT testing and reclassification process
  - NWEA MAP testing for reading proficiency
- **Unity has the following process for identifying and diagnosing the needs of students with disabilities**
  - Childfind process through CALPADS
  - Teacher and parent initiated referral process
- **Unity has the following process for identifying and diagnosing the needs of gifted students**
  - Childfind process through CALPADS
  - NWEA MAP testing for high proficiency in Reading and Math
- **Unity has the following process for identifying and diagnosing the needs of students in need of remediation**
  - NWEA MAP testing for proficiency needs in Reading and Math
  - Benchmark assessment system in all content area classes
  - Non-passage of classes trigger entry into credit recovery and remediation system

- **Unity has the following process for addressing the needs of English Language Learners**
  - Academic Literacy intervention for 9th and 10th grade
  - Ongoing staff PD for LTEL support and intervention
  - ASP support for after school academic support in 9th grade
  - P7 system for after school academic support in grades 10 through 12
- **Unity has the following process for addressing the needs of students with disabilities**
  - Students with disabilities are supported by our Special Education team and full staff
- **Unity has the following process for addressing the needs of gifted students**
  - Advanced Placement classes currently offered in:
    - AP Biology, AP Calculus, AP Spanish, AP US History
  - AP classes have been offered over the course of the renewal term, but are not offered at this time:
    - AP American Government and Economics, AP Art, AP Chemistry, AP Physics
- **Unity has the following process for addressing the needs of students in need of remediation**
  - Academic Literacy intervention for 9th and 10th grade
  - ASP support for after school academic support in 9th grade
  - P7 system for after school academic support in grades 10 through 12
  - Credit Recovery program for students grades 11 and 12
  - Summer Credit Recovery for students grades 10 through 12

**Which are the strongest features, and why?**

With regard to students with disabilities, Unity has developed a clear and effective referral policy and protocols, with timely assessment in all areas of suspected disability. Unity has an established network of highly qualified and legally compliant specialists and service providers to assess and address the variety of student needs identified through the IEP process. With the exception of a small number of cases involving specific medical and/or mental health services, all special education services are provided at the school site.

**What most needs improvement, and what action is being taken?**

Unity recognizes the urgent need to better serve all of these sub-groups. Unity has been approved and fully funded for Measure N participation. As part of our Measure N SPSA plan, a school-wide plan for improvement from top down and bottom up is currently being embarked upon for the 2016-17 school year. Targeted actions as part of this plan include:

- Hiring of a highly qualified literacy specialist to provide direct intervention for LTEL students and students in need of literacy intervention, as well as to assist whole staff professional development around literacy intervention and LTEL support
- Consultation by Lillian Hsu, former principal of High Tech High Chula Vista, to lead staff inquiry and development of project-based and work-based learning to increase relevance and effective rigor for all students
- Increased capacity for summer remediation opportunities
- Hiring of a Wellness Director to better coordinate mental health services for all students, including students with disabilities

	5	4	3	2	1	
Evaluation:     Excellent		X				Unsatisfactory

### **How do you know?**

The Unity Schools Board of Directors has governed Unity High School through the 12 years of consecutive operation of the school, including the opening of the school, and two prior charter renewals. The Chairman of the Board, Ned Opton, has served on the board since July 2014.

### **Describe the process for 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.**

The Unity Schools Board is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the school. Unity Schools offers a new member orientation for new board members and also conducts a biannual retreat so that all board members can become acclimated to the important aspects of Unity Schools. Unity Schools' bylaws stipulate seven to 15 board members. The board has had an odd number of members in its ten years history in order to avoid tied votes. If needed, the board will elect/appoint a new member to maintain the odd number. Board members serve two-year terms and may be re-elected. The Board includes the chair of OUHS's Community Council, a business person with experience in fiscal management, and "other community members." The "other community members" on the board will have expertise in curriculum development, fundraising, charter school law, school management, facilities, or other areas relevant to the operations of charter schools. OUSD is invited to delegate a representative to serve on Unity Schools Board of Directors. See Attachment E for the listing of current Unity Schools Board members.

### **Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.**

The Board of Directors has a responsibility to solicit input from, and the opinions of, the OUHS community regarding issues of significance and to weigh the input and opinions carefully before taking action. The Board of Directors meets monthly (except for the month of August) and as needed and is responsible for carrying out Board responsibilities including, but not limited to, the following:

- Hiring, evaluating, and if necessary, terminating the OUHS Principal.
- Approving the hiring of OUHS staff after consideration of a recommendation by the Principal, including overseeing the compliance of hiring policies/procedures by the principal.
- Approving contractual agreements for amounts exceeding \$5,000 that are not included in the annual budget.
- Approving and monitoring the implementation of OUHS general policies, including facilities plans and effective human resource policies for career growth and compensation of the staff.
- Approving and monitoring an operational business plan that focuses on student learning.
- Approving and monitoring the OUHS annual budget.
- Acting as fiscal agent. This includes the receipt of funds for the operation of the School in accordance with charter school laws and the receipt of grants and donations consistent with the OUHS mission.
- Regularly measuring progress of both student and staff performance.
- Executing all other responsibilities provided for in the California Corporations Code.
- Reviewing and revising of the School's accountability and mission.
- Reviewing requests for out of state or overnight field trips.
- Participating in the dispute resolution procedure and complaint procedures when necessary.
- Developing Board policies and procedures.
- Approving charter amendments.
- Approving personnel discipline (suspensions or dismissals) as needed.
- Appointing an Administrative Panel to act as a hearing body and take action on recommended student expulsions.
- Creating external or subcommittees as needed, including but not limited to, an audit committee.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.

**Current issue:**

- Staff and board members are developing programs to increase of college persistence of OUHS graduates

**What are the notable features of the governing board in the school?**

- Excellent Attendance
- Excellent legal knowledge and experience
- Excellent fiscal knowledge and experience
- Willingness to assist with school issues.

**How effectively does the governing board work with the school leader/s?**

- School leaders are selected by the board
- School leaders present school and operation update monthly at board meetings
- Executive Director meet with board chair weekly to discuss school issues
- Management team meet monthly to review financial updates.

**15 How effective is the school at involving parents, teachers, and community members in the governance of the school?**

	5	4	3	2	1	
Evaluation:     Excellent			X			Unsatisfactory

**How do you know?**

Unity recognizes that students learn best when parents are engaged in their education. Every school year, Unity hosts meeting for all Unity parents. These meetings are designed to present parents/families with important updates regarding Unity's academic progress. Parents are also encouraged to participate in giving feedback about school operations and program implementation. Parents may participate in the Unity Schools Board if permitted by OUSD.

Parents are encouraged to express their concerns, visit the school, and meet with the staff. Additionally, through parent meetings, surveys, or parent-teacher conferences (SSP – Student Success Plans), Unity requests parent opinions on student performance and seeks suggestions on how the school might improve its services and performance.

Unity encourages the participation of parents in proposing school policies, monitoring charter compliance, planning school fundraisers and making budget recommendations. Unity holds parent meetings to encourage this participation at least once a month. These meetings are held in two formats: evening Parent Meetings facilitated by the principal or principal's designee and morning Coffee with the Principal meetings where parents have an open forum with the principal to ask questions and give feedback. The principal is responsible for reporting feedback and suggestions to the Unity Schools Board of Directors.

Attendance is recorded at these meetings, and records exist for the span of the charter term from 2012-13 to 2016-17.

Additionally, the Coffee with the Principal format was used to as part of our 2015-16 LCAP process, and the parent feedback was recorded.

Unity also seeks to bring in a wide perspective from educators and the community into the governance of the school. An active Unity High teacher is represented on the Unity Schools board as well as individuals who bring a broad set of perspectives and expertise to the work of governing the school.

**What most needs improvement, and what action is being taken?**

Unity recognizes that we still have considerable room to grow to have parents be more broadly and authentically involved in the governance of the school. Unity has taken several actions to work towards this goal. The creation of the Coffee with the Principal format in 2014-15 has been with the intention of growing a core group of parent leaders who can work to further empower and involve the broader parent community. Unity also views the LCAP process as an opportunity to grow parent leadership and effective structures for parent voice to be involved in school governance. Additionally, the Unity Parent Booster club has been created by our Athletic Director to involve parents in fundraising for Unity Athletics.



16 How effective is the school at ensuring fiscal soundness and legal compliance?						
	5	4	3	2	1	
Evaluation: Excellent		X				Unsatisfactory
<p><b><u>How do you know?</u></b></p> <p>Unity Schools provides business and operations management services to OUHS. Unity Schools has over ten years of experience of providing administrative services to charter schools. Unity Schools staff operates under the direction of the Unity Schools Board and the Executive Director and works collaboratively with the Principal and the staff. Unity Schools will, in the event its Board intends to procure substantially all business and operation services for OUHS through a contract with another person or entity, provide for approval of such contract by the OUSD Board of Education in advance of the beginning of the contract period.</p> <p><b><u>Which are the strongest features, and why?</u></b></p> <ul style="list-style-type: none"> <li>• <b>Budget Development</b> <ul style="list-style-type: none"> <li>○ The Executive Director prepares a preliminary budget in March of each year for the upcoming school year. The budget is developed based on the latest revenue projections, expenditure projection of the current school year, and the projected school enrollment. The board will review the budget. The budget will be updated based on the board input, updated enrollment projection and the Governor's May budget revise and any change in State regulations. The Board will review and adopt the budget in its May meeting.</li> </ul> </li> <li>• <b>Financial Monitoring</b> <ul style="list-style-type: none"> <li>○ The Executive Director is responsible to prepare monthly financial and cash-flow reports. The board's finance committee and the school principal review the reports prior to the monthly board meeting and report to the full board the findings. The board reviews the reports and findings and will choose to accept or reject the financial and cash flow reports based on recommendation of the treasurer and the finance committee</li> </ul> </li> </ul> <p><b><u>What most needs improvement, and what action is being taken?</u></b></p> <p>Increase the cash reserve to deal with the cash-flow shortfalls, especially during the summer month. As of August 31st 2016, OUHS has a receivable balance of over \$850,000 from State funding sources.</p>						

17 How effectively is the school managed fiscally?						
	5	4	3	2	1	
Evaluation: Excellent		X				Unsatisfactory

**How do you know?**

**Which aspects of the school's fiscal operations work best?**

- The OUHS principal approves all purchases and expenditures within the approved budget.
- Any expenditures that are above the approved budget are subject to board approval by the Unity Schools Board.
- The OUHS principal meets with the fiscal management team and board treasurer monthly to review expenditures and forecasts.
- Any spurious expenditure will be investigated.

**In what ways can the school's fiscal systems or operations be improved, and what action is being taken?**

Increase the cash reserve to deal with the cash-flow shortfall, especially during the summer month. As of August 31, OUHS has a receivable of over \$850,000 from State funding sources.

**18 What are the most significant aids and/or barriers to raising student achievement?**

One of our biggest factors in student success at Unity has been our strong advisory program. All students at Unity are assigned to an advisor in their freshman year and remain with this same advisory throughout their time at Unity. Advisors serve as student and family advocates and mentor students towards graduation and college admission. Students who feel supported by adults on campus tend to engage in deeper learning and to have the goal of completing college.

Unity's mission is to prepare our students for admission and success in college. However, we have noticed two significant barriers to success for our students. Despite the fact that our National Clearinghouse Data shows high enrollment in two and four year colleges after graduation, our graduates have a low four-year college graduation rate. From the data that we have been able to gather, between 10- 20% of Unity alumni who enroll in college have graduated. It is clear that although we are successful in supporting a majority of our students for admission into college, we are not adequately preparing them for persistence in college.

Additionally, we recognize that we have still have considerable room to grow in our goal of achieving high levels of academic engagement with several sub-groups: Long Term English Language Learners, students who arrive at Unity not adequately prepared for high school, students with patterns of attendance that do not support academic success, students with special needs, and male students from all preceding sub-groups. These sub-groups of students tend to be more passive in their classes, less likely to be self-advocates, identify as scholars, and report a desire to attend college. Since we are not achieving high levels of academic engagement, we are also failing to achieve our goals of robust post-secondary readiness with these sub-groups in the span of four years. We are continuing to engage in a deeper data dive into the causes of the lack of engagement for these students as part of our Measure N work and will be working to address the root cause of this barrier to success over the course of the next several years.

***Please see attached Microsoft Word Charter Renewal Data Document, as well as Excel Spreadsheet.***

## Measurable Pupil Outcomes and LCAP Goals

### Measurable Pupil Outcomes (MPOs)

Insert MPOs for the charter term under review, including data from the 2015- 2016 school-year\*. Indicate whether the goals were “met” or “not met” and include valid data as evidence.

### LCAP Goals Update

In regard to the LCAP goals you have had in place for the past two years, please address the following:

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.

A 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. (Education Code section 47606.5.)

\* If your school adopted the Collective MPOs, you will include your progress on these goals for the 2015-16 school year

## FACILITIES AND FUTURE PLANS

FACILITIES/ADA – APPLIES ONLY TO NON-OUUSD FACILITIES (CURRENT OR PLANNED)	
Is the facility meeting the needs of your staff and students?	Y
Will the facility continue to accommodate your growth needs?	N
If applicable is your current lease still valid?	Y
Does your lease extend through the end of your requested charter term?	N
<p>If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> <li>A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or</li> <li>A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision making process that may be</li> </ul>	
<p>Describe the condition of your current facility. Good.</p>	
<p>What procedures are in place for handling facility repairs? Facilities team handles repairs, outside contractors contacted if necessary.</p> <p>Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.</p>	
FUTURE	
<p><u>As applicable:</u> Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period.</p>	Y

<p><u>As applicable:</u> Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process.</p> <ul style="list-style-type: none"> <li>• Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc.</li> <li>• In order to have the material revision to your charter approved, your school needs to: <ul style="list-style-type: none"> <li>○ State the revision(s) the school's governing board wishes to make to the charter.</li> <li>○ Describe the reasons for the request(s).</li> <li>○ Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budge may or will be impacted in the current school year and in the subsequent school years.</li> </ul> </li> </ul> <p>23. If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.</p>	<p>N</p>
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Name of school: Oakland Unity High School					Name of School Leader: William Nee		
Financial Information					Year: 2016-2017		5 <sup>th</sup> year of renewal
Total Operational Budget			\$3,988,621	Per Student Revenue		\$13,277.86	
Total Expenditure			\$4,008,621	Expenditure Per Student		\$12,230.73	
Balance brought forward from previous yr			\$4,214,516	Projected balance carried forward to next year		\$4,561,234	
Special Populations		1st year of renewal	2 <sup>nd</sup> year of renewal	3rd year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal	
Percentage of students receiving		73%	78%	81%	77%	81%	
Percentage of ELL students		36%	25%	28%	26%	23%	
Percentage of students with IEPS		7%	7%	8%	8%	8%	
Percentage of students with 504 plans		0%	1%	2%	3%	2%	
Pupil mobility in the school in prior year				Number of students			
Students who joined the school other than at the usual time of first admission				4			
Students who left the school other than at the usual time of leaving (excluding expulsions)				4* / 19†			
Attendance for current and prior year		1st year of renewal	2 <sup>nd</sup> year of renewal	3rd year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal (most recent)	Attendance Rate to Date
P-2 ADA							
School data		93.49	94.22	93.83	95.09	95.00	95.00
Background of students		Number of students/Percent of Students		Discipline - prior school year		Suspension	Expulsion
4 <sup>th</sup> year of renewal						# of incidents	# of incidents
African-American		15 / 4.5%		African-American		5	0
Asian/Pacific Islander		3 / .9%		Asian/Pacific Islander		NA	NA
Hispanic		285 / 84.8%		Hispanic		22	1
White		0 / 0%		White		NA	NA
Mixed/ No Response		28 / 8.3%		Mixed/ No Response		NA	NA
Gender (male/female)		M 161 / 48%; F 175 / 52%		ELL		10	0
Homeless Students		0 / 0%		SPED		5	0
				Gender (male/female)		9 / 13	1 /
				Homeless Students		NA	NA

\* 4 students left before the end of the 2015-16 school year

† 19 students left at the end of the 2015-16 school year

Lottery/Waitlist Information					
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	# of Available Spaces (per grade)	Number of Students on Waiting List d(per grade)
EXAMPLE  (add rows as necessary to capture all grade levels served)		6	150	100	50
		7	200	100	100
		8	160	100	60
1 <sup>st</sup> year of renewal	April 4, 2012	9	110	100	10
		10	28	8	20
		11	14	4	10
2 <sup>nd</sup> year of renewal	N.A.	9	115	85	30
		10	8	1	7
		11	8	4	4
3 <sup>rd</sup> year of renewal	N.A.	9	120	85	35
		10	3	0	3
		11	2	0	2
4 <sup>th</sup> year of renewal	March 10, 2016	9	200	115	85
		10	5	0	5
		11	3	1	2
Graduation Information	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
HS only Graduation Rate – 12 <sup>th</sup> Grade	86.7 <sup>‡</sup>	82.8 <sup>‡</sup>	78.2 <sup>‡</sup>	Not Available Yet	Not Available Yet
Retention Rate (%of 12 <sup>th</sup> gr enrolled since grade 9)	79%	75%	88%	81%	80%
Post-Graduation Plans – HS Only					
% attending 4-year	45%	41%	52%	39%	
% attending 2-year	40%	12%	11%	42%	
% attending vocational/	Unknown	Unknown	Unknown	Unknown	
% joined military	Unknown	Unknown	Unknown	Unknown	
% working	Unknown	Unknown	Unknown	Unknown	
Teacher Recruitment/Retention					
	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
Total # of Teachers	17 <sup>§</sup>	19 <sup>§</sup>	23 <sup>§</sup>	22 <sup>§</sup>	22 <sup>§</sup>
#/% New Hires	5 / 23.81%	4 / 19.05%	9 / 42.86%	7 / 33.33%	5 / 23.81%
#/% Retained from	12 / 57.14%	15 / 71.43%	14 / 66.67%	15 / 71.43%	17 / 80.95%
Total number of vacant teaching posts currently (FTE)					0

‡ Cohort Graduation Rate

§ This number includes certificated administrators and part time teachers.

AYP	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
AYP Met?	Yes	Yes	Yes	N/A	N/A
% AMOS Met	100%	100%	100%	N/A	N/A
% Proficient-AMOS:	N/A	N/A	N/A	N/A	N/A
% Proficient-AMOS: Asian/PI	N/A	N/A	N/A	N/A	N/A
% Proficient-AMOS: Hispanic	44.4% ELA	56.7% ELA	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	40% ELA 57.4% Math	60.3% ELA 71.4% Math	N/A	N/A	N/A
ELL	37.1% ELA; 55.3% Math	30.3% ELA; 48.5% Math	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A	N/A
API	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
API	735	3 year average	N/A	N/A	N/A
Statewide rank	4	N/A	N/A	N/A	N/A
Similar schools rank	9	N/A	N/A	N/A	N/A
CST	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
ELA					
Proficient/Advanced	40.6%	N/A	N/A	N/A	N/A
Basic/Proficient/ Advanced	28.6%	N/A	N/A	N/A	N/A
Below Basic/Far	16.6%	N/A	N/A	N/A	N/A
MATH					
Proficient/Advanced	26.2%	N/A	N/A	N/A	N/A
Basic/Proficient/ Advanced	56%	N/A	N/A	N/A	N/A
Below Basic/Far	43.8%	N/A	N/A	N/A	N/A
CAHSEE	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
10 <sup>th</sup> grade pass rate	82%ELA/89%Ma	89%ELA/89%Ma	85% ELA/85%	N/A	N/A



Measurable Pupil Outcomes for Oakland Unity High School		
Oakland Unity High School	Goal	Annual Update (15-16)
1 By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent.	1. 5% 2. 70%	-6% 65%
2 By the end of the charter term, for each [statistically significant student group], * increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent.	<b>Student Group: Hispanic or Latino</b> 1. 5% 2. 70%  <b>Student Group: English Learner</b> 1. 0% 2. 35%  <b>Student Group: Low Income Students</b> 1. 5% 2. 70%  <b>Student Group:</b>  <b>Student Group:</b>  <b>Student Group:</b>	-4% 68%  -12% 23%  -11% 63%     
3 By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent.	1. 5% 2. 50%	-6% 38%
4 By the end of the charter term, for each [statistically significant student group], increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent.	<b>Student Group: Hispanic or Latino</b> 1. 5% 2. 50%  <b>Student Group: English Learner</b> 1. 0% 2. 12%  <b>Student Group: Low Income Students</b> 1. 45% 2. 40%	-7% 38%  -4% 8%  -9% 36%

	<b>Student Group:</b>  <b>Student Group:</b>  <b>Student Group:</b>		
5	Each year, [amount 1] percent of students will increase [amount 2] on the [ELA/Reading Assessment] or achieve proficiency.	1. 60% 40.3% 2. 2 RIT points 2 RIT points  <b>ELA/Reading Assessment:</b> NWEA MAP	
6	Each year, for each [statistically significant student group],* [amount 1] percent of students will increase [amount 2] on the ELA/reading assessment or achieve proficiency.	<b>Student Group: Hispanic or Latino</b> 1. 60% 41.57% 2. 2 RIT points 2 RIT points  <b>Student Group: Low Income Students</b> 1. 60% 75.32% 2. 2 RIT points 2 RIT points  <b>Student Group: English Learner</b> 1. 25% 30% 2. 2 RIT points 2 RIT points  <b>Student Group:</b>  <b>Student Group:</b>  <b>Student Group:</b>  <b>Student Group:</b>  <b>Student Group:</b>	
7	Each year, [amount 1] percent of ELs will improve one overall proficiency level on CELDT.	1. 10% 55%	
8	Each year, have less than [amount 1] percent of students absent more than 10% of the school days (chronic absence).	1. 12% 6%	

9	Each year, for each [statistically significant student group],* have less than [amount 1] percent of students absent more than 10% of the school days (chronic absence).	<b>Student Group:</b> <b>Hispanic or Latino</b>	1.	12%	6%
		<b>Student Group:</b> <b>English Learner</b>	1.	12%	2%
		<b>Student Group:</b> <b>Low Income Students</b>	1.	12%	6%
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10	Each year, achieve a High School cohort graduation rate of at least [amount 1].	1.	75%	82.81%	
11	Each year, for each [statistically significant student group],* achieve a High School cohort graduation rate of at least [amount 1].	<b>Student Group:</b> <b>Hispanic or Latino</b>	1.	75%	82.26%
		<b>Student Group:</b> <b>English Learner</b>	1.	75%	79.5%
		<b>Student Group:</b> <b>Low Income Students</b>	1.	75%	83.87%
		Student Group:			
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		Student Group:			

	<p><b>Student Group:</b></p> <p><b>Student Group:</b></p> <p><b>Student Group:</b></p> <p><b>Student Group:</b></p>
12 Each year, at least [amount 1] percent of students and families positively rate school safety.	<p>1. 60% (Please report student and family response %'s separately in the respective fields below)</p> <p><b>Student Survey Question:</b> 65.8% I feel physically safe on the Unity campus. (response options: strongly agree, agree, disagree, strongly disagree)</p> <p><b>Family Survey Question:</b> 94.1% My child feels physically safe on the Unity campus. (response options: strongly agree, agree, disagree, strongly disagree)</p>
13 Each year, at least [amount 1] percent of students and families positively rate academic instruction.	<p>1. 60% (Please report student and family response %'s separately in the respective fields below)</p> <p><b>Student Survey Question:</b> 69.8% My teachers are preparing me to succeed in college and the workplace.</p> <p><b>Family Survey Question:</b> 97.5% My child's teachers are preparing him/her to succeed in college and the workplace.</p>
14 Each year, at least [amount 1] percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	<p>1. 60% (Please report student and family response %'s separately in the respective fields below)</p> <p><b>Student Survey Question:</b> 47.6% My family has the chance to be involved in school activities.</p> <p><b>Family Survey Question:</b> 83.6% My family has the chance to be involved in school activities.</p>

\*The table below shows the number of students needed for a student group to be deemed statistically significant.

Student Group	# for Statistical Significance
American Indian or Alaska Native, Asian, Native Hawaiian or Pacific Islander, Filipino, Hispanic or Latino, Black or African American, White, Two or More Races, English Learners, Low-Income Students, Special Education	30
Students in Foster Care	15

## **Oakland Unity High School: Performance on Collective Measurable Pupil Outcomes**

**2015-16**

We are proud of the efforts of our staff, families and students in helping us to achieve the majority of our Collective MPO targets. However, when we were asked to set our goals for the SBAC tests before the first administration of the exam, we knew that we would have to reset our goals based on the results of the tests based on our student demographics and the performance of similar students and schools in Oakland and the state of California.

In addition, as required by the Collective MPO process, we chose an alternative assessment, the NWEA MAP test. We did so because this test is widely used and we felt that it might help our staff and students understand what growth they needed to achieve to improve. We have had some challenges with the implementation of the test, primarily technologically related and are working on a smoother administration of the tests. We also have begun work in our professional development to assist teachers in understanding the test results and how to share this data with students. By doing so, we hope to improve our results.

School: Oakland Unity High School Last Updated: 12/01/2016 Updated by: Patricia Low & Lily Leon

Please update the data in the table below to reflect the modifications pursuant to the previous year's Annual Site Visit.  
 The data table identifies the instrument to be used in measuring each pupil outcome and the Target to be achieved for each outcome. We request that the school complete the Progress section by providing information and evidence to report the extent to which the school is meeting each specific outcome. If applicable, please also complete any sections requesting a school response. We ask that each school complete this progress report in preparation for the upcoming Annual Site Visit.  
 During the Annual Site Visit, the Office of Charter Schools will review and discuss the progress the school has made towards attainment of its charter related Measurable Pupil Outcomes. The Office of Charter Schools will be maintaining an ongoing record of the school's progress.  
 In order to assist our office in preparing our visit, this document is to be updated by March 18. Please send an email confirming the doc has been updated to Silke.Bradford@ousd.k12.ca.us when the update is complete.

Measurable Pupil Outcomes	Instrument	Target	Progress 2012-13	Progress 2013-14	Progress 2014-15	Progress 2015-16	Progress 2016-17
Academic performance (as measured by the California Standards Tests) will be at least equal to the academic performance of the schools that students would otherwise be required to attend. [Data Sources: CDE DataQuest];	CDE Assessment Reports	Unity's Base API will be at least equal to the Base API of the schools that Unity's students would otherwise be required to attend	We met this MPO. The average base 2011-12 for the high schools that our students would be required to attend is 580.5. Our base 2011-12 API is 711.	We met this MPO. The average base 2012-13 API for the high schools that our students would be required to attend is 638. Our base 2012-13 API is 711.	We met this MPO. The average base 2013-14 API for the high schools that our students would be required to attend is 600. Our base 2012-13 is 711. Also, the 3 year average API of the schools are required to attend is 648. Our 3 year average is 725.	We met this MPO. See the results from the previous year.	
Passage rates of Unity 10th graders on the California High School Exit Exam (CAHSEE) will be higher than those of the schools that students would otherwise be required to attend. [Data Sources: CDE DataQuest];	CDE Assessment Reports	Passage rates of Unity 10th graders will be higher than that of 10th graders in the schools that students would otherwise be required to attend.	We met this MPO. The average in 2011-12 of 10th grade passage rate of the CAHSEE for OUSD high schools that our students would be required to attend is 63%. Our passage percentage for 10th graders was 79.5%	We met this MPO. The average in 2012-13 of 10th grade passage rate of the CAHSEE for OUSD high schools that our students would be required to attend is 70.3%. Our passage percentage for 10th graders was 85.5%	We met this MPO. The average in 2013-14 of 10th grade passage rate of the CAHSEE that our students would be required to attend is 61.3%. Our passage percentage for 10th graders was 88%	We met this MPO. The average 2014-15 10th grade passage rate of the CAHSEE at the schools our students would be required to attend is 57%. In addition, the average 10th grade OUSD passage rate is 68% versus our average 10th grade passage rate of 85%.	
Percentages of students who score at the "proficient" or "advanced" levels on the California Standards Tests in English-Language Arts and Mathematics will exceed the percentages of students of same racial/ethnic backgrounds attending all OUSD high school, who score at the "proficient" or "advanced" levels on the same tests [Data Source: STAR results].	CDE Assessment Reports	Unity's significant subgroups scoring at proficient or advanced on the CST English and Math will exceed similar subgroups in OUSD.	We met this MPO. The percentage of Hispanic high school students in OUSD scoring at advanced or proficient in English was 24% compared to 35% at Unity. The percentage of Hispanic high school students in OUSD scoring at advanced or proficient in Math was 12% compared to 20.1% at Unity.	Unity met this MPO. Unity's largest subgroup student population is Hispanic, Low-income students. In comparison to Hispanic, Low-income students enrolled in Oakland Unified, higher percentages of our students are scoring advanced and proficient in English. 38.3% scored at advanced or proficient compared to 24.7% in OUSD. In Math, 25.8% scored advanced or proficient compared to 10.7% in OUSD.	There is no 2013-14 data available for this MPO. Therefore, you can: 1) refer back to last year's data which shows that we met this MPO. Or 2) you can refer to the CST data that was available. EPAR results for the 2013-14 year, which also shows that we met the MPO. For our low-income Hispanic student population, Unity supported more students to be ready and conditionally ready for College English and Math than the high schools these students would otherwise be required to attend in OUSD.	We met this MPO. Please see our attached 2014-15 11th grade CAASPP results that show our students performance in comparison to OUSD and the State of California averages.	

Measurable Pupil Outcomes	Instrument	Target	Progress 2012-13	Progress 2013-14	Progress 2014-15	Progress 2015-16	Progress 2016-17
Students that are identified as English Language Learners when first enrolled at Unity will either achieve a Level 5 on the CELDT or improve on the CELDT by two levels in two of the test areas after two or more years of study at Unity. [Data Source: CELDT scores].	CELDT Scores	CELDT Scores	We did not meet this MPO. CELDT scores for 2012-13 11th Graders showed improvement in at least two areas for the majority of students. However the improvement was by one level. Note, in some cases, the student was already at Early Advanced in an area and therefore it was impossible to improve two levels.	Unity did not meet this MPO for the small number of English Learners in 11th and 12th grades who have attended Unity for two or more years (11 students) in 2013-14. The majority of the English Learner students at Unity who have attended for two or more years, 71% qualified for reclassification based upon their CELDT CAHSEE scores and English teacher recommendation.	Unity did not meet this MPO for the small number of English Learners who have attended Unity for two or more years (20 students) in 2014-15. However, 60 % of these students are designated as English proficient on the CELDT, one of the criteria for reclassification by the end of this school year.	Unity did not meet this MPO. However for the 43 English Learners who have attended Unity for two or more years, 32 or 74%, improved as described in the MPO or earned proficiency on the CELDT and reclassification.	
Unity will meet API growth targets each year [Data Source: API].	CDE Assessment Reports	CDE Established API Growth Target	We did not meet this MPO in 2011-12, which was the first year we did not meet our API growth target. Our API was 705.	Unity met this MPO by meeting its API growth target for 2012-13, with a growth of 24 points last year and an API of 735.	We met this MPO as there was not a new API generated, refer back to last year's data.	We met this MPO as there was not a new API generated. Refer back to target met in 2012-13.	
Unity will achieve Average Daily Attendance of 95% or higher [Data Source: Student information system records].	Student Information System Records	0.95	We did not meet this MPO this year (2012-13). Our ADA is 93%. In breaking down the ADA by grade, however, 9th, 10th & 11th grades are over 95% and the seniors are lower. We experimented this year with a different schedule to allow seniors free time in the afternoon to participate in community service and internships. We have decided not to continue this schedule.	Unity has not met the MPO for this school year, but we are very close with a 94.28% rate as of 03/01/2014.	As of 03/01/2015, we have met this MPO with a 95% ADA percentage.	As of 03/01/2016, we have met this MPO with a 95% ADA percentage.	
Unity students' interest in and motivation to attend college will increase over the course of their high school education with at least 90% of Unity seniors expressing interest in attending college [Data Source: Annual student survey results].	Annual Survey Results	90% of seniors	We met this MPO. 93% of our class of 2012 showed their interest and motivation by completing applications for multiple four year colleges.	Unity met this MPO. As 8th graders in 2010, 81.5% expressed interest in college. By 2013, 91.3% expressed interest.	Unity met this MPO. 90% of 9th graders expressed interest in attending college. For the class of 2015, 100% of 12th graders expressed interest in attending college.	Unity did not meet this MPO. In 2013, 78.3% of 9th graders expressed interest in attending college. For the class of 2016, 86% of 12th graders expressed interest in attending college.	
At least 90% of Unity students will have taken a college entrance exam such as the SAT or ACT prior to their senior year [Data Source: College application records].	College Application Records	90% of students	We met this MPO.	Unity did not meet this MPO for 2013. 14, 86% of the class of 2014 had taken the SAT or ACT before senior year.	Unity did not meet this MPO for 2014-15. 76% of the class of 2015 had taken the SAT or ACT before senior year.	We did not meet this MPO, but we're close. 88 out of 65 seniors took one of these tests (85%).	
At least 85% of Unity seniors will submit applications for admissions to four-year colleges [Data Source: College application records].	College Application Records	85% of seniors	We met this MPO. 93% of 2013 seniors applied to four year colleges.	Unity did not meet this MPO for 2013. 14, 79% of seniors submitted applications to four year colleges.	Unity met this MPO for 2014-15. 85% of seniors submitted applications to four year colleges.	Unity met this MPO for 2015-16. 85% of seniors submitted applications to four year colleges.	
At least 90% of students who enter Unity in the ninth grade will graduate from Unity [Data Source: Student information system records].	Student Information System Records	90% of students	Unity met this MPO in 2013. Of the 67 students who started in 2009-10, 53 remained in senior year. The other students transferred to other public schools. 50 of these students graduated and 3 have been retained and are seniors this year so 94% graduated in June of 2013.	Unity met this MPO in 2014. Of the 65 students who started in 2010-11, 49 remained in senior year. The other students transferred to other public schools. 46 graduated, one is repeating senior year, one withdrew (dropped out) and one transferred to a continuation high school so 94% graduated in June of 2014.	Unity did not meet this MPO. Of the 64 students who started in 2011-12, 56 remained in senior year. During senior year, 5 transferred, 4 dropped out and 1 was retained.	Unity did not meet this MPO. Of the 82 students who started in 2012-13, 66 or 81% remain in senior year. The other students transferred to other public schools in California.	
65% of Unity seniors who have applied will be accepted to four-year colleges [Data Source: College application and acceptance records].	College Application Records	65% of seniors	Unity met this MPO in 2012-13. 79% of Unity seniors in 2013 were accepted to four-year colleges.	Unity met this MPO in 2013-14. 71% of Unity seniors who applied to four year colleges were accepted.	Unity met this MPO in 2014-15. 72% of Unity seniors who applied to four year colleges were accepted.	We just missed meeting this MPO in 2015-16. With 6% of Unity Seniors who applied to four year college accepted.	