Board Office Use: **Legislative File Info.**	
File ID Number	24-2006
Introduction Date	8/28/2024
Enactment Number	
Enactment Date	

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Jenine Lindsey, General Counsel
Kelly Krag-Arnold, Director, Office of Charter Schools

Meeting Date September 11, 2024

Subject Charter Renewal Initial Public Hearing – Oakland Unity High School

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Ask of the Board Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.

Background On March 22, 2017 the OUSD Board of Education voted to approve a five-year term for Oakland Unity High School. Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

On July 15, 2024, Oakland Unity High School submitted its renewal petition. Oakland Unity High School was placed in the Middle tier by the California Department of Education and is consequently eligible for a 5 year term beginning July 1, 2025.

As outlined in Education Code Section 47605(b), the Initial Public Hearing for Oakland Unity High School is taking place within 60 days of the renewal submission. Representatives from the school will present and the OUSD Board will have an opportunity to ask the lead charter petitioners questions following the presentation.

The OUSD Office of Charter Schools is conducting an evaluation of the renewal request and will prepare and post a Staff Report 15 days prior to the Decision Public Hearing, in accordance with California Education Code.

Discussion Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.

Fiscal Impact No direct fiscal impact.

Attachment(s)

- Oakland Unity High School Renewal Petition – Redline
- Oakland Unity High School Renewal Petition – Clean
- Oakland Unity High School Initial Public Hearing Presentation

Board Office Use: **Legislative File Info.**	
File ID Number	24-2006
Introduction Date	8/28/2024
Enactment Number	N/A
Enactment Date	N/A

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Jenine Lindsey, General Counsel
Kelly Krag-Arnold, Director, Office of Charter Schools

Meeting Date August 28, 2024

Subject Submission – Oakland Unity High School – Petition and Charter (Renewal) – Grades 9-12 – July 1, 2025 - June 30, 2030

Ask of the Board Submission to the Board of Education of Oakland Unity High School - Petition and Charter (Renewal) – Grades 9 - 12 – Ju1y 1, 2025 – June 30, 2030, with initial Public Hearing set for 6:15 P.M., September 11, 2024, pursuant to Education Code Section 47605.

Background On March 22, 2017 the OUSD Board of Education voted to approve a five-year term for Oakland Unity High School. Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

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From Kyla Johnson-Trammell, Superintendent
Jenine Lindsey, General Counsel
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Meeting Date September 11, 2024

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Fiscal Impact No direct fiscal impact.

Attachment(s)

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- Oakland Unity High School Renewal Petition – Clean
- Oakland Unity High School Initial Public Hearing Presentation

Oakland Unity High School

CHARTER RENEWAL

July 1, 2017 through June 30, 2022

Submitted to

Oakland Unified School District

January 11th, 2017

TABLE OF CONTENTS

PETITIONERS 4

INTRODUCTION 5

ELEMENT A: Educational Program 7

1. Who Oakland Unity High School (OUHS) is Attempting to Educate
2. Overview of the Educational Program
3. Academic Subject Matter and other Skill Outcomes
4. The Curriculum
5. Pedagogical Approaches and Instructional Structure
6. Intensive Support to Ensure Success for all Students
7. How Learning Best Occurs
8. An Educated Person in the 21st Century

Measurable Pupil Outcomes 17

1. Measurable Outcomes for Student Performance
2. Documenting Outcomes for Academic Subject Matter and Other Skills

ELEMENT C: Measurement of Pupil Outcomes 18

ELEMENT D: Governance Structure 19

1. Legal Status and Liability
2. Unity Schools Board of Directors
3. The Principal
4. OUHS Community Council
5. Parent Involvement
6. District/County Involvement
7. Business and Operations Management
8. Non-Discrimination

ELEMENT E: Staff Qualifications 23

1. The Principal
2. The Teachers
3. Instructional Support Staff
4. Non-instructional Staff

ELEMENT F: Health and Safety Procedures 26

ELEMENT G: Achieving Racial and Ethnic Balance 28

ELEMENT H: Student Admission Policies 29

ELEMENT I: Audit Procedure 30

ELEMENT J: Suspension and Expulsion Policies 31

ELEMENT K: Retirement System 32

ELEMENT L: Public School Attendance Alternatives 33

ELEMENT M: Employee Rights 34

ELEMENT N: Dispute Resolution Process 35

~~ELEMENT O: Education Employment Relations Act 36~~

ELEMENT P: Closure Protocol 37

~~Facilities~~

~~Administrative Services~~

~~District Impact Statement/Civil Liability Effects~~

~~Fiscal Matters 38~~

~~Miscellaneous Clauses 39~~

~~Statement of Assurances 40~~

~~References 42~~

~~Attachment A:OUHS Graduation Requirements~~

~~Attachment B: pprove AList~~

~~Attachment C: A-G course abstracts~~

~~Attachment D: Unity Schools Tax-Exempt Letter~~

~~Attachment E: Unity Schools Board of Directors~~

~~Attachment F: Unity Schools Bylaws~~

~~Attachment G: Day in the Life of an OUHS Teacher~~

~~Attachment H: Suspension and Expulsion Policies~~

~~Attachment I: 3-Year Budget~~

~~Attachment J: Resumes of Key Personnel~~

~~Attachment JM: Letter of Intent to Renew Lease for Facilities~~

~~Attachment JN: LCAP~~

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Executive Summary

Unity High School ("Unity") is an exceptional small school in the heart of East Oakland, dedicated to the education and empowerment of young people. Founded in 2003 by Executive Director, Lance Tsang, Unity is the culmination of his lifelong commitment to non-profit community advancement, beginning in Oakland Chinatown and growing to encompass much of the East Bay. Going into our 21st year of continuous operation in a facility partnership with Our Redeemer Lutheran Church, Unity builds on the deep tradition of grassroots activism in our city, uniting Oakland residents to bridge differences in order to achieve communal empowerment.

At the heart of Unity is the Unity Way, a commitment by all members of our community to work together in partnership for the collective good, a belief that knowledge of the world and of self enables individuals to achieve success, and an understanding that all challenges can be overcome through resilience and determination.

Recognized as a California Distinguished school in 2021, Unity has a long and ongoing track record of the highest levels of academic success for our students. We were also the first school in the city of Oakland to reopen for full service to students following the school closures due to COVID-19, and we maintained continuous in-person services for students in need throughout the course of the pandemic.

Over the course of the past charter term, Unity also founded a Computer Science Pathway, with the goal of providing all Unity students with career preparation in the fundamentals of Computer Science and Computer Programming, equipping them to compete for the jobs of the future.

Looking toward the next charter term, we ask only for the opportunity to continue to serve our community, to be in partnership with any who share our goal of collective advancement, and to build toward our young people's stewardship of the future of our city.

Review of Achievement Data

Oakland Unity High School Data Highlights and Areas of Interest.

- CA School Dashboard
  - Unity surpassed the state average for all students and significant subgroups for renewal in ELA for both 2022 and 2023.
  - Unity's College and Career prepared percentage is much higher than the state for all students and significant subgroups in 2023 (CCI not available in 2022).
  - Unity's ELA and Math performance in 2023 is better than most of the comparison schools in the area, including charters, for all students and the majority of significant student groups, even though their Math performance was below the state average.
  - The English Learner Progress is lower than the district and the state and comparison charters, but the 2023 ELA performance of English learners was better than all but one comparison school, the district, and the state, suggesting Unity is still serving English learners and recently reclassified students well.
- CAASPP
  - ELA performance is consistently above all comparisons – neighboring district and charter schools, OUSD, and the state – since 2017. This is true across all student groups -- SED, EL, SWD, and Hispanic/Latino. (SWD was the only group lower than comparisons in 2022 and it was only 11 students.)
  - Math performance has dropped post-pandemic, but it's still better than most neighboring district and charter schools. This is true for SED, EL, and Hispanic/Latino students compared to neighboring schools as well. SWD are not performing as well.
  - Science performance is also better than most neighboring district and charter schools as well as OUSD. This is true for SED, EL and Hispanic/Latino students as well.
  - The performance of our students in ELA and Math made exceptional gains in the Spring 2024 testing season, with ELA increasing from 56% to 78% and Math increasing from 18.3% to 37.4%, over a 100% increase. In terms of Distance from Standard, DFS increased roughly 35 points in ELA and 40 points in Math.
- English Learners
  - Unity's reclassification rate pre-pandemic was significantly higher than comparisons, but the state hasn't shared reclassification rate statewide since 2020-21.
  - Unity English learners consistently score higher on the ELPAC than comparison schools, the district, and the state on the ELPAC. There are fewer students scoring in Level 1 than the comparisons every year since 2018.
  - The percentage of students "At-Risk" of becoming LTELs is much lower at Oakland Unity than comparisons but the percentage of students who are LTELs is in line with comparisons. The vast majority (91%) of Unity's English learners have been in US schools for 6+ years. This is higher than the comparisons.
- Cohort Graduates

- Unity has a higher graduation rate than neighboring district schools, OUSD, and the state and a much higher percentage of those graduating A-G complete. Graduation rate is similar to neighboring charter schools, but A-G rate is higher.
- College-going rate is better than neighboring district schools but similar to other comparisons.

- Climate, Demographics & Teachers
  - Chronic absenteeism is much lower at Unity than all comparisons. This has been consistent back to 2017-18, and it's true for all student groups.
  - Unity has a lower percentage of "ineffective teachers" than the neighboring schools and the district.
  - Unity has a higher stability rate than all comparisons, indicating the students choose to stay at Unity a full year each year.
  - Unity has a slightly lower percentage of ELs and SWDs than the district, but a much higher percentage of SED students. There are also fewer African American and more Hispanic students at Unity than the district.
- Verified Data
  - Since the Smarter Balanced test is only given one year in high school, we compared the growth from grade 8 to grade 11 for all students with scores available to Unity through CERS. If we consider growth in the Distance from Standard (DFS) over time as a proxy for "one year's growth", the majority of Unity students from 2018 to 2023 are meeting the standard for growth, with the exception of math growth for the 11th graders tested in 2021 (2021 was a remote learning year).
  - The average distance from standard for each of these cohorts also grew, except for the 11th graders in 2021 in math.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle performing).

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. Unity is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools' status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Accordingly, Unity fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence meets the criterion, for charter renewal for a term of 5 years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District consider the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress ("CAASPP") ELA and math assessments, the English Learner Progress indicator ("ELPI"), and the College/Career indicator ("CCI").

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year's progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

Unity documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

Charter School Dashboard State and Local Indicators 2023

The following chart reflects the Charter School's 2023 Dashboard performance indicators (points above or below standard), and for comparison purposes, the District's and the State's.

State Indicators:

Indicator	Unity	District	State
ELA (academic)	-14.5	-63.6	-13.6
Math (academic)	-89.6	-93.8	-49.1
ELPI (academic)	41.5%	40%	48.7%
College/Career (academic)	60.2% (high)	37.9% (medium)	43.9% (medium)

Chronic Absenteeism (academic engagement)	N/A	60.3%	24.3%
Suspension Rate	3.8%	4%	3.5%
Graduation Rate	92.1%	75%	86.4%

Local Indicators:

BASICS: Teachers, Instructional Materials, Facilities	STANDARD MET
Implementation of Academic Standards	STANDARD MET
Parent and Family Engagement	STANDARD MET
Local Climate Survey	STANDARD MET
Access to a Broad Course of Study	STANDARD MET

As the above chart indicates, on academic measures on the 2023 Dashboard, Unity outperformed both the District and the State in ELA and outperformed the District for Math, as measured by distance from standard points. Further, as evidenced by the Dashboard, Unity truly shines in setting its students up for success post-graduation. The Charter School outperformed the state in college/career preparedness metrics with 60.2% of students being deemed "prepared" for their upcoming college or career paths as compared to only 43.9% of students across the state. Unity's exceptionally high college/career performance is a testament to the Charter School's skillful execution of its mission to prepare students for admission to and success in college and career.

Additionally, the Charter School is proud of its exceptionally high graduation rate of 92.1%, which exceeds both the District and State's performance for this indicator. The Charter School's high graduation rate is especially significant given that over 90% of its student population is socio-economically disadvantaged. As noted by the California Multi-Tiered System of Support Research Consortium[1] ("CA MTSS"), high school graduates generate an extra $358,000 in earnings over the course of their lifetime, have better health outcomes, and are less likely to be involved with the criminal justice system. The Charter School's efforts and successes in this regard have profound implications for not only narrowing the achievement and opportunity gaps for marginalized students, but also setting these students up for lifelong success.

The Charter School performed on par with the District in English Learner Progress and had a lower overall suspension rate than the District.

[1] Belfield, C., Rodriguez, V., Bowden, A. B., & Oas, J. (2023). *The Economic Benefits of Equity Across California Schools* [Research Brief]. UCLA Center for the Transformation of Schools. https://transformschools.ucla.edu/research/the-economic-benefits-of-equity-across-california-schools/

Numerically Significant[2] Student Subgroup ELA Performance on 2023 Dashboard

Demographic	Unity	District	State
Socioeconomically Disadvantaged	13.8	-92.8	-42.6
English Learner	-35.8	-92.5	-67.7
Hispanic	14.1	-83.9	-40.2

As the above chart demonstrates, the Charter School vastly outperformed the District and the State on ELA, as measured by performance level or DFS points, for all of its numerically significant student subgroups.

Numerically Significant Student Subgroup Math Performance on 2023 Dashboard

Demographic	Unity	District	State
Socioeconomically Disadvantaged	-93.8	-123.2	-80.8
English Learner	-138.2	-115.6	-93.4
Hispanic	-98.3	-117.1	-80.8

The Charter School performed better than the District in Math for its socioeconomically disadvantaged student subgroup and performed on par with the District in Math for its English Learner and Hispanic student subgroups.

GROWTH ON SMARTER BALANCED ASSESSMENTS: STUDENTS MAINTAINING OR IMPROVING DISTANCE FROM STANDARD				
	ELA		Math	
Cohort	Total Count	% Maintained or improved	Total Count	% Maintained or improved
2015 (8th) to 2018 (11th)	67	88%	70	73%

[2] The following subgroups did not have enough students at Unity for the Dashboard to provide a performance level for ELA or Math: African American (1 student), Students with Disabilities (14 students), Two or More Races (1 student), Foster (1 students), American Indian (1 student).

2016 (8th) to 2019 (11th)	75	84%	76	75%
2018 (8th) to 2021 (11th)	78	63%	77	40%
2019 (8th) to 2022 (11th)	81	84%	81	57%
2019 (7th) to 2023 (11th)	74	81%	74	57%

AVERAGE CHANGE IN DISTANCE FROM STANDARD ON SMARTER BALANCED ASSESSMENTS		
Cohort	**ELA**	**Math**
2015 (8th) to 2018 (11th)	**62.3**	**35.6**
2016 (8th) to 2019 (11th)	**67.1**	**56.0**
2018 (8th) to 2021 (11th)	**17.3**	**-12.7**
2019 (8th) to 2022 (11th)	**61.2**	**2.2**
2019 (7th) to 2023 (11th)	**63.0**	**6.1**

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. **As clearly demonstrated by the evidence above, Unity meets this renewal criterion and should be granted a renewal term of 5 years.**

~~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)

Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment					
Grade Level	**2025-2026**	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**
9	100	100	95	100	100
10	85	90	90	85	85
11	60	80	80	80	80
12	65	55	75	75	75
Total	315	325	340	340	340

Maximum Enrollment for Charter Term: 450

Charter School will submit a petition to materially revise its charter if any of the following occur:

1. The Charter School seeks to serve any grade levels not already approved by the District on the schedule approved by the District;
2. The total enrollment in a given year exceeds the maximum enrollment by 5% or more.
3. The total enrollment in a given year is more than 15% below the projected enrollment per the schedule above.

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 communit~~i~~es and society.

Our Vision:

Student

Oakland Unity High School will be a small school ~~with 450 students,~~ where all students 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~~ advance their 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 ~~i~~nquiry 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.

Educational Philosophy

At Oakland Unity, our mission is to empower our students to reach their full potential and achieve their dreams by fostering high expectations, individual determination, and personal growth. We firmly believe that a strong community and supportive environment can inspire our students to be self-motivated, competent, lifelong learners who develop into confident, capable individuals. While academic achievement is an important aspect of our approach, we recognize that true success comes from a combination of self-awareness, resilience, and a sense of purpose. By nurturing these qualities in our students, we aim to equip them with the tools they need to thrive in the classroom and beyond.

Our commitment to education is a collaborative effort, and we work closely with families and community members to create a positive, inclusive learning environment. By fostering strong relationships between students, staff, and families, we can create a supportive community that encourages growth, learning, and personal development.

At Oakland Unity, we are dedicated to helping our students become the best versions of themselves. Through hard work, dedication, and a focus on personal growth, we strive to instill a lifelong love of learning and a passion for making a positive impact in the world.

We believe that a strong teaching program and school culture are the key to unlocking academic success for all our students. To achieve this, we place great emphasis on ensuring that our teachers are highly skilled and equipped to provide the best possible education to our students. Despite the pandemic, we have maintained an impressive 90% teacher retention rate each year (91% in 2019-2020 and 95% in 2020-2021). Our successful teacher development program provides our teachers with opportunities for growth and leadership, including hybrid teacher leadership positions and promotions to leadership roles.

We are proud to report that all of our Unity Administrators, including our Principal, were previously full-time teachers at Unity. Furthermore, our Instructional Leaders and members of the Instructional Leadership Team are all current or former full-time teachers. At Unity, we understand the pivotal role our teachers play in shaping the future of our students, and we are committed to providing them with the resources and support they need to thrive in their roles.

We believe that the stability of our staff and the development of our leadership pipeline are critical to achieving our instructional vision and promoting best practices in teaching. Our approach is to foster organic growth from the bottom up. Our Unity Vision of Instruction has been shaped through the collective input of all departments at Unity and represents a comprehensive guide to help all our teachers develop a student-centered and data-driven approach to classroom instruction. Our Unity Vision aligns with our 21-22 Teacher Goals established in 2019, and we are confident that our commitment to this shared vision will allow us to build a strong foundation for academic excellence and personal growth for all our students.

In addition to our efforts in cultivating a culture of excellence within our staff, we are committed to creating opportunities for our alumni to pursue a career in education. Through our tutoring program, we provide recent college graduates who are Unity alumni with valuable teaching

experience, enabling them to explore a career in education. We offer support for them to obtain the necessary credentials and ultimately place them in a classroom position as soon as opportunities arise. By doing so, we hope to create a robust alumni teacher pipeline that will further contribute to the success of our instructional program.

1. Who OUHS is Attempting to Educate

OUHS accepts all students in grades 9th-12th (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 OUSD boundaries ~~Oakland Unified School District (OUSD)~~ and strives for a pupil population that is reflective of its surrounding community.

Student Demographics

Oakland Unity Student Enrollment by Race/Ethnicity Data 2023-2024									
Total Enrollment		African America n	American Indian or Alaska Native	Asian	Filipin x	Hispanic or Latinx	Pacific Islander	White	Multi-racial
Unity	**304**	3.9%	0%	0.3%	0.3%	66.8%	0%	0.7%	0.7%
OUSD	**45,086**	20%	0.2%	9.4%	0.7%	50.2%	0.7%	10.1%	6.0%

Oakland Unity Student Enrollment by Subgroup Data 2023-2024					
	English Learner	Homeless Youth	Foster Youth	SWD	SED
Unity	31.6%	0%	0.3%	16.4%	98.4%
OUSD	33.1%	5.4%	0.5%	15.5%	80.5%

Families in our community of East Oakland, California, confront a myriad of challenges that hinder access to quality educational opportunities. Economic instability often translates into limited access to essential resources, and the high exposure to trauma, violence and housing instability, further impede students' ability to focus on their studies. In this environment, OUHS stands out as a vital lifeline, dedicated to bridging this gap. By offering robust academic support, personalized learning plans, and a strong emphasis on community engagement, the school provides a structured and nurturing environment where students can overcome their circumstances and pursue academic success. Through targeted interventions and comprehensive support systems, OUHS is committed to transforming the educational landscape for our families, offering them a tangible pathway to a brighter future.

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 9th 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

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

Our philosophy of what it means to be an educated person in the 21st 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.

How Learning Best Occurs: Pedagogical Approaches & Instructional Design

Teachers at Unity employ pedagogical strategies that vary from traditional direct instruction to dramatic interpretation of content, to innovative web-based approaches. Teachers at Unity 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 Unity 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: Unity 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. Unity students engage in active listening and participation in content area lectures and presentations.
- Inquiry-based learning: Teachers at Unity 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.
- Integrated technology: In the interest of increasing the ways that our students access content and expanding their opportunities to demonstrate understanding of content, Unity 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).
- Computer Science Pathway: Unity offers a technical education in Computer Science and Digital Media in order to foster innovation and provides students with the necessary skillset to excel in a 21st century technologically focused professions. The Unity Academy of Information Technology and Digital Media offers technical training on digital literacy, computer coding, and digital arts and design, with technical certification opportunities upon completion of sequence. Our pathway helps students develop the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to their lives. Students are introduced to topics such as interface design, limits of computers and societal and ethical issues of software

engineering. They also spend time learning about robotics, PC systems and how to build and troubleshoot computers all of which offer students hands-on learning experiences. The pathway provides field trips to leading technology companies and Bay Area universities, internship opportunities and more.

To ensure the effective implementation of the above pedagogical approaches, Unity 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). Unity 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: Unity 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).
- Unity offers extensive collaboration time for teachers to develop and deliver a coherent instructional program that integrates rigorous academic content standards with engaging pedagogical strategies.
- Unity 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 (McClure et al., 2010, Cotton, 2001).
- Pedagogical strategies and instructional structure are continuously modified in response to student learning needs based on assessment data.

Unity 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.

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"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development Standards, and remaining State Content Standards (hereinafter, collectively "State Standards"), ~~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~~ Unity delivers 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://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html~~https://doorways.ucop.edu/list/app/home?execution=e1s4~~.) ~~Abstracts of the approved courses are in Attachment C.~~

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.

- Project-based learning: Students at Unity 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.

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- 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 B) are a set of values that addresses r*espect, 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).

Core, College Prep, and Elective Course Descriptions.

9th Grade

- English 9: English 9 is a foundational course designed to enhance students' reading, writing, speaking, and critical thinking skills. This course introduces students to a diverse array of literature, including classic and contemporary works, spanning various genres such as novels, short stories, and poetry. Through these texts, students explore themes related to identity, society, and the human experience.
- Ethnic Studies: This interdisciplinary course is designed for students to identify, interpret, and confront social and historical constructs of identity, race, class, ethnicity, gender, and sexuality in order to dissect their existence and position in the world. To empower students to engage socially and politically and to think critically about the world around them, Ethnic Studies documents the experiences of people of color in order for students to construct counter-narratives and develop a more complex understanding of the human experience. Students will develop a respect for cultural diversity and see the advantages of inclusion.

- Algebra 1: Algebra 1 is a foundational mathematics course that introduces students to the essential concepts and skills of algebra. The course covers topics such as variables, expressions, equations, functions, inequalities, and their applications. Students will learn to solve linear equations and inequalities, work with quadratic functions, and analyze data through various representations. Students develop problem-solving skills, logical reasoning, and the ability to connect algebraic concepts to real-world scenarios.
- Biology: Biology is an introductory science course that explores the fundamental principles of life and living organisms. This course covers a wide range of topics including cellular structure and function, genetics, evolution, ecology, and human anatomy. Students will engage in hands-on laboratory investigations to observe biological phenomena and conduct experiments to reinforce theoretical concepts. Students are taught to develop scientific inquiry skills, critical thinking, and the ability to analyze data.
- Learning Lab: Learning Lab is designed to provide academic support and additional instruction to help 9th grade students to fill academic gaps and strengthen their mathematical skills and understanding. This course aims to build a solid foundation in fundamental mathematical concepts, including arithmetic operations, algebraic reasoning, geometry, and problem-solving strategies. In this class, students receive guidance in areas where they need additional support. This class focuses on building confidence in mathematical abilities, improving study skills, and developing effective problem-solving techniques.
- Physical Education: This course emphasizes the development of motor skills, physical fitness components (such as cardiovascular endurance, muscular strength, flexibility, and body composition), and healthy lifestyle choices. Students will engage in a variety of activities including team sports, individual fitness exercises, and recreational games, tailored to promote physical, mental, and social well-being. Through fitness assessments, goal-setting exercises, and health education, students will develop skills to maintain an active lifestyle and make informed choices that contribute to their overall well-being.

10th Grade

- English 10: English 10 builds on the foundational skills developed in English 9, with a deeper focus on literary analysis, advanced writing techniques, and critical thinking. This course continues to explore a wide range of literary works, including fiction, non-fiction, and poetry from various cultures and historical periods. Through these texts, students engage with complex themes such as justice, power, identity, and morality.
- Modern World History: Modern World History explores the major events, movements, and themes from the late 18th century to the present, providing students with a comprehensive understanding of how historical events have shaped the contemporary world. The course covers key topics such as the Industrial Revolution, imperialism, world wars, decolonization, and globalization, with an emphasis on the interconnectedness of global cultures and economies. Students will analyze primary and secondary sources, engage in critical discussions, and develop their skills in historical inquiry and evidence-based writing.

- IM2: Integrated Math 2 is an intermediate mathematics course that builds upon the foundational concepts learned in Algebra 1. This course extends students' understanding of algebraic principles to include more complex topics such as quadratic equations, polynomials, exponential and logarithmic functions, rational expressions, and trigonometry.
- Geometry: Geometry is a foundational mathematics course that explores the properties and relationships of shapes, lines, and angles in both two and three dimensions. This course covers essential topics such as geometric proofs, congruence, similarity, transformations, circles, polygons, and geometric constructions.
- Chemistry: Chemistry is a rigorous science course that explores the fundamental principles of matter and its interactions. This course covers a comprehensive range of topics including atomic structure, chemical bonding, stoichiometry, states of matter, thermodynamics, kinetics, acids and bases, and organic chemistry. Students will engage in laboratory experiments to observe chemical reactions, analyze data, and apply scientific methods to investigate natural phenomena. In this class, students develop problem-solving skills, critical thinking, and the ability to communicate scientific concepts effectively through written reports and presentations.
- Introduction to Games and Simulation: Introduction to Games and Simulations is an innovative course that explores the principles and applications of game design and interactive simulations. This course introduces students to the fundamentals of game mechanics, storytelling, character development, and level design through hands-on projects and collaborative activities. Students will learn about the history of games, analyze different genres, and examine the impact of games on society and culture.

11th Grade

- English 11: English 11 is an advanced English course that immerses students in the rich literary traditions of ancient Greece and Rome. Through the study of classical texts, students will explore foundational themes in literature, philosophy, and history that have shaped human thought over millennia. This course emphasizes critical reading, analytical writing, and thoughtful discussion, encouraging students to connect ancient ideas with contemporary issues.
- U.S. History: U.S. History provides a comprehensive survey of American history from the pre-Columbian era to the present day. This course emphasizes the political, social, economic, and cultural developments that have shaped the United States. Key topics include the founding of the nation, the Civil War and Reconstruction, industrialization, major wars and conflicts, civil rights movements, and contemporary America. Students will engage in critical analysis of primary and secondary sources, participate in discussions, and develop research and writing skills. By understanding the complex narrative of U.S. history, students will gain insights into the nation's identity and their role as informed citizens.
- AP U.S. History (Elective): AP United States History is an intensive course that explores the history of the United States from its colonial beginnings to the present day. This

course covers a wide range of topics including political, social, economic, and cultural developments, emphasizing critical analysis of primary and secondary sources. Students will examine key themes such as exploration and colonization, the American Revolution, westward expansion, the Civil War and Reconstruction, industrialization, reform movements, world wars, civil rights struggles, and contemporary issues. Through rigorous coursework, debates, essays, and document-based questions, students will enhance their ability to interpret historical evidence and construct well-supported arguments.

- Pre-Calculus: Precalculus is an advanced mathematics course that prepares students for the study of calculus and other higher-level math courses. This course integrates and extends algebraic, geometric, and trigonometric concepts to provide a comprehensive understanding of functions and their properties. Topics covered include polynomial, rational, exponential, logarithmic, and trigonometric functions, along with their graphs and transformations. Students will explore complex numbers, sequences, series, conic sections, and vectors, applying these concepts to solve real-world problems and mathematical models.
- Physics: Physics is an advanced science course that explores the fundamental principles governing the natural world. This course covers a wide range of topics including mechanics, electricity and magnetism, waves and optics, thermodynamics, and modern physics concepts. Students will engage in hands-on laboratory investigations and mathematical problem-solving exercises to explore these principles and their applications in everyday life and technology. In this course, students develop scientific inquiry skills, critical thinking, and the ability to analyze and interpret experimental data.
- Spanish 2: Spanish 2 focuses on the development of listening, speaking, reading, and writing skills in Spanish. This course emphasizes communication in practical, everyday situations, expanding vocabulary and grammar knowledge to enable students to express themselves more fluently and accurately, both verbally and in writing. Students will engage in interactive activities, dialogues, cultural readings, and multimedia resources to deepen their understanding of Hispanic culture and traditions.
- AP Spanish (Elective): AP Spanish Language and Culture is an advanced course designed to immerse students in the study of Spanish language, literature, and cultural perspectives. This course emphasizes proficiency in communication through listening, speaking, reading, and writing in Spanish. Students will explore a wide range of authentic materials, including literature, articles, audio recordings, and multimedia sources, to enhance their understanding of Hispanic cultures around the world. Emphasis will be placed on analyzing and synthesizing information, expressing opinions, and presenting arguments effectively in Spanish. Students will develop advanced grammar skills, expand their vocabulary, and refine their ability to interpret and respond to cultural products and practices.
- Introduction to Systems Programming: Introduction to Systems Programming is an advanced course that provides students with a comprehensive understanding of low-level programming and computer systems. This course covers topics such as memory management, file systems, process management, and network programming. Students will learn to write programs that interact closely with hardware and operating systems,

emphasizing efficiency, security, and performance optimization. Through hands-on projects and lab exercises, students will gain practical experience in debugging, testing, and maintaining complex systems-level software. Students will engage in problem-solving, algorithm design, and the analysis and manipulation of data structures.

- AP Computer Science Principles: AP Computer Science Principles is an introductory course that explores the foundational concepts of computer science through a broad range of engaging and relevant topics. This course covers computational thinking, problem-solving strategies, programming fundamentals, data analysis, and the societal impacts of computing. Students will develop computational skills using a variety of programming languages and tools to create solutions to real-world problems.

12th Grade

- English 12: English 12 is a capstone course that engages students in critical exploration of contemporary American literature, media, and cultural texts. This course emphasizes the examination of pressing issues such as race, gender, class, and immigration. Students will develop their analytical, writing, and communication skills while exploring the power of literature to reflect and influence societal change.
- American Government: American Government is a comprehensive course designed to give students a thorough understanding of the structures, functions, and processes of the United States government. This course covers foundational topics such as the Constitution, the three branches of government, federalism, civil liberties and rights, political parties, and the electoral process. Students will analyze current events and historical case studies to understand the practical applications of government principles and the role of citizens in a democratic society.
- Economics: Economics is an engaging course that introduces students to the fundamental principles of both microeconomics and macroeconomics. Students will explore key concepts such as supply and demand, market structures, the role of government in the economy, economic indicators, and global trade. The course emphasizes the application of economic theories to real-world situations, helping students understand how economic decisions impact individuals, businesses, and societies.
- Business Calculus: Business Calculus is a specialized course designed to apply calculus principles to business and economics contexts. This course covers essential topics including limits, derivatives, optimization, integration, and their applications in business decision-making and financial analysis. Students will explore how calculus can be used to model and solve real-world problems such as revenue maximization, cost minimization, profit analysis, and inventory management.
- AP Calculus (Elective): AP Calculus is an advanced mathematics course that delves into the study of calculus concepts and their applications. This rigorous course covers differential and integral calculus, exploring topics such as limits, derivatives, techniques of differentiation, applications of derivatives (including related rates, optimization, and curve sketching), definite and indefinite integrals, and the Fundamental Theorem of Calculus. Students will engage in analytical problem-solving, mathematical modeling, and

reasoning, applying calculus to analyze and solve real-world problems in science, engineering, economics, and other fields.

- Introduction to Film and Video Production: Introduction to Film and Video Production is a dynamic course that introduces students to the art and techniques of filmmaking. This course covers fundamental concepts such as camera operation, lighting, sound recording, editing, and storytelling through visual media. Students will explore the entire production process, from scriptwriting and storyboarding to filming and post-production editing using industry-standard software and equipment. Emphasis will be placed on hands-on projects, collaborative teamwork, and creative problem-solving skills as students produce their own short films, documentaries, and video projects.
- AP Government (Elective): AP Government and Politics is an intensive course that explores the principles, institutions, and practices of the United States government and political systems. This course covers a wide range of topics including the Constitution, federalism, civil liberties and rights, political parties, interest groups, elections, and public policy. Students will engage in critical analysis of primary source documents, Supreme Court cases, and current events to understand the complexities of American politics. Students will develop analytical and writing skills through essays, debates, and research projects.
- AP Biology (Elective): AP Biology is an advanced course designed to explore the diversity and interconnectedness of life at molecular, cellular, organismal, and ecological levels. This rigorous course covers essential topics including biochemistry, cell biology, genetics, evolution, ecology, and physiology through in-depth study and hands-on laboratory investigations. Students will engage in scientific inquiry, data analysis, and critical thinking to deepen their understanding of biological concepts and processes. Students will learn to develop advanced research skills, design experiments, and apply biological principles to solve real-world problems.
- Introduction to Information Technology (Elective): Introduction to Information Technology is a foundational course that introduces students to the essential concepts and skills in the field of IT. This course covers a wide range of topics including computer hardware and software, networking fundamentals, cybersecurity basics, database management, and digital communications. Students will engage in hands-on activities, labs, and projects to develop practical skills in troubleshooting, computer maintenance, and software applications.
- Studio Art (Elective): Studio Art is an immersive course designed to cultivate creativity and artistic expression through a variety of media and techniques. This course offers students the opportunity to explore drawing, painting, and mixed media in a studio setting. Emphasis is placed on developing technical skills, exploring artistic processes, and experimenting with different materials.
- Work Experience (Elective): Work Experience and Internship is a practical course designed to bridge the gap between academic learning and professional work environments. This course provides students with the opportunity to gain hands-on experience in a field of their interest through internships or work placements. Students will develop essential workplace skills such as communication, teamwork, problem-solving, and time

management while gaining insights into potential career paths. Students will set personal career goals, develop a professional resume, and learn job search techniques. Through reflective journals, seminars, and presentations, students will analyze their work experiences, explore career options, and understand the dynamics of the modern workforce.

Instructional Materials.

Oakland Unity High School (OUHS) curriculum is grounded in current educational research. Having served the Oakland community for over twenty years, our faculty have stabilized and steadily increased their capacity to align externally (via academic standards, and college-and career-readiness standards) and internally (i.e., horizontally across grade-level and vertically across departments).

Additionally, solidifying our team of educators has allowed for the retention of organizational knowledge, the preservation of past practices, and the development of current educational research. As a result, we have been able to continuously refine and reinforce our integrated various curricular approaches to ensure that they continuously reflect current trends in the world of educational research. Having a diverse staff with varying degrees of experience has dualistic benefits: in addition to our younger colleagues being able to share the most recent curricular recommendations offered through their involvement in various teacher education programs, our veteran teachers come with their own depth of knowledge.

As a faculty, we apply current research trends when developing curriculum. Teachers utilize the *Understanding by Design* framework, reflect on Webb's *Depth of Knowledge* chart, and reference Hess' *Cognitive Rigor Matrix* when developing unit plans and individualized lessons. Within departments, we routinely use our *Unit Tuning Protocol* to analyze and evaluate our curriculum, assessing the extent to which it meets school-wide expectations pertaining to rigor and relevance, and to ensure that it supports schoolwide learner outcomes and established academic standards. More specifically, having worked extensively to familiarize themselves with the standards of their discipline via attending trainings (e.g., Standards Institute) and dedicating countless hours of intense study, department leaders work with the core academic teachers to modify their respective curricula.

As a means of continuously developing our professional learning community, individual teachers participate in a variety of professional development (PD) opportunities, ranging from voluntary PD opportunities facilitated by outside organizations (e.g. CCSA Annual Conference, East Bay Charter Connect Symposium, AP Annual Conference, SIOP Training), to regularly running internal professional development sessions. Our science faculty have attended NSTA Conferences (to

support emerging multilingual students, specifically with vocabulary acquisition, and argument driven inquiry to effectively implement the NGSS) as well as the Industry Initiatives for Science and Math Educators program (to gain insight into industry expectations. Members of our English department have participated in Common Core and SBAC trainings, and our AP teachers have attended AP Institutes, all of which distribute research-based educational practices and curriculum that is standards-aligned.

To inform their practice, our faculty also stay current on their respective discipline (e.g., *Culturally Sustaining Pedagogies* by Paris and Alim, *Culturally Relevant Pedagogy* by Ladson-Billings, *Fair Isn't Always Equal: Assessment & Grading in the Differentiated Classroom* by Wormelli, Drake, & Nelson; *Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers, Character Compass* by Seider). This practice is also modeled by the school's leadership team, grounding themselves in research-based materials (e.g., *Leveraging Leadership*) to improve school-wide instruction.

In regards to our core academic program, each department at Unity High School uses the established set of statewide standards as the anchor of their courses. We implemented the Common Core Standards for Language Arts and mathematics (which also references ALEX standards), while science is aligned with NGSS, placing primary emphasis on promoting a hands-on, inquiry, experimental approach, in line with the criteria for UC lab courses. A number of our other courses (i.e., Art, Physical Education, Computer Science) align with the standards provided by state of California, while Economics is aligned with the Common Career Technical Core Standards for Business Management and Administration and the National Content Standards for Entrepreneurship Education. We also offer a number of Honors courses (which are UC-approved in their content) and Advanced Placement courses (which met pre-established College Board standards).

Throughout the year, teachers engage in meaningful discussions both in department meetings and grade-level meanings around the varying ways that students will demonstrate their understanding of each standard.

Graduation Requirements.

To earn a diploma at Oakland Unity High School, students must meet the University of California A-G requirements:

A. History/Social Science – 2 years required

Two years of history/social science, including one year of world history, cultures and 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.

B. English – 4 years required

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

C. Mathematics – 3 years required, 4 years recommended

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

D. Laboratory Science – 2 years required, 3 years recommended

Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.

E. Language Other than English – 2 years required, 3 years recommended

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

F. Visual and Performing Arts (VPA) – 1 year required

A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

G. College-Preparatory Electives – 1 year required

One year (two semesters), in addition to those required in "A-F" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social

science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the “e” requirement or two years of another language).

Academic Calendar & Bell Schedule.

Unity exceeds the minimum number of instructional minutes specified in Education Code Section 47612.5 for grades 9 through 12.

Oakland Unity High School
2024-25 Calendar

JULY 2024						
Su	M	T	W	Th	F	Sa
	1	2	3	**4**	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jul 4, Independence Day

AUGUST 2024						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	28	30	31

Aug 5-6, New Teacher Orient.
Aug 7-9, Whole Staff PD
Aug 9, 9th Orientation
Aug 12, 1st School Day

SEPTEMBER 2024						
Su	M	T	W	Th	F	Sa
1	**2**	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sep 2, Labor Day

OCTOBER 2024						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	**14**	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Oct 10-11 Student-Led Conferences
Oct 11, End 1st Qtr.
Oct 14, Indigenous People's Day

NOVEMBER 2024						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	**11**	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	**28**	29	30

Nov 11, Veterans' Day
Nov 25-29, Thankgiving Break
Nov 28, Thanksgiving

DECEMBER 2024						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	**25**	26	27	28
29	30	31				

Dec 18-20, S1 Final Exams
Dec 20, End of 1st Semester
Dec 21-31, Winter Recess

JANUARY 2025						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	**20**	21	22	23	24	25
26	27	28	29	30	31	

Jan 1, New Year's Day
Jan 1-3 Winter Recess
Jan 6, Whole Staff PD
Jan 7, Beg. of 2nd Sem
Jan 20, MLK Jr Day

FEBRUARY 2025						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	**17**	18	19	20	21	22
23	24	25	26	27	28	

Feb. 17, President's Day

MARCH 2025						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	**28**	29
30	31					

Mar 13-14 Student Led Conferences
Mar 14, End of 3rd Qtr.
Mar. 17, Whole Staff PD
Mar 18, Beg of 4th Qtr.
Mar 28, Cesar Chavez Day (Obs.)
Mar 31, Spring Break

APRIL 2025						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Apr 1-4, Spring Break

MAY 2025						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	**26**	27	28	29	30	31

May 26, Memorial Day

JUNE 2025						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	**19**	20	21
22	23	24	25	26	27	28
29	30					

Jun 2-4, S2 Final Exams
Jun 5, Whole Staff PD
Jun 16, Start of Summer Session
Jun 19, Juneteenth
Jul 4, End of Summer Session

School in Session | School in Recess | Teacher Workday | Minimum Day | Summer Session

OAKLAND UNITY HIGH SCHOOL BELL SCHEDULE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
ADVISORY	8:30-8:40	ADVISORY	8:30-8:40	ADVISORY	8:30-8:40	ADVISORY	8:30-8:40	ADVISORY	8:30-8:40
PERIOD 1	8:43-9:35	PERIOD 1	8:43-10:03	PERIOD 5	8:43-10:03	PERIOD 6	8:43-9:35	PERIOD 6	8:43-9:35
PERIOD 2	9:38-10:30	BLOCK		BLOCK		PERIOD 5	9:38-10:30	PERIOD 5	9:38-10:30
PERIOD 3	10:33-11:25	PERIOD 2	10:06-11:26	PERIOD 6	10:06-11:26	PERIOD 4	10:33-11:25	PERIOD 4	10:33-11:25
PERIOD 4	11:28-12:20	BLOCK		BLOCK		PERIOD 3	11:28-12:20	PERIOD 3	11:28-12:20
L1	12:23-12:53	L1	11:29-11:59	ADVISORY	11:29-12:15	L1	12:23-12:53	L1	12:23-12:53
L2	12:56-1:26	L2	12:02-12:32	NC	12:18-1:00	L2	12:56-1:26	L2	12:56-1:26
SSR	1:29-1:55	SSR	12:35-12:59	NC LUNCH	1:00-1:30	SSR	1:29-1:55	SSR	1:29-1:55
PERIOD 5	1:58-2:50	PERIOD 3 BLOCK	1:02-2:22	NC	1:30-2:30	PERIOD 2	1:58-2:50	PERIOD 2	1:58-2:50
PERIOD 6	2:53-3:45	PERIOD 4 BLOCK	2:25-3:45	NC	2:30-3:30	PERIOD 1	2:53-3:45	PERIOD 1	2:53-3:45
PERIOD 7	3:45-4:30	PERIOD 7	3:45-4:30			PERIOD 7	3:45-4:30	PERIOD 7	3:45-4:30

Note: FIRST bell rings @8:25

Please send your student with proper school uniform, thank you!

Our Unity calendar and bell schedule provide for a total of 64,945 instructional minutes, 145 minutes more than the required 64,800 minutes.

WASC Accreditation

Oakland Unity High School first earned accreditation in 2007. Our current accreditation status runs through 2025.

Parent Notification Regarding Course & Credit Eligibility for College

In compliance with Education Code Section 47605(c)(A)(iii), Unity will provide students and parents/guardians with access to course catalogs in English and Spanish (with translation in other languages as needed), notifying them about the transferability of courses to other high schools and the eligibility of courses to meet college entrance requirements. All Unity courses meet the UC/CSU "A-G" course requirements for college entrance eligibility into the UC/CSU systems.

Professional Development

At Unity High School, professional development (PD) is a cornerstone of our continuous improvement and commitment to excellence in education. We have instituted a robust and

multifaceted PD program that occurs weekly, providing a structured yet dynamic environment for our staff to engage in meaningful professional growth. Our PD framework is designed to foster collaboration, address both content and student-centered needs, and enhance the overall educational experience. Here's an overview of our diverse PD offerings:

- **Department Meetings:** Dedicated time allocated for academic departments to concentrate on content-relevant goals. This time is crucial for refining curriculum, developing teaching strategies, and sharing best practices within subject-specific contexts.

- **Grade-Level Meetings:** Grade-level meetings provide a forum for teachers to discuss issues pertinent to shared students. These meetings focus on addressing the academic and behavioral needs of students, coordinating interdisciplinary projects, and aligning strategies across different subject areas to ensure cohesive support for students' development.

- **Advisory Meetings:** Recognizing the importance of holistic student support, we conduct advisory meetings that center on how to best provide socioemotional and academic guidance. These sessions are instrumental in fostering a unified supportive school culture, addressing individual student concerns, and ensuring that all students have access to the resources they need for success.

- **Brain Trust Sessions:** To cultivate a reflective and innovative educational environment, we host "Brain Trust" sessions where the entire staff is encouraged to engage in candid conversations on the philosophical and visionary aspects of our school's mission. They are a space for staff to explore and debate current educational trends, pedagogical philosophies, and long-term strategic goals, fostering a culture of continuous reflection and improvement.

- **Staff Olympics:** To strengthen team dynamics and promote relationship building, we organize staff "Olympics," which consists of various activities designed to be enjoyable and engaging, enhancing collegial relationships, improving communication, and building a strong sense of community among staff members.

- **Data-Driven Instruction (DDI) Sessions:** Our commitment to leveraging data for student success is emphasized through DDI sessions. These meetings focus on analyzing student performance data, identifying trends, and developing targeted strategies to improve educational outcomes. By using data effectively, we aim to tailor instruction to meet the diverse needs of our student population.

Overall, our PD program at OUHS is tailored to support our educators in their professional journey, promote a collaborative culture, and drive academic excellence. While the structure has been traditionally consistent, we are continually adapting the focus of our professional development to reflect the most relevant needs of our students and staff.

- **Instructional Leadership Team** (ILT), composed of the head of each academic department, is tasked with overseeing the needs of our staff and ensuring that our PD offerings are structured, relevant, and impactful. The ILT conducts regular needs assessments through surveys, feedback sessions, performance data analysis, and classroom observations, all of which help identify specific areas where teachers excel and where they might benefit from additional support or resources.

- **Unity Vision on Instruction:** During the 2021-2022 academic year, following a period of distance learning, ILT members noticed shifts in instructional practices from previous rounds that were out of alignment with what had traditionally been our instructional values. This, combined with widespread concerns about students' academic engagement, habits, mindset, and skills led the ILT to explore what students needed to reacclimate to in-person learning and the type of learning environment that would support the development of the skills and habits they will need after high school. This work culminated in the creation of the "Unity Vision of Instruction," a collaborative document reflecting our unified pedagogical vision.
  At the core of the Vision is the idea that "Our students struggle to persevere through challenges and formulate thoughts in a clear and logical way. For students to tackle challenging tasks, they must have prerequisite skills that are explicitly taught and, subsequently, built upon in a logical way." The solution it presents has become the focus of department work in the second semester, to "Delineate each course's scope and sequence in order to track instruction/assessment of content and skills."

- **Standards Based Grading:** Building on the foundational work of the Unity Vision, we began shifting towards standards-based grading (SBG) as a new focus. The transition to SBG is driven by our commitment to providing a more transparent, equitable, and meaningful assessment system that aligns with our instructional values and the needs identified through the Vision.

  Following this directive, each department leader has been working with their department to identify the core, standards-aligned skills that students should be developing in their content areas over their four years of high school, divide the skills into a progression of sub skills that should be learned sequentially, delineate the level of

mastery students should be expected to achieve at each grade level, and begin to rewrite unit plans to incorporate regular, explicit skills instruction and assessment.

- **Cognitive Rigor and Depth of Knowledge:** While discussing the shifts toward standards-based grading, there was a realization that merely teaching standards does not inherently promote rigorous learning. Instead, a more nuanced approach is required to foster deep, critical thinking and understanding. Therefore, a parallel school-wide initiative involves departments evaluating and enhancing their instructional strategies, scaffolding materials, and summative assessments.

  Ongoing PD helps teachers better understand and apply Webb's Depth of Knowledge framework, specifically through designing instruction and assessments that incorporate higher levels of cognitive rigor and require students to engage in strategic and extended thinking, applying their knowledge in novel and complex contexts.

  Integrating the DOK framework into our instructional practices highlights our dedication to fostering an environment where students are consistently challenged to think critically, solve complex problems, and develop the skills necessary for success beyond high school. This transition reflects our commitment to providing a rigorous, engaging, and meaningful educational experience for all students.

~~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 (McClure et al., 2010, 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~~Meet the Needs 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-9th grade ~~4~~3-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 9th grade enter high school with below average academic skills. OUHS's curriculum, pedagogical approaches, and instructional structures have been developed to especially 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:

- After School tutoring – Unity teachers offer tutoring and homework assistance to under-performing students referred by teachers, by parent request, or when indicated by the SST process.
- ~~9th grade afterschool program – 9th 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 10th-12th 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.~~
- Study Center - Students who persistently struggle are provided additional 1-on-1 and small group intervention with a tutor during the school day.

- 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 clubs and afterschool programs that enhance academic learning such as iMentor, Black Student Union, Latinos Unidos, Students in Action, Unity Tech, Anime Club, Horticulture Club, Outdoor Club, Yearbook, and~~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

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

A~~s required by California state regulations, a~~ll 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.***

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

2. Annual Assessments

Annual Assessments. Unity shall follow all testing timelines to ensure students receive proper instruction. The ELPAC consists of two separate assessments:

Initial Assessment ("IA"): The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

Summative Assessment ("SA"): ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

~~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*** ESL coordinator will also provide staff, students, and families with unofficial results in a timely manner.~~
The Unity College Counselor, in their capacity as Testing Coordinator, supervises ELPAC Testing and EL reclassification. In addition to providing staff, students, and families with the official results of the ELPAC, the Unity College Counselor also provides staff, students, and families with unofficial results in a timely manner.

In addition to ELPAC 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.

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

3. Reclassification to FEP Status

Students will be reclassified based on the following criteria.

ELPAC Criteria	**Oakland Unity High School Measurement**	**Reclassification Criteria**
Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language	ELPAC Assessment	• Students must earn an overall score of 4 to qualify for reclassification.

development.		
Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery.	Grades and teacher consultation, if necessary	● Students must earn a C or higher in core academic classes (English, history, math, and science) in the previous semester. ● Teachers may be consulted if a student does not meet this criteria to determine the degree to which English language proficiency affected the student's performance.
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	NWEA Map Reading 6+ Assessment OR SBAC Summative	● Students must perform at grade level on the NWEA Map Reading test or earn a score of "Standard Met" for overall ELA/Literacy Achievement on the SBAC Summative Assessment.
Parent opinion and consultation.	Parent letter home	● Parents have the ability to block a reclassification recommendation through written request.

~~OUHS 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.~~

Supplemental ~~Pullout~~ English Language Instruction

- For all students, English language support is embedded in classroom instruction. Teachers use internally developed and standardized diagnostic and benchmark data to understand students' needs and provide intervention, scaffolding, and differentiation.
- In addition, 9th grade students take a supplemental reading and writing course, Fundamentals of Writing, to support the development of their vocabulary, grammar, and written expression skills.

- 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 taught by the grade-level English teacher to ensure continuity between the support and the English Language Arts curriculum and best practices. This teacher will attend professional development offered by Dr. Kate Kinsella around the "how" of academic language acquisition. At OUMS, the "what" of ELD instruction will be deeply connected to what the students are learning in their mainstream English classes.~~
- ~~This instruction will be taught 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.

Unity English Language Development Program

The specific ELD services that Unity offers are embedded into the existing curriculum. Teachers align the ELD Standards with the Common Core State Standards curriculum, which provides much needed access to our English Learners. This approach also takes into account the different levels of language: ELD 1, ELD 2 and ELD 3. Unity's ELD program offers instruction for students learning English as a second language. The curriculum is designed to accelerate students' acquisition of English so that students can enter mainstream content courses. This ELD program works to ensure that all English Learners, from newcomers to those who have lived in the United Stated for a number of years, develop the literacy and language skills necessary to access both middle and high school curriculum. We strive to prepare our students for the language demands of the postsecondary world, both in the workplace and in academia.

The charter school will provide ELs at all English language proficiency levels with meaningful access to the full curriculum. This includes, but is not limited to, identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of the "English Language Arts/English Language Development Framework."

	Specific Instructional Strategies	**Interventions**
ELD 1	- Provide many visual aids - Reduce amount of work being asked for a particular assignment - Student would be able to demonstrate understanding in a variety of ways	- Provide student with outline or pre-populated graphic organizer - ELD Teacher and ELA Teacher collaborate on best outcomes - ELD Teacher and ELA Teacher collaborate on providing student with attainable options
ELD 2	- Provide some visual aids - Assess need for reduction in amount of work being asked for a particular assignment - If needed, student would be able to demonstrate understanding in alternate ways	- Provide student with aids to completing outline or graphic organizer - ELD Teacher and ELA Teacher collaborate on best outcomes - ELD Teacher and ELA Teacher collaborate on providing student with attainable options
ELD 3	- Provide visual aids as needed - Student is able to complete assignment expectations	- Reviewing student's completed outline or graphic organizer

	- Student would be able to demonstrate understanding according to assignment expectations	- Reviewing and giving input on completed assignment - If needed, continue reviewing and giving input on completed assignment

Goals: The goals of the ELD program are, (a) to accelerate English Learners' acquisition of basic intercommunication skills, as well as cognitive academic language proficiency to enable them to participate fully in the mainstream classroom, (b) to continue to advance quality instruction through high quality differentiated materials and ongoing professional development that allow teachers to better meet the needs of our diverse language learners, and (c) to meet the needs of the whole child by increasing family engagement.

The ELD Program prepares students with an academic foundation that contributes to lasting student achievement. ELD intervention at Unity uses various second language acquisition strategies to develop English vocabulary and comprehension skills. Students in the ELD Program have access to the same grade level core curriculum and textbooks that mainstream students receive. ELD students participate in all of the same school activities as their grade level peers in the regular program. In addition, ELD students have the same opportunities to participate in special education provided by Unity.

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:

- Project-based learning with an emphasis on multiple ways of showing mastery of knowledge. Project-based assessment will take place on a quarterly basis across disciplines. ELL students are often able to excel at projects in which they can show their intelligence and understanding in a different modality.
- Heterogeneous groupings in core academic classes such as English, Social Studies, and Math. ELL students can benefit when put in an environment with supportive classmates who have a higher level of English than they have. This can be especially true when these classmates are also bilingual in the student's home language and can assist with basic translation and explanation when necessary.
- Specialized Silent Sustained Reading library that includes a wide variety of engaging books targeted towards adolescents who are acquiring English. Unity will purchase books from the Orca Soundings series, which is designed for teens who read below grade level. Books are about high-interest topics in accessible language. ELL students will benefit from increased access to and success with reading books in English.

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- ~~Afterschool support and tutoring available to students 4 days a week from 3-5PM. Some students may be required to attend based on their academic performance. It will be beneficial for ELL students to work in a small group on homework across disciplines.~~
- ~~Ongoing professional development for all OUMS staff in Specially Designed Academic Instruction in English (SDAIE) and other sheltered instruction techniques offered at least one time per quarter either by an outside source or by the ELL coordinator. ELL students will benefit from instructors who understand the best practices for meeting them where they are in terms of language development.~~
- ~~Specialized Silent Sustained Reading library that includes a wide variety of engaging books targeted towards pre-adolescents and adolescents who are acquiring English. OUMS will purchase books from the Orca Soundings series, which is designed for pre-teens and teens who read below grade level. Books are about high-interest topics in accessible language. ELL students will benefit from increased access to and success with reading books in English.~~
- Instruction 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.

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. ~~by the ELL Coordinator~~
- Measurement by classroom teachers of student growth in California ELD standards
- SBAC results
- Assessments measuring modes of communication and knowledge of language

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

OUHS 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.

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.

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- Assessments measuring modes of communication and knowledge of language.

Plan for Special Education

Services for Students under the IDEA

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(a). A child with disabilities attending OUHS shall receive special education instruction and related services in accordance with their individualized education program ("IEP"). Sonoma Charter SELPA assists OUHS in locating local service agencies with all appropriate licensure and certification to provide legally compliant specific special education services to students. The SELPA also provides professional development to Unity teachers and specialists, keeping us up-to-date on important changes in regulations and offering us referrals to appropriately licensed professionals. The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

The Special Education team at Unity includes a Director, an Education Specialist, and three to four Aides, depending on students' Individualized Education Programs. In addition, Unity contracts with licensed providers for special services.

The Education Specialist conducts professional development with Unity teachers on a quarterly basis to ensure that teachers use best practices when teaching students with IEPs. These professional development opportunities include, but are not limited to, the following topics: 1) accommodation in the general education classroom generally and for specific learners; 2) appropriate modifications to student assignments and assessments in the general education

classroom; 3) alternate grading criteria; 4) learning disabilities; 5) what to do if one suspects a disability; 6) response to intervention; 7) steps to assessment; and 8) the Student Success Team process. Professional development also incorporates the priorities of teachers who directly serve students with IEPs.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement polices relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

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.

In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible

students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the OUHS Education Specialist; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Systems of Support

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	STRATEGY
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 general 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 general classroom setting (supports core program)	Generally take place outside the general classroom setting (should NOT supplant core instruction)	General classroom setting	Setting

When OUHS special education 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.

SPED Staff Professional Training

OUHS Special Education staff and general education staff will receive scheduled training from the SELPA. In addition, the OUHS Special Education staff will lead regular professional development training 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

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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under section 504. The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

For identified students who have already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, 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. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation 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, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at

least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

~~d. Plan for Special Education~~

~~*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 21st Century~~

~~Our philosophy of what it means to be an educated person in the 21st 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)*

Unity affirms that, to the extent practicable, the method for measuring pupil outcomes for the Eight State priorities shall be consistent with the way information is reported on a School Accountability Report Card ("SARC"). The Charter School will compile data each academic year to publish a SARC. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the District, parents, Board of Directors, and community at large. The SARC will be posted on the Charter School's website and made available in the main office.

~~**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 MPOs

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

Collective MPOs for Middle and High Schools	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	**Target (%)**
2. Each year, at least percent of students positively rate school safety.	60%
3. Each year, at least percent of students positively rate academic instruction.	60%

4. Each year, at least percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	50%
5. Each year, at least percent of students will express an interest in attending college.	90%
6. Each year, at least percent of students will submit an application for admittance to a four-year college.	80%

~~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.~~

Documenting Outcomes for Academic Subject Matter and Other Skills

The Unity 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. Unity 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 below. Unity also evaluates and documents whether students are meeting other skill outcomes outlined in Element 1 of this charter.

Methods for Measuring Pupil Outcomes

Measurable Pupil Outcome	Method of Measurement	Frequency
English Language Arts Achievement, All Students	SBAC	Annual
English Language Arts Achievement, by Subgroup	SBAC	Annual
Mathematics Achievement, All Students	SBAC	Annual
Mathematics Achievement, by Subgroup	SBAC	Annual
Growth in Reading / ELA, All Students	NWEA MAP	Twice per year
Growth in Reading / ELA, by Subgroup	NWEA MAP	Twice per year
English Learner Reclassification	ELPAC	Annual
Chronic Absenteeism Rate, All Students	PowerSchool	Monthly
Chronic Absenteeism Rate, by Subgroup	PowerSchool	Monthly

Cohort Graduation Rate, All Students	CDE Dataquest	Annual
Cohort Graduation Rate, by Subgroup	CDE Dataquest	Annual
School Safety	Parent & Student Surveys	Annual
Quality of Academic Instruction	Parent & Student Surveys	Annual
Parent / Student Voice in Decision Making	Parent & Student Surveys	Annual

Data Analysis and Reporting

Unity reviews data prior to the start of the school year and throughout the year to review effectiveness of instructional delivery. Unity also tracks students across multiple assessments to understand trends in learning. Reports for individual students across multiple measures (including course grades across core subjects) are monitored to support individual student growth, and to create strategies to help them learn content. Causes and effects of struggles are included to understand the full picture of a students' academic progress.

Grading System, Progress Reporting, Promotion/Retention

Grading System and Progress Reporting. Unity's grading system and report cards allow the Charter School to record and assess student progress toward achieving the Charter School's desired classroom-level, grade-level, and exit outcomes, and to communicate levels of achievement to students and their parents. The report cards will be further developed to reflect:

- Progress at each grade level toward meeting Unity's graduation standards for academic excellence.
- Competency with respect to grade-level state content standards for the core curriculum in reading and language arts, mathematics, history and social science, and science as adopted by the State Board of Education pursuant to Education Code Section 60605.

- English language development scores that measure the achievement of English learners toward English language competency.

- Modifications appropriate for students with identified special needs as recommended by the student's IEP Team.

Unity issues report cards twice per year, at the end of each semester, with additional progress reports issued during each semester. The first reporting period focuses on early identification of low-performing and high-performing students who require intervention and/or differentiated instruction to meet their education needs. In addition, Unity provides an online parent portal via their student information system to allow 24/7 access to student grades and assignments.

Unity Promotion/Retention Policy. Progress toward state and UC A-G graduation requirements will be the primary basis for promotion. Teachers assess a student's progress on a quarterly basis in order to gauge whether the student is mastering the objectives and standards throughout the year. Students who are in jeopardy of retention are counseled individually and given extra help in their specific areas of concern.

Students who do not meet the performance standards for advancement to the next grade or course may be retained in their current grade in accordance with their applicable promotional academic credits. These students are identified earlier in the academic year and are supported by a Student Success Team. Parents of students who have been retained are contacted by the grade level advisor who requests a meeting to discuss the student's progress and determine some strategies that may promote greater success for the student. Strategies may include greater monitoring of student effort and could lead to a referral for individual assessment, possibly bringing about designated accommodations.

Unity Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making

satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District. It is also available on our website at https://unityschools.app.box.com. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

~~Oakland OUHS High School will achieve the following outcomes:~~

1. ~~Average STAR results on the California Standards Tests will be at or above parity with schools that have similar student populations [Data Sources: CDE DataQuest];~~
2. ~~CDE DataQuest~~
3. ~~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 demographic backgrounds attending other OUSD schools, who score at the "proficient" or "advanced" levels on the same tests [Data Source: STAR results];~~
4. ~~English Learner students will either achieve a Level 5 on the CELDT or improve on the CELDT by two levels after two years of study [Data Source: CELDT scores];~~
5. ~~OUHS will meet API growth targets each year [Data Source: API);~~
6. ~~OUHS will achieve Average Daily Attendance of 95% or higher [Data Source:];~~
7. ~~OUHS Data Source: Annual student;~~
8. ~~SAnnual s;~~
9. ~~SAnnual student;~~
10. ~~OUHSData Source:~~
11. ~~OUHSData Source:~~
12. ~~OUHSData Source:~~

13. ~~At least 90% of OUHS students will express an interest in college education as indicated by school survey results. At lease 80% of its 12th graders will submit applications for admissions to four-year colleges [Data Source: Annual student survey].OUHS will achieve Average Daily Attendance of 95% or higher [Data Source: PowerSchool database].~~
14. ~~Students will graduate from OUHS at a of rate of 90% or higher [Data Source: PowerSchool database].~~

15. ~~65% of OUHS's graduating classes will be accepted to four-year colleges [Data Source: PowerSchool database].~~

~~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)*~~

~~**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~~	

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)Charter Schools*

1. Legal Status and Liability

The Charter School is operated by Unity Schools, a 501(c)(3) California Nonprofit Public Benefit Corporation. Unity is a directly funded independent charter school governed by Unity Schools' Bylaws, which do not conflict with any element of this charter.

~~OUHS is operated as a unit of OUHS Schools, a 501(c)(3) California Non-Profit Public Benefit Corporation (Attachment D). 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~~d), 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~~ Unity 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 Charter School. Board Members will have, among other things, expertise in curriculum development, fundraising, charter school law, school management, facilities, or other areas relevant to the operations of Unity. OUSD is invited to designate a representative to serve on the Unity Schools Board of Directors. If the District chooses to do so, Unity may designate an additional member to ensure that the Board is maintained with an odd number of directors. The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and ethics.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Unity Board of Directors shall order the inclusion within its

membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Unity Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Unity Schools has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 *et seq*. as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflict of interest laws or regulations.

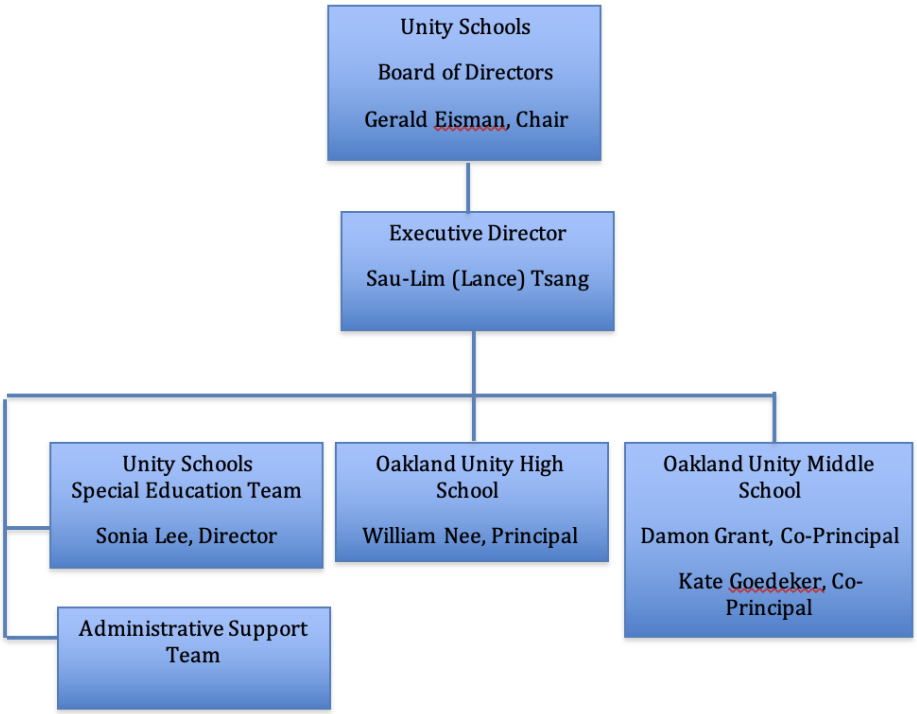
Current Composition of Unity Schools Board of Directors

Member & Position	**Expertise**	**Term**
Gerald Eisman, Chair	Ed leadership, Academic oversight	11/1/2023 - 10/30/2026
Mario Rivas, Vice Chair	Bd governance, Planning, Academic oversight	4/1/2023 - 3/31/2026d
Richard McCline, Treasurer	Bd governance, Finance, Academic oversight	12/1/2021 - 11/30/2024
Lilia Chavez, member	Ed leadership, Academic oversight	2/1/2024 - 1/31/2027
Phillisha Brown, Member	Community Engagement, Parent outreach	9/1/22 - 8/31/2025
Richard Freudenberger	Community Engagement	3/1/24 - 2/28/2027

~~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 E for a current listing and affiliations of Unity Schools Board members.~~

Unity Schools Org Chart



Board of Directors Responsibilities

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~~ 5000 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.
- Reviewing and approving Unity's independent fiscal audit, including the resolution of any audit findings.

-
- 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.
    - Reviewing and approving Unity's Local Control and Accountability Plan
-
- Regularly ~~measuring~~ reviewing progress of both student and staff performance.
- Executing all other responsibilities provided for in the California Corporations Code.
- Reviewing and revising of the Charter 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 or Hearing Officer 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.~~

OUHS Schools governance policies are aligned with the ~~principles of the~~ Brown Act, Education Code Section 47604.1(c) and the Political Reform Act.

OUHS 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~~ the Board Member 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.

~~OUHS Schools Bylaws are included as Attachment F 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 OUHS 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 OUHS 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. ~~A committee of the UCC will work with the Principal to recommend teachers and other school staff for employment by the OUHS Schools Board.~~

The UCC consists of the Principal, teachers, parents, and other OUHS staff. Students and other community members may also participate in the UCC. OUHS employees on the UCC are selected by other OUHS employees and will not exceed 50% of the seats on the UCC. Parents of OUHS students will comprise at least 40% of seats on the UCC and are selected by other OUHS parents. Either the UCC or other appropriately configured subcommittees of the UCC constitute the English Learner Advisory Committee for the purpose of meeting the requirements of applicable federal and state requirements.~~UCC constitute the School Site Council or English Language Advisory Committee for the purpose of meeting the requirements of federal and state regulations.~~

The number of UCC members may increase as the school population increases. The UCC will develop bylaws that will specify, among other matters: 1) the number of members; 2) the means of selecting members; 3) ground rules; and 4) a decision-making process. The Principal will be responsible for reporting UCC recommendations to the OUHS Schools Board.

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.

Parents are asked to volunteer during the school year to assist with the successful operation of the school's programs. 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.

No student will be denied enrollment nor dis-enrolled for a failure of the parent or guardian to complete volunteer hours. However, in all cases, to give the student the maximum opportunity to succeed, OUHS will work with parent/guardians to consider all possible opportunities for parent involvement.

~~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 OUHS Schools Board. OUSD representatives will facilitate communications and mutual understanding between OUHS and OUSD.~~

7. Business and Operations Management

OUHS Schools provides business and operations management services to OUHS. OUHS Schools staff operates under the direction of the OUHS 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~~any protected characteristics.

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
- Reporting to and communicating with the school's governing bodies
- Overseeing the preparation of the Annual Programmatic Audit

Person holding this position possess, at minimum:

- Bachelor's degree required
- 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. The Teachers

Teachers are primarily responsible for implementing the school's educational program. (See Attachment G: 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 authorizations), permits, or other documents issued by the Commission on Teacher Credentialing to the extent required of charter schools. In accordance with the requirements of Education Code Section 47605(l), Unity's teachers will be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025 to obtain the certificate required for the teacher's certificated assignment.~~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(l).~~

~~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:

- Belief that all of our students can and should go to college
- 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.

3. Instructional Support Staff

a. Assistant Principal

The Assistant Principal demonstrates the same abilities, experiences, and attitudes specified above for the Principal; and in addition is specifically responsible for the following:

- Assisting Principal with day-to-day school management including discipline and student services
- Maintaining and implementing effective discipline/conflict resolution procedures and processes, including student to student and student to teacher conflict
- Advising students on academic, personal, social, and family concerns
- Ensuring that campus is adequately supervised at all times
- Coordinating recruitment efforts

- Supervising substitute teacher process and filling in for teachers as needed
- Collaborating with counselor to train staff in the college admission counseling curriculum
- Conducting outreach for new students, striving to create and maintain a student population that is reflective of the community served by Oakland Unified School District
- Assisting in coordination ~~CAHSEE, STAR, and~~ SBAC assessments
- Providing needed staff development and support to staff
- Overseeing effective system for collaborative student services (mental / physical / emotional) including ongoing community outreach to key service providers and community agencies, as well as neighboring colleges/universities
- Outreach to parents for events and buy-in, as well as participation in the UCC
- Participate in ongoing professional development and program assessment and evaluation
- Collaborate with teachers and parents (or guardians) to provide assistance to students who are in need of special intervention
- Manage the student complaint procedures (to be developed)
- Assist with the coordination of special events (e.g. general assembly, prom, graduation, etc. Collaborate with teachers, parents (or guardians), and SPED coordinator to provide assistance to students who are in need to special intervention.

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 3 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)

b. Director of Instruction

The Director of Instruction coaches and develops teaching staff to best implement Unity pedagogies and systems in service of the school's mission. The Director of Instruction is responsible for the following:

- Observing, coaching, and developing the teaching staff
- Implementing in collaboration with administrators and teachers the Unity Teaching Effectiveness Standards and Rubric for Evaluation
- Collecting and sharing data on teacher growth to inform end of semester evaluation of teachers
- Using data from benchmark and other assessments to move individual teacher practice forward and inform school-wide initiatives, as well as equipping teachers and students to understand and use data for themselves

- Designing, implementing, and regularly updating the Unity plan for aligning curriculum and assessments to the Common Core State Standards, State Standards, and Unity's Habits of Heart and Mind
- Developing and implementing school-wide and department level professional development and inquiry that support teacher growth and school-wide goals
- Creating a model classroom for observation, by teaching a minimum of one period per week every year, demonstrating the Unity Teaching Effectiveness Standards.

Person holding this position possess, at minimum:

- Excellent communication and community-building 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)

~~*c. Literacy Specialist*~~

~~The Literacy Specialist demonstrates the same abilities, experiences, and attitudes specified above for all of our teachers; and in addition is specifically responsible for the following:~~

- ~~Leading literacy intervention for lowest level readers and writers, including English learners and students with IEPs~~
- ~~Collaborating with teaching staff to assess students literacy skills, analyze literacy data, and design and implement student interventions in response to that data~~
- ~~Working collaboratively with other staff members to incorporate explicit literacy skill-building across the curriculum.~~

d. College and Career Counselor

The College and Career demonstrates the same abilities, experiences, and attitudes specified above for all of our teachers; and in addition is specifically responsible for the following:

- Serving as primary guide and support person to students and families regarding matters of college application, entrance, and financial aid process
- Establishing clear and regular systems for monitoring of individual Unity cumulative files, transcripts and college going check sheets
- Developing college-going curriculum for students in coordination with Unity Advisory Program
- Developing college-going and financial aid curriculum for parents
- Maintain regular communication with advisors, students, parents, and Principal regarding college-going activities and student services
- Developing data base for college-going and students services community-based contacts and resources

- Conducting ongoing community outreach to develop strong systems for collaborative college-going student services.

Person holding this position possess, at minimum:

- Excellent communication and community-building skills
- Minimum of 2 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)

e. Wellness Coordinator

The Wellness Coordinator demonstrates the pertinent abilities, experiences, and attitudes specified above for all of our teachers; and in addition is specifically responsible for:

- Identifying and providing intervention strategies for students and their families, including counseling, case management, and crisis intervention counseling
- Determining which students need immediate assessment and then prioritizing services
- Consulting with teachers, administrators, and other staff regarding social, emotional, and behavioral needs of students; supporting development of appropriate plans for individual students; and participating in Individualized Education Program Meetings and Student Support Plan meetings as necessary
- Providing 1-on-1 counseling to students, family therapy, and group therapy
- Assisting students and their families in obtaining necessary services, and providing ongoing case management and maintaining case management records as needed.

Person holding this position possess, at minimum:

- Excellent communication and community-building skills
- Minimum of 2 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)

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)*

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Principal and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of health and safety policies of Unity:

Procedures For Background Checks

Unity complies with the provisions of Education Code Section 44237 and 45125.1 requiring employees and contractors of the Charter School to submit to a criminal background check and to furnish a criminal record summary prior to employment and/or any more than limited contact with Unity pupils. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. The Executive Director shall monitor compliance with this policy.

~~*Procedures For Background Checks*~~

~~OUHS complies with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment and/or any more than limited contact with OUHS pupils. The Executive Director shall monitor compliance with this policy.~~

Role Of Staff As Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the OUSD. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

~~*TB Testing*~~

~~OUHS follows the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment.~~

Immunizations

OUHS adheres to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075 and will include the requirements for pertussis vaccination. All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations.

Medication in School

OUHS adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. OUHS adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by OUHS.

~~*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.~~

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12, at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605.
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGTBQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

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.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building

Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

ELEMENT G: ACHIEVING RACIAL/ETHNIC, Special Education, and English Learner Students ~~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)*

Unity implements a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a balance of racial/ethnic, special education students, and English Learners that is reflective of the general population residing within the territorial jurisdiction of OUSD.

~~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.
    - Our enrollment strategies hinge on word-of-mouth promotion and grassroots community engagement, particularly within communities based on our longstanding partner schools. Due to OUSD's Enrollment Stabilization Policy, we are prohibited from partnering directly with district schools to build feeder pipelines, which has an impact on our ability to engage in diverse recruitment. However, through our grassroots community recruitment strategies, we tailor our promotional materials and efforts to cater to a diverse student population and we host community engagement events, such as our Soul Food Night, Ode to the 70s, and the BSU Car Wash, to activate our African-American community. Additionally, our hiring practices aim to reflect the community's diversity, supported by initiatives like our Alumni Teacher Pipeline and Study Center run by Alumni Academic Mentors.
    - At over 90% Free and Reduced Lunch, socio-economically disadvantaged students are over-represented at Unity compared to the district and the state, while at 30% English Learner and 15% Students with Disabilities, our demographics are comparable to the district. As of the 24-25 school year, Unity is 9.5% African-American, less than OUSD but more than a 100% increase from our 3.9% level for the 22-23 school year. We attribute this to the success of our diverse recruitment strategies, and will continue to move forward with them.

ELEMENT H: STUDENT ADMISSION POLICIES

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

OUHS is committed to inclusivity and equal opportunity in education, embracing students from all walks of life without reservation. The school maintains an open-door policy that ensures no student is deterred from applying, irrespective of their personal or socio-economic circumstances. This includes pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, and those of diverse nationalities, races, ethnicities, or sexual orientations. By adhering to the principles outlined in Education Code section 47605(e)(2)(B)(iii), Unity High School affirms its commitment to fostering a supportive and diverse learning environment where every student has the chance to thrive and succeed.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Unity enrolls a student population largely residing within the geographic boundary of OUSD. The Charter School is committed to maintaining a balance of racial and ethnic students, English Learner students, including redesignated fluent English proficient students, and Special Education students and reflecting the diversity of the Charter School's neighborhood community within its student population.

Unity admits all students eligible to enroll ~~in 9th, 10th and 11th grade~~ 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 at recruiting all pupils regardless of any protected characteristic. If invited, Unity will attend OUSD high school option fairs conducted by OUSD middle schools.

~~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 9th, 10th and 11th 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, Unity has been a partner in the Enroll Oakland Charters, 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 1st 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, Unity 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 (2nd year forward) who are guaranteed enrollment in the following school year. Preference in the public drawing shall be given to siblings of currently enrolled 9th, 10th, and 11th graders.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official

(appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

~~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 1st 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 (2nd year forward) who are guaranteed enrollment in the following school year. Preference in the public drawing shall be given to siblings of currently enrolled 9th, 10th, and 11th 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.
In no circumstance will a wait list carry over to the following school year.

~~The wait list will not be carried over to the following school year.~~
Unity works to establish a foundation of trust and clear communication between students, parents, and staff regarding the mission and vision of the school's charter. Prior to admission, all parents or guardians are given the opportunity to review and sign an agreement indicating they understand the school's philosophy and program.

~~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.~~
Unity works to establish a foundation of trust and clear communication between students, parents, and staff regarding the mission and vision of the school's charter. Prior to enrollment,

all parents or guardians are required to complete an enrollment packet and asked to sign an agreement indicating they understand the school's philosophy and program.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records[3]

[3] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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)*

The OUHS 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 by Education Code Sections 47605(c)(5)(I) and 47605(m). The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.~~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 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 annual audit will be forwarded to OUSD, the Alameda County Superintendent of Schools, the State Controller, and to the CDE by December 15th each year. The Audit Committee will review any audit exceptions or deficiencies and report them to the Unity School Board of Directors 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. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The Charter S~~s~~chool's financial audit will be a public document.

~~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 OUHS School 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)*

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall

remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

At Unity, we uphold a discipline policy grounded in fostering a positive environment through high expectations for student behavior. Central to this approach are the strong relationships we cultivate with students and their families, recognizing that mutual respect and understanding are fundamental to academic and personal growth. We embrace a community identity built upon the Unity Way: Kindness, Respect, and Determination, ensuring these values are woven into every aspect of school life. Our discipline framework emphasizes proactive strategies such as clear expectations, supportive interventions, and collaborative problem-solving. By nurturing a culture where every student feels valued and empowered, we strive to cultivate responsible citizenship and lifelong learners who contribute positively to our school community and beyond.

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

This Pupil Suspension and Expulsion Policy and Procedures have been established to promote learning and protect the safety and well-being of all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal. When the Policy is violated, it may be necessary to suspend, expel, or involuntarily remove a student from regular classroom instruction.

Unity staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook and will clearly describe discipline expectations. This may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

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, expulsion, and involuntary removal.

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 and involuntary removal policies and procedures. The Notice shall state that this Policy and its Procedures are available upon request at the Principal's Office.

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 Unity has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under 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 requires additional or different procedures. Unity will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code when imposing any form of discipline on a student identified as an individual with disabilities for whom Unity 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Administrative Procedures For Pupil Suspension And Expulsion

A. Definitions (as used in this policy)

1) "Expulsion" means disenrollment from Unity.

2) "School day" means a day upon which Unity 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 Unity 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.

Procedures

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 Unity 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

1) Discretionary Suspension Offences: Students may be suspended when it is determined the student:

1) Caused, attempted to cause, or threatened to cause physical injury to another person.
2) Willfully used force or violence upon the person of another, except in self-defense.
3) Unlawfully possessed, used, 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) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8) 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. This section does not prohibit the use of a student's own prescription products by a student.
9) Committed an obscene act or engaged in habitual profanity or vulgarity.
10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
11) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12) 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.
13) 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.
14) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

15) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
16) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
17) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
18) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12 inclusive.
19) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
20) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other

destructive device unless, in the case of possession of any device 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.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) 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.

m) 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.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of

an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1)

above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

i. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1) Conference

Suspension will be preceded, if possible, by an informal conference between the Principal or the Principal's designee and the student, the student's parent/guardian, and whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference.

Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2) Notice to Parents/Guardians

At the time of the suspension, a Unity employee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter 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 or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4) Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

E. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled following a hearing by a neutral and impartial Hearing Officer or an Administrative Panel appointed by the Unity Schools Board. The Administrative Panel should consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. The Hearing Officer or Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 student has committed an expellable offense and recommends the student for expulsion.

The expulsion hearing will be presided over by an appointed Hearing Officer or Administrative Panel Chair. The hearing shall be held in closed session complying with all student confidentiality rules under the Family Educational Rights and Privacy Act unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled 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 student. 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 Unity 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 and/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 Hearing Officer or 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.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy

of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be

provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

I. Expulsion Decision

The decision of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Hearing Officer or Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion

order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

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 and student's 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 Unity.

3) The Principal or designee shall send written notice of the decision to expel to the chartering authority. Additionally, the Principal or designee shall also send written notice of the decision to expel to the Student's District of residence, within 30 days of the expulsion. This notice shall include:

a) the student's name, and

b) the specific expellable offense committed by the student.

J. Disciplinary Records

Unity shall maintain records of all student suspensions and expulsions at Unity. Such records shall be made available for the District upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

Students who are expelled from Unity 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 (1) year from the date of expulsion when the student may reapply to Unity for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a

previously expelled student from another school district or charter school or Unity who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term shall be in the sole discretion of the Unity Schools Board following a meeting with the Principal or designee and the student and the student's parent/ guardian or representative, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Unity Schools Board following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon Unity's capacity at the time the student seeks readmission or admission.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504

Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

~~The OUHS Suspension and Expulsion Policies are outlined in Attachment H. These policies may be amended from time to time by the OUHS 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~~ certificated 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)*

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

~~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 RETURN 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)*

No individual shall be required to work at Oakland Unity High School.

~~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.~~
Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

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)*

In the event that the Charter S~~s~~chool or ~~granting agency~~ District have disputes regarding the terms of this charter or any other issue regarding OUHS and ~~grantor's~~ the District's relationship, both parties agree to follow the process outlined below.

~~In the event of a dispute between OUHS and the grantor, OUHS and OUSD representatives agree to first frame the issue in written format and refer the issue to the OUSD Superintendent and OUHS Schools Board Executive Director in the "dispute statement." The dispute statement shall set forth the essential facts and provisions of charter or governing law. Each party shall have five days from receipt of the dispute statement to respond. In the event that OUSD believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.~~

~~The OUHS Schools Board Executive Director and OUSD superintendent or designee shall informally meet and confer within ten days of receipt of the dispute statement to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, within twenty-one (21) days of receipt of the dispute statement, the superintendent or designee and OUHS Schools Board Executive Director shall identify two members of each governing board to participate in a joint meeting to attempt to resolve the dispute. If this does not resolve the dispute, the superintendent or designee and Executive Director shall identify a neutral, third party mediator to facilitate resolution of the dispute. The mediation shall be held within two months of the joint meeting. The superintendent (or designee), Executive Director, and mediator shall jointly develop the format of the mediation session. All timelines under this section may be extended by written mutual agreement of the Parties. If the dispute is not resolved in mediation, both Parties shall have any applicable right of recourse specified in law.~~

Internal Disputes

The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

~~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)*

Closure Action

The decision to close Charter School 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(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School 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 Charter School will fund, these activities.

Notification of Closure Action

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

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local

Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

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

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

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

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

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
    a. Name and contact of person(s) handling the liquidation;
    b. Each item in excess of $500 (computers, laptops, printers, and other equipment);
    c. An identification number that corresponds to a tag on that item;

d. The cost of the item and whom/where/date of the item that was donated/sold.

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

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

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

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

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

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

Miscellaneous Charter Provisions

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

As required by Education Code Section 47605(h), please refer to the appendices, for the budget, cash flow, budget narrative and assumptions.

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. EdTec, a back-office service provider, possesses expertise in back-office services for charter schools and assists Unity in maintaining fiscal operations and sustainable financial positions.

D. Facilities

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

Unity currently operates a single charter school within the geographic boundaries of the District. The Charter School is located at 6038 Brann St, Oakland, CA 94605. This facility has a sufficient number of classrooms, office space, and other shared spaces to effectively serve all students at the Charter School. Unity has a long-term lease agreement with Our Redeemer Lutheran Church to rent our school facility. We have been located at 6038 Brann for the entirety of our 21 years of continuous operation as a school.

E. Transportation

The Charter School will not provide transportation to and from school, except as required by law.

F. Potential Civil Liability Effects

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

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Term of Charter

The term of this charter shall be for five years commencing on July 1, 2025 and expiring on June 30, 2030.

Material Revision

Any material revisions to the Charter School's charter shall only be made by mutual agreement of Unity Board of Directors and the District. In accordance with Education Code Section 47607, Unity may present a petition for a material revision of the charter at any time, and Unity believes that the District will agree to respond to such petitions pursuant to the applicable process, criteria and timelines specified in Education Code Sections 47605 and 47607.

~~MISCELLANEOUS CLAUSES~~ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

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

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

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys’ fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under

this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

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

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
    - Preliminary budget
    - Local control and accountability plan
    - First interim financial report
    - Second interim financial report
    - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
    - Annual independent audit report (Ed. Code § 47605(m))
    - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
    - 20 day attendance report (Ed. Code § 47652(a))
    - Monthly attendance reports
    - Principal Apportionment Data (P1, P2, and P-Annual)
    - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)

Additionally, Charter School shall notify OCS in writing in a timely manner of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

~~Good Faith~~

~~The OUHS 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 shall begin on July 1, 2012 and expire 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 OUHS 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.~~

~~Student Records~~

~~Our students' records will be maintained and used in the manner required by law so as to conform to OUSD requirements to facilitate our students' transfers to OUSD schools. Both OUHS and OUSD will transfer records between them when students move. Reasonable efforts will be made to notify OUSD when students transfer from OUHS to OUSD schools. OUHS will maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.~~

~~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~~

~~all 1/5/17Sau-Lim Tsang~~

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JULY 15, 2024

Via Email
charteroffice@ousd.org

Kelly Krag-Arnold, Director
Office of Charter Schools
Oakland Unified School District
1000 Broadway, 3rd Floor, Suite 398
Oakland, CA 94607

Re: Oakland Unity High School Charter Renewal Petition

Dear Director Arnold:

Unity Schools, which operates Oakland Unity High School (the "Charter School"), authorized by the Oakland Unified School District ("OUSD" or the "District"), submits this request for a renewal of the Charter School's petition for a five (5) year term, from July 1, 2025 to June 30, 2030. The Unity Schools Board authorizes submission of the charter renewal request to the District Board, and deems the submission to be complete, as attested below.

The Charter School consistently ranks higher than 90% of the schools in the nation, according to US News & World Report, and excels at preparing students for success in college and their future careers. The Charter School currently serves 315 students in grades 9-12. Over 90% of the Charter School's students are socioeconomically disadvantaged and almost 30% of the student population is comprised of English Learners. Yet, the Charter School boasts an exceptionally high graduation rate of over 90% and over 60% of each year's graduates are accepted into a four-year college program. In submitting this request for renewal, the Charter School is pleased to share its designation as a middle-performing school by the California Department of Education which thereby entitles the Charter School to a default renewal standard for a five-year term.

CONTENTS OF THE SUBMISSION

In compliance with the District's submission process for considering a charter petition received for renewal, the following items are enclosed along with this letter:

1. **Final Renewal Petition** – A final copy of the renewal petition, including all District Required Language (provided by District staff) and all content required by newly enacted laws and regulations pertaining to charter schools since the previous petition, enclosed as Appendix A

2. **Performance Report** – A performance report using the current Charter Renewal Performance Report template provided by District staff, enclosed as Appendix B

3. **Financial Packet** – Financial statements including the annual operating budget and 3-year cashflow and financial projections, as well as backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected ADA), enclosed as Appendix C

4. **Red-Line Petition** – A red-line copy of renewal, showing all changes made to the charter school's most recent District Board-approved petition, enclosed as Appendix D

5. **Initial Public Hearing Presentation** – A PowerPoint presentation for the initial public hearing, enclosed as Appendix E

6. **Verified Data** – as defined by the State Board of Education demonstrating measurable increases in academic achievement or strong postsecondary outcomes, enclosed as Appendix F

Certifications

In compliance with Section 47605(b), I make the following certifications:

1. That I am the authorized representative, and that I am competent and qualified to certify the matter herein;

2. That, as an authorized representative, I have personal knowledge of the facts forming the basis of this certification;

3. That I make this certification for the purposes of Education Code Section 47605(b) only; and

4. That I deem the revised charter petition to be complete.

Timeline

According to Education Code Section 47605(b), no later than 90 days after receiving a complete petition package, the Oakland Unified School District shall grant or deny the charter petition. We anticipate that the District will adhere to this timeline during its consideration of the charter petition.

* * *

The Charter School is dedicated to supporting students in pursuing their dream to graduate high school and attend college. We look forward to working with the District during consideration of the charter renewal petition. Please feel free to contact me at stsang@unityschools.net or (510) 427-2736 if you have any questions.

Sincerely,

Sau-Lim Tsang, Executive Director

ENCLOSURES

4862-5527-1116, v. 1

Appendix A

Final Renewal Petition

Oakland Unity High School

CHARTER RENEWAL PETITION

For the Term July 1, 2025 – June 30, 2030

Submitted to
Oakland Unified School District
July 15, 2024

Table of Contents

Affirmations, Declarations, and Assurances 3

Executive Summary 7
CHARTER RENEWAL CRITERIA 9

Element 1 - Educational Program 14

Mission 16
Vision 17
Whom Unity High School is Attempting to Educate 18
Educational Program 19
What it Means to be an Educated Person in the 21st Century 20
How Learning Best Occurs: Pedagogical Approaches & Instructional Design 20
Graduation Requirements. 31
Academic Calendar & Bell Schedule. 33
WASC Accreditation 35
Professional Development 35
Special Populations 38
Plan for Academically Low-Achieving Students 38
Plan for Academically High-Achieving Students 39
Plan for English Learners 40
Plan for Special Education 46
Services for Students under the IDEA 46

Element 2 - Measurable Pupil Outcomes and 54

Element 3 - Method of Measuring Pupil Outcomes 54

Documenting Outcomes for Academic Subject Matter and Other Skills 56
Methods for Measuring Pupil Outcomes 56
Data Analysis and Reporting 57

Element 4 - Governance 59

Legal Status and Liability 61
Unity Schools Board of Directors 62
Unity Schools Org Chart 62

Element 5 - Employee Qualifications 66

Element 6 - Health & Safety 73

Element 7 - Balance of Racial/Ethnic, Special Education, and English Learner Students 81

Element 8 - Admission Policies and Procedures 82

Element 9 - Independent Financial Audits 86

Element 10 - Procedures by which Pupils Can be Suspended or Expelled 87

Element 11 - Employee Retirement Systems 108

Element 12 - Pupil Attendance Alternatives 109

Element 13 - Employee Return Rights 110

Element 14 - Dispute Resolution 111

Element 15 - Closure Procedures 114

Additional Provisions 121

Affirmations, Declarations, and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

Oakland Unity High School (also referred to herein as "Unity," "OUHS," or the "Charter School"):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code ("Ed. Code") § 47605(e)(1))

2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))

3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))

4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))

5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District ("OUSD" or "District") except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))

    a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

    b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

    c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth,

or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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 report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))

2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))

3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq*. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))

6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, martial status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))

8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)

9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (I).

10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 *et seq*.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

a. The California Code of Regulations
b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq*.)
d. Displaying all required postings at school site and online
e. Following the minimum and maximum age requirements for enrollment
f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific "District Required Language" (DRL), including but not limited to the above Affirmations, Declarations, and Assurances section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Executive Summary

Unity High School ("Unity") is an exceptional small school in the heart of East Oakland, dedicated to the education and empowerment of young people. Founded in 2003 by Executive Director, Lance Tsang, Unity is the culmination of his lifelong commitment to non-profit community advancement, beginning in Oakland Chinatown and growing to encompass much of the East Bay. Going into our 21st year of continuous operation in a facility partnership with Our Redeemer Lutheran Church, Unity builds on the deep tradition of grassroots activism in our city, uniting Oakland residents to bridge differences in order to achieve communal empowerment.

At the heart of Unity is the Unity Way, a commitment by all members of our community to work together in partnership for the collective good, a belief that knowledge of the world and of self enables individuals to achieve success, and an understanding that all challenges can be overcome through resilience and determination.

Recognized as a California Distinguished school in 2021, Unity has a long and ongoing track record of the highest levels of academic success for our students. We were also the first school in the city of Oakland to reopen for full service to students following the school closures due to COVID-19, and we maintained continuous in-person services for students in need throughout the course of the pandemic.

Over the course of the past charter term, Unity also founded a Computer Science Pathway, with the goal of providing all Unity students with career preparation in the fundamentals of Computer Science and Computer Programming, equipping them to compete for the jobs of the future.

Looking toward the next charter term, we ask only for the opportunity to continue to serve our community, to be in partnership with any who share our goal of collective advancement, and to build toward our young people's stewardship of the future of our city.

Review of Achievement Data

<u>Oakland Unity High School Data Highlights and Areas of Interest</u>.

- CA School Dashboard
    - Unity surpassed the state average for all students and significant subgroups for renewal in ELA for both 2022 and 2023.
    - Unity's College and Career prepared percentage is much higher than the state for all students and significant subgroups in 2023 (CCI not available in 2022).
    - Unity's ELA and Math performance in 2023 is better than most of the comparison schools in the area, including charters, for all students and a majority of significant student groups, even though their Math performance was below the state average.
    - The English Learner Progress is lower than the District and the State and comparison charters, but the 2023 ELA performance of English learners was

better than all but one comparison school, the district, and the state, suggesting Unity is still serving English Learner and recently reclassified students well.

- CAASPP
    - ELA performance is consistently above all comparisons – neighboring district and charter schools, OUSD, and the state – since 2017. This is true across all student groups -- SED, EL, SWD, and Hispanic/Latino. (SWD was the only group lower than comparisons in 2022 and it was only 11 students.)
    - Math performance has dropped post-pandemic, but it's still better than most neighboring district and charter schools. This is true for SED, EL, and Hispanic/Latino students compared to neighboring schools as well. SWD are not performing as well.
    - Science performance is also better than most neighboring district and charter schools as well as OUSD. This is true for SED, EL and Hispanic/Latino students as well.
    - The performance of our students in ELA and Math made exceptional gains in the Spring 2024 testing season, with ELA increasing from 56% to 78% and Math increasing from 18.3% to 37.4%, over a 100% increase. In terms of Distance from Standard, DFS increased roughly 35 points in ELA and 40 points in Math.
- English Learners
    - Unity's reclassification rate pre-pandemic was significantly higher than comparisons, but the statewide reclassification rate has not been published since 2020-21.
    - Unity English learners consistently score higher on the ELPAC than comparison schools, the district, and the state on the ELPAC. There are fewer students scoring in Level 1 than the comparisons every year since 2018.
    - The percentage of students "at-risk" of becoming long-term English Leaners ("LTELs") is much lower at Oakland Unity than comparisons but the percentage of students who are LTELs is in line with comparisons. The vast majority (91%) of Unity's English learners have been in US schools for 6+ years. This is higher than the comparisons.
- Cohort Graduates
    - Unity has a higher graduation rate than neighboring district schools, OUSD, and the state and a much higher percentage of those graduating A-G complete. Graduation rate is similar to neighboring charter schools, but A-G rate is higher.
    - College-going rate is better than neighboring district schools but similar to other comparisons.
- Climate, Demographics & Teachers
    - Chronic absenteeism is much lower at Unity than all comparisons. This has been consistent back to 2017-18, and it's true for all student groups.
    - Unity has a lower percentage of "ineffective teachers" than the neighboring schools and the District.
    - Unity has a higher stability rate than all comparisons, indicating the students choose to stay at Unity a full year each year.

    - Unity has a slightly lower percentage of ELs and SWDs than the district, but a much higher percentage of SED students. There are also fewer African American and more Hispanic students at Unity than the district.
- Verified Data
    - Since the Smarter Balanced test is only given one year in high school, we compared the growth from grade 8 to grade 11 for all students with scores available to Unity through the California Educator Reporting System. If we consider growth in the Distance from Standard ("DFS") over time as a proxy for "one year's growth", the majority of Unity students from 2018 to 2023 are meeting the standard for growth, with the exception of math growth for the 11th graders tested in 2021, which was a remote learning year.
    - The average distance from standard for each of these cohorts also grew, except for the 11th graders in 2021 in math.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle performing).

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. Unity is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools' status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Accordingly, Unity fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence meets the criterion, for charter renewal for a term of 5 years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District consider the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress ("CAASPP") ELA and math assessments, the English Learner Progress indicator ("ELPI"), and the College/Career indicator ("CCI").

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year's progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

Unity documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

Charter School Dashboard State and Local Indicators 2023

The following chart reflects the Charter School's 2023 Dashboard performance indicators (points above or below standard), and for comparison purposes, the District's and the State's.

State Indicators:

Indicator	Unity	District	State
ELA (academic)	-14.5	-63.6	-13.6
Math (academic)	-89.6	-93.8	-49.1
ELPI (academic)	41.5%	40%	48.7%
College/Career (academic)	60.2% (high)	37.9% (medium)	43.9% (medium)
Chronic Absenteeism (academic engagement)	N/A	60.3%	24.3%
Suspension Rate	3.8%	4%	3.5%
Graduation Rate	92.1%	75%	86.4%

Local Indicators:

BASICS: Teachers, Instructional Materials, Facilities	STANDARD MET
Implementation of Academic Standards	STANDARD MET
Parent and Family Engagement	STANDARD MET
Local Climate Survey	STANDARD MET
Access to a Broad Course of Study	STANDARD MET

As the above chart indicates, on academic measures on the 2023 Dashboard, Unity outperformed both the District and the State in ELA and outperformed the District for Math, as measured by distance from standard points. Further, as evidenced by the Dashboard, Unity truly shines in setting its students up for success post-graduation. The Charter School outperformed the state in college/career preparedness metrics with 60.2% of students being deemed "prepared" for their upcoming college or career paths as compared to only 43.9% of students across the state. Unity's exceptionally high college/career performance is a testament to the Charter School's skillful execution of its mission to prepare students for admission to and success in college and career.

Additionally, the Charter School is proud of its exceptionally high graduation rate of 92.1%, which exceeds both the District and State's performance for this indicator. The Charter School's

high graduation rate is especially significant given that over 90% of its student population is socio-economically disadvantaged. As noted by the California Multi-Tiered System of Support Research Consortium[1] ("CA MTSS"), high school graduates generate an extra $358,000 in earnings over the course of their lifetime, have better health outcomes, and are less likely to be involved with the criminal justice system. The Charter School's efforts and successes in this regard have profound implications for not only narrowing the achievement and opportunity gaps for marginalized students, but also setting these students up for lifelong success.
The Charter School performed on par with the District in English Learner Progress and had a lower overall suspension rate than the District.

Numerically Significant[2] Student Subgroup ELA Performance on 2023 Dashboard

Demographic	Unity	District	State
Socioeconomically Disadvantaged	13.8	-92.8	-42.6
English Learner	-35.8	-92.5	-67.7
Hispanic	14.1	-83.9	-40.2

As the above chart demonstrates, the Charter School vastly outperformed the District and the State on ELA, as measured by performance level or DFS points, for all of its numerically significant student subgroups.

Numerically Significant Student Subgroup Math Performance on 2023 Dashboard

Demographic	Unity	District	State
Socioeconomically Disadvantaged	-93.8	-123.2	-80.8
English Learner	-138.2	-115.6	-93.4
Hispanic	-98.3	-117.1	-80.8

[1] Belfield, C., Rodriguez, V., Bowden, A. B., & Oas, J. (2023). *The Economic Benefits of Equity Across California Schools* [Research Brief]. UCLA Center for the Transformation of Schools. https://transformschools.ucla.edu/research/the-economic-benefits-of-equity-across-california-schools/
[2] The following subgroups did not have enough students at Unity for the Dashboard to provide a performance level for ELA or Math: African American (1 student), Students with Disabilities (14 students), Two or More Races (1 student), Foster (1 students), American Indian (1 student).

The Charter School performed better than the District in Math for its socioeconomically disadvantaged student subgroup and performed on par with the District in Math for its English Learner and Hispanic student subgroups.

GROWTH ON SMARTER BALANCED ASSESSMENTS: STUDENTS MAINTAINING OR IMPROVING DISTANCE FROM STANDARD				
	ELA		Math	
Cohort	Total Count	% Maintained or improved	Total Count	% Maintained or improved
2015 (8th) to 2018 (11th)	67	88%	70	73%
2016 (8th) to 2019 (11th)	75	84%	76	75%
2018 (8th) to 2021 (11th)	78	63%	77	40%
2019 (8th) to 2022 (11th)	81	84%	81	57%
2019 (7th) to 2023 (11th)	74	81%	74	57%

AVERAGE CHANGE IN DISTANCE FROM STANDARD ON SMARTER BALANCED ASSESSMENTS		
Cohort	**ELA**	**Math**
2015 (8th) to 2018 (11th)	**62.3**	**35.6**
2016 (8th) to 2019 (11th)	**67.1**	**56.0**
2018 (8th) to 2021 (11th)	**17.3**	**-12.7**
2019 (8th) to 2022 (11th)	**61.2**	**2.2**
2019 (7th) to 2023 (11th)	**63.0**	**6.1**

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. **As clearly demonstrated by the evidence above, Unity meets this renewal criterion and should be granted a renewal term of 5 years.**

Element 1 - Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter 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." – Ed. Code § 47605(c)(5)(A)(i)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." – Ed. Code § 47605(c)(5)(A)(ii)

"If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements." – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 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(c)(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, including but not limited to 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.
- 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.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School 'shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...' (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed

condition; certifies that the student's condition prevents attendance in a less restrive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment					
Grade Level	**2025-2026**	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**
9	100	100	95	100	100
10	85	90	90	85	85
11	60	80	80	80	80
12	65	55	75	75	75
Total	315	325	340	340	340

Maximum Enrollment for Charter Term: 450

Charter School will submit a petition to materially revise its charter if any of the following occur:

1. The Charter School seeks to serve any grade levels not already approved by the District on the schedule approved by the District;
2. The total enrollment in a given year exceeds the maximum enrollment by 5% or more.
3. The total enrollment in a given year is more than 15% below the projected enrollment per the schedule above.

Mission

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

Unity 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 students to apply their knowledge and skills for the benefit of their communities and society.

Vision

For Students

Oakland Unity High School will be a small school where all students acquire the core skills necessary for academic and career success, where students will develop lifelong 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 advance their economic mobility.

For Staff

Our vision also includes a Charter 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 programs and interventions, and use data inquiry to inform their work.

For School

We will maintain a Charter 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.

Educational Philosophy

At Oakland Unity, our mission is to empower our students to reach their full potential and achieve their dreams by fostering high expectations, individual determination, and personal growth. We firmly believe that a strong community and supportive environment can inspire our students to be self-motivated, competent, lifelong learners who develop into confident, capable individuals. While academic achievement is an important aspect of our approach, we recognize that true success comes from a combination of self-awareness, resilience, and a sense of purpose. By nurturing these qualities in our students, we aim to equip them with the tools they need to thrive in the classroom and beyond.

Our commitment to education is a collaborative effort, and we work closely with families and community members to create a positive, inclusive learning environment. By fostering strong relationships between students, staff, and families, we can create a supportive community that encourages growth, learning, and personal development.

At Oakland Unity, we are dedicated to helping our students become the best versions of themselves. Through hard work, dedication, and a focus on personal growth, we strive to instill a lifelong love of learning and a passion for making a positive impact in the world.

We believe that a strong teaching program and school culture are the key to unlocking academic success for all our students. To achieve this, we place great emphasis on ensuring that our teachers are highly skilled and equipped to provide the best possible education to our students. Despite the pandemic, we have maintained an impressive 90% teacher retention rate each year (91% in 2019-2020 and 95% in 2020-2021). Our successful teacher development program provides our teachers with opportunities for growth and leadership, including hybrid teacher leadership positions and promotions to leadership roles.

We are proud to report that all of our Unity Administrators, including our Principal, were previously full-time teachers at Unity. Furthermore, our Instructional Leaders and members of the Instructional Leadership Team are all current or former full-time teachers. At Unity, we understand the pivotal role our teachers play in shaping the future of our students, and we are committed to providing them with the resources and support they need to thrive in their roles.

We believe that the stability of our staff and the development of our leadership pipeline are critical to achieving our instructional vision and promoting best practices in teaching. Our approach is to foster organic growth from the bottom up. Our Unity Vision of Instruction has been shaped through the collective input of all departments at Unity and represents a comprehensive guide to help all our teachers develop a student-centered and data-driven approach to classroom instruction. Our Unity Vision aligns with our 21-22 Teacher Goals established in 2019, and we are confident that our commitment to this shared vision will allow us to build a strong foundation for academic excellence and personal growth for all our students.

In addition to our efforts in cultivating a culture of excellence within our staff, we are committed to creating opportunities for our alumni to pursue a career in education. Through our tutoring program, we provide recent college graduates who are Unity alumni with valuable teaching experience, enabling them to explore a career in education. We offer support for them to obtain the necessary credentials and ultimately place them in a classroom position as soon as opportunities arise. By doing so, we hope to create a robust alumni teacher pipeline (OUHS students returning to the Charter School to be teachers) that will further contribute to the success of our instructional program.

Whom Unity High School is Attempting to Educate

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

Student Demographics

Oakland Unity Student Enrollment by Race/Ethnicity Data 2023-2024									
Total Enrollment		African American	American Indian or Alaska Native	Asian	Filipinx	Hispanic or Latinx	Pacific Islander	White	Multi-racial
Unity	**304**	5.9%	0%	1.2%	0.3%	85.0%	0.9%	3.7%	0.6%
OUSD	**45,086**	20%	0.2%	9.4%	0.7%	50.2%	0.7%	10.1%	6.0%

Oakland Unity Student Enrollment by Subgroup Data 2023-2024					
	English Learner	Homeless Youth	Foster Youth	SWD	SED
Unity	31.6%	0%	0.3%	16.4%	98.4%
OUSD	33.1%	5.4%	0.5%	15.5%	80.5%

Families in our community of East Oakland, California, confront a myriad of challenges that hinder access to quality educational opportunities. Economic instability often translates into limited access to essential resources, and the high exposure to trauma, violence and housing instability, further impede students' ability to focus on their studies. In this environment, OUHS stands out as a vital lifeline, dedicated to bridging this gap. By offering robust academic support, personalized learning plans, and a strong emphasis on community engagement, the school provides a structured and nurturing environment where students can overcome their circumstances and pursue academic success. Through targeted interventions and comprehensive support systems, OUHS is committed to transforming the educational landscape for our families, offering them a tangible pathway to a brighter future.

Educational Program

Overview. Unity 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
- 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 9th grade, when they enter Unity.

- Students develop leadership skills and individual talents through participation in extracurricular activities such as sports, clubs, 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

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

Our philosophy of what it means to be an educated person in the 21st 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.

How Learning Best Occurs: Pedagogical Approaches & Instructional Design

Teachers at Unity employ pedagogical strategies that vary from traditional direct instruction to dramatic interpretation of content, to innovative web-based approaches. Teachers at Unity 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 Unity 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: Unity 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. Unity students engage in active listening and participation in content area lectures and presentations.

- Inquiry-based learning: Teachers at Unity 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.
- Integrated technology: In the interest of increasing the ways that our students access content and expanding their opportunities to demonstrate understanding of content, Unity 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).
- Computer Science Pathway: Unity offers a technical education in Computer Science and Digital Media in order to foster innovation and provides students with the necessary skillset to excel in a 21st century technologically focused professions. The Unity Academy of Information Technology and Digital Media offers technical training on digital literacy, computer coding, and digital arts and design, with technical certification opportunities upon completion of sequence. Our pathway helps students develop the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to their lives. Students are introduced to topics such as interface design, limits of computers and societal and ethical issues of software engineering. They also spend time learning about robotics, PC systems and how to build and troubleshoot computers all of which offer students hands-on learning experiences. The pathway provides field trips to leading technology companies and Bay Area universities, internship opportunities and more.

To ensure the effective implementation of the above pedagogical approaches, Unity 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). Unity 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: Unity 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).
- Unity offers extensive collaboration time for teachers to develop and deliver a coherent instructional program that integrates rigorous academic content standards with engaging pedagogical strategies.
- Unity provides structured opportunities for the development of personalized relationships between students and a caring adult advisor. The advisor ensures that each student meets their 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 (McClure et al., 2010, Cotton, 2001).
- Pedagogical strategies and instructional structure are continuously modified in response to student learning needs based on assessment data.
- Unity 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.

Academic Subject Matter and Other Skill Outcomes. Unity students will achieve competency in the skills outlined in the California Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development Standards, and remaining State Content Standards (hereinafter, collectively "State Standards"), for each grade. The following outlines standards-based learning outcomes by academic subject matter and skill area, from which Unity develops its curriculum:

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. 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.

ADDITIONAL ACADEMIC & 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.

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.

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

Unity has a compelling, clear vision that is visible throughout the school and present in conversations that include staff, students, and community members. The school's clear, compelling vision provides direction for collaboratively implementing and sustaining school improvement.

- Listed in Unity Vision of Instruction → emphasis on teaching the basics and encouraging student ownership
- Observed via DDI Observations → measured by SUDOKU Rubric
- Reflections on Rigor → Grade Inflation, Survey Challenge Data, Assessment Analysis
- Shift towards Standards Based → cognitive rigor matrix

Curriculum. Unity delivers a rigorous curriculum that meets or exceeds state standards. All Unity core academic courses are approved by the University of California for its A–G admission requirements.[3]

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.
- Project-based learning: Students at Unity 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.
- Technology is integrated into classroom activities to support teaching and learning. Online classes are employed when appropriate to supplement our regular classes.

[3] https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html

- Unity 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 Unity Habits of Heart and Mind (The Unity Way) are a set of values that addresses r*espect, 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).

Core, College Prep, and Elective Course Descriptions.

9th Grade

- English 9: English 9 is a foundational course designed to enhance students' reading, writing, speaking, and critical thinking skills. This course introduces students to a diverse array of literature, including classic and contemporary works, spanning various genres such as novels, short stories, and poetry. Through these texts, students explore themes related to identity, society, and the human experience.
- Ethnic Studies: This interdisciplinary course is designed for students to identify, interpret, and confront social and historical constructs of identity, race, class, ethnicity, gender, and sexuality in order to dissect their existence and position in the world. To empower students to engage socially and politically and to think critically about the world around them, Ethnic Studies documents the experiences of people of color in order for students to construct counter-narratives and develop a more complex understanding of the human experience. Students will develop a respect for cultural diversity and see the advantages of inclusion.
- Algebra 1: Algebra 1 is a foundational mathematics course that introduces students to the essential concepts and skills of algebra. The course covers topics such as variables, expressions, equations, functions, inequalities, and their applications. Students will learn to solve linear equations and inequalities, work with quadratic functions, and analyze data through various representations. Students develop problem-solving skills, logical reasoning, and the ability to connect algebraic concepts to real-world scenarios.
- Biology: Biology is an introductory science course that explores the fundamental principles of life and living organisms. This course covers a wide range of topics including cellular structure and function, genetics, evolution, ecology, and human anatomy. Students will engage in hands-on laboratory investigations to observe biological phenomena and conduct experiments to reinforce theoretical concepts. Students are taught to develop scientific inquiry skills, critical thinking, and the ability to analyze data.
- Learning Lab: Learning Lab is designed to provide academic support and additional instruction to help 9th grade students to fill academic gaps and strengthen their mathematical skills and understanding. This course aims to build a solid foundation in fundamental mathematical concepts, including arithmetic operations, algebraic reasoning, geometry, and problem-solving strategies. In this class, students receive

guidance in areas where they need additional support. This class focuses on building confidence in mathematical abilities, improving study skills, and developing effective problem-solving techniques.

- Physical Education: This course emphasizes the development of motor skills, physical fitness components (such as cardiovascular endurance, muscular strength, flexibility, and body composition), and healthy lifestyle choices. Students will engage in a variety of activities including team sports, individual fitness exercises, and recreational games, tailored to promote physical, mental, and social well-being. Through fitness assessments, goal-setting exercises, and health education, students will develop skills to maintain an active lifestyle and make informed choices that contribute to their overall well-being.

10th Grade

- English 10: English 10 builds on the foundational skills developed in English 9, with a deeper focus on literary analysis, advanced writing techniques, and critical thinking. This course continues to explore a wide range of literary works, including fiction, non-fiction, and poetry from various cultures and historical periods. Through these texts, students engage with complex themes such as justice, power, identity, and morality.
- Modern World History: Modern World History explores the major events, movements, and themes from the late 18th century to the present, providing students with a comprehensive understanding of how historical events have shaped the contemporary world. The course covers key topics such as the Industrial Revolution, imperialism, world wars, decolonization, and globalization, with an emphasis on the interconnectedness of global cultures and economies. Students will analyze primary and secondary sources, engage in critical discussions, and develop their skills in historical inquiry and evidence-based writing.
- IM2: Integrated Math 2 is an intermediate mathematics course that builds upon the foundational concepts learned in Algebra 1. This course extends students' understanding of algebraic principles to include more complex topics such as quadratic equations, polynomials, exponential and logarithmic functions, rational expressions, and trigonometry.
- Geometry: Geometry is a foundational mathematics course that explores the properties and relationships of shapes, lines, and angles in both two and three dimensions. This course covers essential topics such as geometric proofs, congruence, similarity, transformations, circles, polygons, and geometric constructions.
- Chemistry: Chemistry is a rigorous science course that explores the fundamental principles of matter and its interactions. This course covers a comprehensive range of topics including atomic structure, chemical bonding, stoichiometry, states of matter, thermodynamics, kinetics, acids and bases, and organic chemistry. Students will engage in laboratory experiments to observe chemical reactions, analyze data, and apply scientific methods to investigate natural phenomena. In this class, students develop problem-solving skills, critical thinking, and the ability to communicate scientific concepts effectively through written reports and presentations.

- Introduction to Games and Simulation: Introduction to Games and Simulations is an innovative course that explores the principles and applications of game design and interactive simulations. This course introduces students to the fundamentals of game mechanics, storytelling, character development, and level design through hands-on projects and collaborative activities. Students will learn about the history of games, analyze different genres, and examine the impact of games on society and culture.

11th Grade

- English 11: English 11 is an advanced English course that immerses students in the rich literary traditions of ancient Greece and Rome. Through the study of classical texts, students will explore foundational themes in literature, philosophy, and history that have shaped human thought over millennia. This course emphasizes critical reading, analytical writing, and thoughtful discussion, encouraging students to connect ancient ideas with contemporary issues.
- U.S. History: U.S. History provides a comprehensive survey of American history from the pre-Columbian era to the present day. This course emphasizes the political, social, economic, and cultural developments that have shaped the United States. Key topics include the founding of the nation, the Civil War and Reconstruction, industrialization, major wars and conflicts, civil rights movements, and contemporary America. Students will engage in critical analysis of primary and secondary sources, participate in discussions, and develop research and writing skills. By understanding the complex narrative of U.S. history, students will gain insights into the nation's identity and their role as informed citizens.
- AP U.S. History (Elective): AP United States History is an intensive course that explores the history of the United States from its colonial beginnings to the present day. This course covers a wide range of topics including political, social, economic, and cultural developments, emphasizing critical analysis of primary and secondary sources. Students will examine key themes such as exploration and colonization, the American Revolution, westward expansion, the Civil War and Reconstruction, industrialization, reform movements, world wars, civil rights struggles, and contemporary issues. Through rigorous coursework, debates, essays, and document-based questions, students will enhance their ability to interpret historical evidence and construct well-supported arguments.
- Pre-Calculus: Precalculus is an advanced mathematics course that prepares students for the study of calculus and other higher-level math courses. This course integrates and extends algebraic, geometric, and trigonometric concepts to provide a comprehensive understanding of functions and their properties. Topics covered include polynomial, rational, exponential, logarithmic, and trigonometric functions, along with their graphs and transformations. Students will explore complex numbers, sequences, series, conic sections, and vectors, applying these concepts to solve real-world problems and mathematical models.
- Physics: Physics is an advanced science course that explores the fundamental principles governing the natural world. This course covers a wide range of topics including mechanics, electricity and magnetism, waves and optics, thermodynamics, and modern

physics concepts. Students will engage in hands-on laboratory investigations and mathematical problem-solving exercises to explore these principles and their applications in everyday life and technology. In this course, students develop scientific inquiry skills, critical thinking, and the ability to analyze and interpret experimental data.

- Spanish 2: Spanish 2 focuses on the development of listening, speaking, reading, and writing skills in Spanish. This course emphasizes communication in practical, everyday situations, expanding vocabulary and grammar knowledge to enable students to express themselves more fluently and accurately, both verbally and in writing. Students will engage in interactive activities, dialogues, cultural readings, and multimedia resources to deepen their understanding of Hispanic culture and traditions.
- AP Spanish (Elective): AP Spanish Language and Culture is an advanced course designed to immerse students in the study of Spanish language, literature, and cultural perspectives. This course emphasizes proficiency in communication through listening, speaking, reading, and writing in Spanish. Students will explore a wide range of authentic materials, including literature, articles, audio recordings, and multimedia sources, to enhance their understanding of Hispanic cultures around the world. Emphasis will be placed on analyzing and synthesizing information, expressing opinions, and presenting arguments effectively in Spanish. Students will develop advanced grammar skills, expand their vocabulary, and refine their ability to interpret and respond to cultural products and practices.
- Introduction to Systems Programming: Introduction to Systems Programming is an advanced course that provides students with a comprehensive understanding of low-level programming and computer systems. This course covers topics such as memory management, file systems, process management, and network programming. Students will learn to write programs that interact closely with hardware and operating systems, emphasizing efficiency, security, and performance optimization. Through hands-on projects and lab exercises, students will gain practical experience in debugging, testing, and maintaining complex systems-level software. Students will engage in problem-solving, algorithm design, and the analysis and manipulation of data structures.
- AP Computer Science Principles: AP Computer Science Principles is an introductory course that explores the foundational concepts of computer science through a broad range of engaging and relevant topics. This course covers computational thinking, problem-solving strategies, programming fundamentals, data analysis, and the societal impacts of computing. Students will develop computational skills using a variety of programming languages and tools to create solutions to real-world problems.

12th Grade

- English 12: English 12 is a capstone course that engages students in critical exploration of contemporary American literature, media, and cultural texts. This course emphasizes the examination of pressing issues such as race, gender, class, and immigration. Students will develop their analytical, writing, and communication skills while exploring the power of literature to reflect and influence societal change.
- American Government: American Government is a comprehensive course designed to give students a thorough understanding of the structures, functions, and processes of

the United States government. This course covers foundational topics such as the Constitution, the three branches of government, federalism, civil liberties and rights, political parties, and the electoral process. Students will analyze current events and historical case studies to understand the practical applications of government principles and the role of citizens in a democratic society.

- Economics: Economics is an engaging course that introduces students to the fundamental principles of both microeconomics and macroeconomics. Students will explore key concepts such as supply and demand, market structures, the role of government in the economy, economic indicators, and global trade. The course emphasizes the application of economic theories to real-world situations, helping students understand how economic decisions impact individuals, businesses, and societies.
- Business Calculus: Business Calculus is a specialized course designed to apply calculus principles to business and economics contexts. This course covers essential topics including limits, derivatives, optimization, integration, and their applications in business decision-making and financial analysis. Students will explore how calculus can be used to model and solve real-world problems such as revenue maximization, cost minimization, profit analysis, and inventory management.
- AP Calculus (Elective): AP Calculus is an advanced mathematics course that delves into the study of calculus concepts and their applications. This rigorous course covers differential and integral calculus, exploring topics such as limits, derivatives, techniques of differentiation, applications of derivatives (including related rates, optimization, and curve sketching), definite and indefinite integrals, and the Fundamental Theorem of Calculus. Students will engage in analytical problem-solving, mathematical modeling, and reasoning, applying calculus to analyze and solve real-world problems in science, engineering, economics, and other fields.
- Introduction to Film and Video Production: Introduction to Film and Video Production is a dynamic course that introduces students to the art and techniques of filmmaking. This course covers fundamental concepts such as camera operation, lighting, sound recording, editing, and storytelling through visual media. Students will explore the entire production process, from scriptwriting and storyboarding to filming and post-production editing using industry-standard software and equipment. Emphasis will be placed on hands-on projects, collaborative teamwork, and creative problem-solving skills as students produce their own short films, documentaries, and video projects.
- AP Government (Elective): AP Government and Politics is an intensive course that explores the principles, institutions, and practices of the United States government and political systems. This course covers a wide range of topics including the Constitution, federalism, civil liberties and rights, political parties, interest groups, elections, and public policy. Students will engage in critical analysis of primary source documents, Supreme Court cases, and current events to understand the complexities of American politics. Students will develop analytical and writing skills through essays, debates, and research projects.
- AP Biology (Elective): AP Biology is an advanced course designed to explore the diversity and interconnectedness of life at molecular, cellular, organismal, and ecological levels.

This rigorous course covers essential topics including biochemistry, cell biology, genetics, evolution, ecology, and physiology through in-depth study and hands-on laboratory investigations. Students will engage in scientific inquiry, data analysis, and critical thinking to deepen their understanding of biological concepts and processes. Students will learn to develop advanced research skills, design experiments, and apply biological principles to solve real-world problems.

- Introduction to Information Technology (Elective): Introduction to Information Technology is a foundational course that introduces students to the essential concepts and skills in the field of IT. This course covers a wide range of topics including computer hardware and software, networking fundamentals, cybersecurity basics, database management, and digital communications. Students will engage in hands-on activities, labs, and projects to develop practical skills in troubleshooting, computer maintenance, and software applications.
- Studio Art (Elective): Studio Art is an immersive course designed to cultivate creativity and artistic expression through a variety of media and techniques. This course offers students the opportunity to explore drawing, painting, and mixed media in a studio setting. Emphasis is placed on developing technical skills, exploring artistic processes, and experimenting with different materials.
- Work Experience (Elective): Work Experience and Internship is a practical course designed to bridge the gap between academic learning and professional work environments. This course provides students with the opportunity to gain hands-on experience in a field of their interest through internships or work placements. Students will develop essential workplace skills such as communication, teamwork, problem-solving, and time management while gaining insights into potential career paths. Students will set personal career goals, develop a professional resume, and learn job search techniques. Through reflective journals, seminars, and presentations, students will analyze their work experiences, explore career options, and understand the dynamics of the modern workforce.

Instructional Materials.

Oakland Unity High School (OUHS) curriculum is grounded in current educational research. Having served the Oakland community for over twenty years, our faculty have stabilized and steadily increased their capacity to align externally (via academic standards, and college-and career-readiness standards) and internally (i.e., horizontally across grade-level and vertically across departments).

Additionally, solidifying our team of educators has allowed for the retention of organizational knowledge, the preservation of past practices, and the development of current educational research. As a result, we have been able to continuously refine and reinforce our integrated various curricular approaches to ensure that they continuously reflect current trends in the world of educational research. Having a diverse staff with varying degrees of experience has dualistic benefits: in addition to our younger colleagues being able to share the most recent

curricular recommendations offered through their involvement in various teacher education programs, our veteran teachers come with their own depth of knowledge.

As a faculty, we apply current research trends when developing curriculum. Teachers utilize the *Understanding by Design* framework, reflect on Webb's *Depth of Knowledge* chart, and reference Hess' *Cognitive Rigor Matrix* when developing unit plans and individualized lessons. Within departments, we routinely use our *Unit Tuning Protocol* to analyze and evaluate our curriculum, assessing the extent to which it meets school-wide expectations pertaining to rigor and relevance, and to ensure that it supports schoolwide learner outcomes and established academic standards. More specifically, having worked extensively to familiarize themselves with the standards of their discipline via attending trainings (e.g., Standards Institute) and dedicating countless hours of intense study, department leaders work with the core academic teachers to modify their respective curricula.

As a means of continuously developing our professional learning community, individual teachers participate in a variety of professional development (PD) opportunities, ranging from voluntary PD opportunities facilitated by outside organizations (e.g. CCSA Annual Conference, East Bay Charter Connect Symposium, AP Annual Conference, SIOP Training), to regularly running internal professional development sessions. Our science faculty have attended NSTA Conferences (to support emerging multilingual students, specifically with vocabulary acquisition, and argument driven inquiry to effectively implement the NGSS) as well as the Industry Initiatives for Science and Math Educators program (to gain insight into industry expectations. Members of our English department have participated in Common Core and SBAC trainings, and our AP teachers have attended AP Institutes, all of which distribute research-based educational practices and curriculum that is standards-aligned.

To inform their practice, our faculty also stay current on their respective discipline (e.g., *Culturally Sustaining Pedagogies* by Paris and Alim, *Culturally Relevant Pedagogy* by Ladson-Billings, *Fair Isn't Always Equal: Assessment & Grading in the Differentiated Classroom* by Wormelli, Drake, & Nelson; *Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers, Character Compass* by Seider). This practice is also modeled by the school's leadership team, grounding themselves in research-based materials (e.g., *Leveraging Leadership*) to improve school-wide instruction.

Regarding our core academic program, each department at Unity High School uses the established set of statewide standards as the anchor of their courses. We implemented the Common Core Standards for Language Arts and mathematics (which also references ALEX standards), while science is aligned with NGSS, placing primary emphasis on promoting a hands-on, inquiry, experimental approach, in line with the criteria for UC lab courses. A number of our other courses (i.e., Art, Physical Education, Computer Science) align with the standards provided by state of California, while Economics is aligned with the Common Career Technical Core Standards for Business Management and Administration and the National Content Standards for Entrepreneurship Education. We also offer a number of Honors courses (which are

UC-approved in their content) and Advanced Placement courses (which met pre-established College Board standards).

Throughout the year, teachers engage in meaningful discussions both in department meetings and grade-level meanings around the varying ways that students will demonstrate their understanding of each standard.

Graduation Requirements.

The school has defined the complex cognitive and social-emotional skills that students will master by the time they graduate in order to be college and career ready. The identified knowledge and skills are clear, concise, and rigorous.

- Humanities ← information literacy (finding, evaluating, organizing, using, and communicating information)
- STEM ← engaging in scientific practices and real-world application
- 21st Century Skills
- Critical thinking ← engaging in scientific practices and real-world application (science)
- Flexibility + Creativity ← various approaches and various answers (all)
- Social Skills + Collaboration ← project based learning (science)
- Communication & Literacy ← research-based presentations (humanities)
- Technology literacy ← coding (computer science)
- Leadership ← student government (elective course)
- KRD

To earn a diploma at Oakland Unity High School, students must meet the University of California A-G requirements:

A. History/Social Science – 2 years required

Two years of history/social science, including one year of world history, cultures and 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.

B. English – 4 years required

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

C. Mathematics – 3 years required, 4 years recommended

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math

courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

D. Laboratory Science – 2 years required, 3 years recommended

Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.

E. Language Other than English – 2 years required, 3 years recommended

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

F. Visual and Performing Arts (VPA) – 1 year required

A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

G. College-Preparatory Electives – 1 year required

One year (two semesters), in addition to those required in "A-F" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

Academic Calendar & Bell Schedule.

Unity exceeds the minimum number of instructional minutes specified in Education Code Section 47612.5 for grades 9 through 12.

Oakland Unity High School
2024-25 Calendar

JULY 2024						
Su	M	T	W	Th	F	Sa
	1	2	3	**4**	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jul 4, Independence Day

AUGUST 2024						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	28	30	31

Aug 5-6, New Teacher Orient.
Aug 7-9, Whole Staff PD
Aug 9, 9th Orientation
Aug 12, 1st School Day

SEPTEMBER 2024						
Su	M	T	W	Th	F	Sa
1	**2**	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sep 2, Labor Day

OCTOBER 2024						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	**14**	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Oct 10-11 Student-Led Conferences
Oct 11, End 1st Qtr.
Oct 14, Indigenous People's Day

NOVEMBER 2024						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	**11**	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	**28**	29	30

Nov 11, Veterans' Day
Nov 25-29, Thankgiving Break
Nov 28, Thanksgiving

DECEMBER 2024						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	**25**	26	27	28
29	30	31				

Dec 18-20, S1 Final Exams
Dec 20, End of 1st Semester
Dec 21-31, Winter Recess

JANUARY 2025						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	**20**	21	22	23	24	25
26	27	28	29	30	31	

Jan 1, New Year's Day
Jan 1-3 Winter Recess
Jan 6, Whole Staff PD
Jan 7, Beg. of 2nd Sem
Jan 20, MLK Jr Day

FEBRUARY 2025						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	**17**	18	19	20	21	22
23	24	25	26	27	28	

Feb. 17, President's Day

MARCH 2025						
Su	M	T	W	Th	F	Sa
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	**28**	29
30	31					

Mar 13-14 Student Led Conferences
Mar 14, End of 3rd Qtr.
Mar. 17, Whole Staff PD
Mar 18, Beg of 4th Qtr.
Mar 28, Cesar Chavez Day (Obs.)
Mar 31, Spring Break

APRIL 2025						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Apr 1-4, Spring Break

MAY 2025						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	**26**	27	28	29	30	31

May 26, Memorial Day

JUNE 2025						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	**19**	20	21
22	23	24	25	26	27	28
29	30					

Jun 2-4, S2 Final Exams
Jun 5, Whole Staff PD
Jun 16, Start of Summer Session
Jun 19, Juneteenth
Jul 4, End of Summer Session

School in Session | School in Recess | Teacher Workday | Minimum Day | Summer Session

OAKLAND UNITY HIGH SCHOOL BELL SCHEDULE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
ADVISORY	8:30-8:40	ADVISORY	8:30-8:40	ADVISORY	8:30-8:40	ADVISORY	8:30-8:40	ADVISORY	8:30-8:40
PERIOD 1	8:43-9:35	PERIOD 1	8:43-10:03	PERIOD 5	8:43-10:03	PERIOD 6	8:43-9:35	PERIOD 6	8:43-9:35
PERIOD 2	9:38-10:30	BLOCK		BLOCK		PERIOD 5	9:38-10:30	PERIOD 5	9:38-10:30
PERIOD 3	10:33-11:25	PERIOD 2	10:06-11:26	PERIOD 6	10:06-11:26	PERIOD 4	10:33-11:25	PERIOD 4	10:33-11:25
PERIOD 4	11:28-12:20	BLOCK		BLOCK		PERIOD 3	11:28-12:20	PERIOD 3	11:28-12:20
L1	12:23-12:53	L1	11:29-11:59	ADVISORY	11:29-12:15	L1	12:23-12:53	L1	12:23-12:53
L2	12:56-1:26	L2	12:02-12:32	NC	12:18-1:00	L2	12:56-1:26	L2	12:56-1:26
SSR	1:29-1:55	SSR	12:35-12:59	NC LUNCH	1:00-1:30	SSR	1:29-1:55	SSR	1:29-1:55
PERIOD 5	1:58-2:50	PERIOD 3 BLOCK	1:02-2:22	NC	1:30-2:30	PERIOD 2	1:58-2:50	PERIOD 2	1:58-2:50
PERIOD 6	2:53-3:45	PERIOD 4 BLOCK	2:25-3:45	NC	2:30-3:30	PERIOD 1	2:53-3:45	PERIOD 1	2:53-3:45
PERIOD 7	3:45-4:30	PERIOD 7	3:45-4:30			PERIOD 7	3:45-4:30	PERIOD 7	3:45-4:30

Note: FIRST bell rings @8:25

Please send your student with proper school uniform, thank you!

Our Unity calendar and bell schedule provide for a total of 64,945 instructional minutes, 145 minutes more than the required 64,800 minutes.

WASC Accreditation

Oakland Unity High School first earned accreditation in 2007. Our current accreditation status runs through 2025.

Parent Notification Regarding Course & Credit Eligibility for College

In compliance with Education Code Section 47605(c)(A)(iii), Unity will provide students and parents/guardians with access to course catalogs in English and Spanish (with translation in other languages as needed), notifying them about the transferability of courses to other high schools and the eligibility of courses to meet college entrance requirements. All Unity courses meet the UC/CSU "A-G" course requirements for college entrance eligibility into the UC/CSU systems.

Professional Development

At Unity High School, professional development (PD) is a cornerstone of our continuous improvement and commitment to excellence in education. We have instituted a robust and multifaceted PD program that occurs weekly, providing a structured yet dynamic environment for our staff to engage in meaningful professional growth. Our PD framework is designed to foster collaboration, address both content and student-centered needs, and enhance the overall educational experience. Here's an overview of our diverse PD offerings:

- **Department Meetings:** Dedicated time allocated for academic departments to concentrate on content-relevant goals. This time is crucial for refining curriculum, developing teaching strategies, and sharing best practices within subject-specific contexts.

- **Grade-Level Meetings:** Grade-level meetings provide a forum for teachers to discuss issues pertinent to shared students. These meetings focus on addressing the academic and behavioral needs of students, coordinating interdisciplinary projects, and aligning strategies across different subject areas to ensure cohesive support for students' development.

- **Advisory Meetings:** Recognizing the importance of holistic student support, we conduct advisory meetings that center on how to best provide socioemotional and academic guidance. These sessions are instrumental in fostering a unified supportive school culture, addressing individual student concerns, and ensuring that all students have access to the resources they need for success.

- **Brain Trust Sessions:** To cultivate a reflective and innovative educational environment, we host "Brain Trust" sessions where the entire staff is encouraged to engage in candid conversations on the philosophical and visionary aspects of our school's mission. They are a space for staff to explore and debate current educational trends, pedagogical philosophies, and long-term strategic goals, fostering a culture of continuous reflection and improvement.

- **Staff Olympics:** To strengthen team dynamics and promote relationship building, we organize staff "Olympics," which consists of various activities designed to be enjoyable and engaging, enhancing collegial relationships, improving communication, and building a strong sense of community among staff members.

- **Data-Driven Instruction (DDI) Sessions:** Our commitment to leveraging data for student success is emphasized through DDI sessions. These meetings focus on analyzing student performance data, identifying trends, and developing targeted strategies to improve educational outcomes. By using data effectively, we aim to tailor instruction to meet the diverse needs of our student population.

Overall, our PD program at OUHS is tailored to support our educators in their professional journey, promote a collaborative culture, and drive academic excellence. While the structure has been traditionally consistent, we are continually adapting the focus of our professional development to reflect the most relevant needs of our students and staff.

- **Instructional Leadership Team** (ILT), composed of the head of each academic department, is tasked with overseeing the needs of our staff and ensuring that our PD offerings are structured, relevant, and impactful. The ILT conducts regular needs assessments through surveys, feedback sessions, performance data analysis, and

classroom observations, all of which help identify specific areas where teachers excel and where they might benefit from additional support or resources.

- **Unity Vision on Instruction:** During the 2021-2022 academic year, following a period of distance learning, ILT members noticed shifts in instructional practices from previous rounds that were out of alignment with what had traditionally been our instructional values. This, combined with widespread concerns about students' academic engagement, habits, mindset, and skills led the ILT to explore what students needed to reacclimate to in-person learning and the type of learning environment that would support the development of the skills and habits they will need after high school. This work culminated in the creation of the "Unity Vision of Instruction," a collaborative document reflecting our unified pedagogical vision.
  At the core of the Vision is the idea that "Our students struggle to persevere through challenges and formulate thoughts in a clear and logical way. For students to tackle challenging tasks, they must have prerequisite skills that are explicitly taught and, subsequently, built upon in a logical way." The solution it presents has become the focus of department work in the second semester, to "Delineate each course's scope and sequence in order to track instruction/assessment of content and skills."

- **Standards Based Grading:** Building on the foundational work of the Unity Vision, we began shifting towards standards-based grading (SBG) as a new focus. The transition to SBG is driven by our commitment to providing a more transparent, equitable, and meaningful assessment system that aligns with our instructional values and the needs identified through the Vision.

  Following this directive, each department leader has been working with their department to identify the core, standards-aligned skills that students should be developing in their content areas over their four years of high school, divide the skills into a progression of sub skills that should be learned sequentially, delineate the level of mastery students should be expected to achieve at each grade level, and begin to rewrite unit plans to incorporate regular, explicit skills instruction and assessment.

- **Cognitive Rigor and Depth of Knowledge:** While discussing the shifts toward standards-based grading, there was a realization that merely teaching standards does not inherently promote rigorous learning. Instead, a more nuanced approach is required to foster deep, critical thinking and understanding. Therefore, a parallel school-wide initiative involves departments evaluating and enhancing their instructional strategies, scaffolding materials, and summative assessments.

  Ongoing PD helps teachers better understand and apply Webb's Depth of Knowledge framework, specifically through designing instruction and assessments that incorporate higher levels of cognitive rigor and require students to engage in strategic and extended thinking, applying their knowledge in novel and complex contexts.

Integrating the DOK framework into our instructional practices highlights our dedication to fostering an environment where students are consistently challenged to think critically, solve complex problems, and develop the skills necessary for success beyond high school. This transition reflects our commitment to providing a rigorous, engaging, and meaningful educational experience for all students.

Professional development is adjusted annually to account for any new legal requirements, as applicable.

Special Populations

Meeting the Needs of All Students

The Unity 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. Unity 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, Unity 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 Unity Director of Wellness Services.
- Unity provides after school tutoring for students who need additional assistance with academic work. Unity also provides extended summer classes for students in need of credit recovery and/or skill remediation.
- A multifaceted afterschool program keeps students engaged in productive and healthy activities and away from problems and in a safe school environment during the riskiest after school hours for youth.
- All students are required to attend a pre-9th grade 3-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 Unity. This eases students' transition from their middle school environment to Unity and provides diagnostic information for teachers to better support students.

<u>Plan for Academically Low-Achieving Students</u>

The majority of the students entering Unity at 9th grade enter high school with below average academic skills. Unity's curriculum, pedagogical approaches, and instructional structures have been developed to especially enable the success of our student population. In addition, Unity offers the following interventions to support academically low-achieving students:

- During the school year, Unity 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 meetings. Under-performing

students are those performing below grade level in core academic subjects, as measured by interim assessments (e.g., NWEA MAP), grades, and/or CAASPP.

- 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, Unity 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's academic success.

The following are intervention programs offered by Unity:

- After School tutoring – Unity teachers offer tutoring and homework assistance to under-performing students referred by teachers, by parent request, or when indicated by the SST process.
- Study Center - Students who persistently struggle are provided additional 1-on-1 and small group intervention with a tutor during the school day.
- 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.

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. Unity programs provided for high-achieving students include:

- Advanced Placement and honors course offerings in the following subjects: Biology, Calculus, Spanish, US History, Computer Science, and English. Additional course placements are offered when needed or appropriate.
- 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.
- Unity offers clubs and afterschool programs that enhance academic learning and individual enrichment, including iMentor, Black Student Union, Latinos Unidos, Students in Action, Unity Tech, Anime Club, Horticulture Club, Outdoor Club, Yearbook 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., Girls Who Code, Hack the Hood, and many more.
- Unity has an early college program supported by our Unity 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.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

All Unity 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. Unity meets all applicable legal requirements for ELs relative to annual notification to parents, student identification, placement, program options, English language development 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. Unity implements policies to ensure proper placement, evaluation, and communication regarding the rights of ELs and their parents. If a student is classified as an EL student, the EL 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 Learners ("ELs") will have full access to Unity's core curriculum. Unity aims to hire CLAD certified, experienced teachers and will work with BCLAD certified teachers and other EL specialists to meet the needs of this population. Unity meets all applicable legal requirements for ELs relative to annual notification to parents, student identification, placement, program options, English language development and core content instruction, teacher qualifications and training, reclassification to FEP status, monitoring and evaluation of program effectiveness, and standardized testing requirements. Unity implements policies to ensure proper placement, evaluation, and communication regarding the rights of ELs and their parents. If a student is classified as an EL student, the EL 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.

Unity 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 ELs. Unity 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

Home Language Survey. The Home Language Survey ("HLS") is administered upon a student's initial enrollment into a California public school. If Unity is not a student's first California public school, Unity 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 Unity enrollment paperwork to ensure an HLS is completed. The Unity Main Office oversees this process.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

Annual Assessments. Unity shall follow all testing timelines to ensure students receive proper instruction. The ELPAC consists of two separate assessments:

Initial Assessment ("IA"): The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

Summative Assessment ("SA"): ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

The Unity College Counselor, in their capacity as Testing Coordinator, supervises ELPAC Testing and EL reclassification. In addition to providing staff, students, and families with the official results of the ELPAC, the Unity College Counselor also provides staff, students, and families with unofficial results in a timely manner.

In addition to ELPAC 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.

Reclassification to FEP Status

Unity will use criteria to determine fluent English proficiency for ELs that are consistent with legal requirements regarding standardized testing and other required assessments. In addition, Unity 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.

Students will be reclassified based on the following criteria.

ELPAC Criteria	Oakland Unity High School Measurement	Reclassification Criteria
Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development.	ELPAC Assessment	• Students must earn an overall score of 4 to qualify for reclassification.

Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery.	Grades and teacher consultation, if necessary	● Students must earn a C or higher in core academic classes (English, history, math, and science) in the previous semester. ● Teachers may be consulted if a student does not meet this criteria to determine the degree to which English language proficiency affected the student's performance.
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	NWEA Map Reading 6+ Assessment OR SBAC Summative	● Students must perform at grade level on the NWEA Map Reading test or earn a score of "Standard Met" for overall ELA/Literacy Achievement on the SBAC Summative Assessment.
Parent opinion and consultation.	Parent letter home	● Parents have the ability to block a reclassification recommendation through written request.

<u>Strategies for English Language Instruction and Intervention</u>

- For all students, English language support is embedded in classroom instruction. Teachers use internally developed and standardized diagnostic and benchmark data to understand students' needs and provide intervention, scaffolding, and differentiation.
- In addition, 9th grade students take a supplemental reading and writing course, Fundamentals of Writing, to support the development of their vocabulary, grammar, and written expression skills.
- 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. These are students who will benefit from substantial to moderate support.
- In their 9th grade year EL students will benefit from smaller, intensive specialized instruction on English language acquisition. This specialized instruction, allows for supports and accommodations to be added to the work and reteaching concepts in this setting. This instructional time 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 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.

Unity English Language Development Program
The specific ELD services that Unity offers are embedded into the existing curriculum. Teachers align the ELD Standards with the Common Core State Standards curriculum, which provides much needed access to our English Learners. This approach also takes into account the different levels of language: ELD 1, ELD 2 and ELD 3. Unity's ELD program offers instruction for students learning English as a second language. The curriculum is designed to accelerate students' acquisition of English so that students can enter mainstream content courses. This ELD program works to ensure that all English Learners, from newcomers to those who have lived in the United Stated for a number of years, develop the literacy and language skills necessary to access both middle and high school curriculum. We strive to prepare our students for the language demands of the postsecondary world, both in the workplace and in academia.

The charter school will provide ELs at all English language proficiency levels with meaningful access to the full curriculum. This includes, but is not limited to, identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of the "English Language Arts/English Language Development Framework."

	Specific Instructional Strategies	**Interventions**
ELD 1	- Provide many visual aids - Reduce amount of work being asked for a particular assignment - Student would be able to demonstrate understanding in a variety of ways	- Provide student with outline or pre-populated graphic organizer - ELD Teacher and ELA Teacher collaborate on best outcomes - ELD Teacher and ELA Teacher collaborate on providing student with attainable options
ELD 2	- Provide some visual aids - Assess need for reduction in amount of work being asked for a particular assignment - If needed, student would be able to demonstrate understanding in alternate ways	- Provide student with aids to completing outline or graphic organizer - ELD Teacher and ELA Teacher collaborate on best outcomes - ELD Teacher and ELA Teacher collaborate on providing student with attainable options

ELD 3	- Provide visual aids as needed - Student is able to complete assignment expectations - Student would be able to demonstrate understanding according to assignment expectations	- Reviewing student's completed outline or graphic organizer - Reviewing and giving input on completed assignment - If needed, continue reviewing and giving input on completed assignment

Goals: The goals of the ELD program are, (a) to accelerate English Learners' acquisition of basic intercommunication skills, as well as cognitive academic language proficiency to enable them to participate fully in the mainstream classroom, (b) to continue to advance quality instruction through high quality differentiated materials and ongoing professional development that allow teachers to better meet the needs of our diverse language learners, and (c) to meet the needs of the whole child by increasing family engagement.

The ELD Program prepares students with an academic foundation that contributes to lasting student achievement. ELD intervention at Unity uses various second language acquisition strategies to develop English vocabulary and comprehension skills. Students in the ELD Program have access to the same grade level core curriculum and textbooks that mainstream students receive. ELD students participate in all of the same school activities as their grade level peers in the regular program. In addition, ELD students have the same opportunities to participate in special education provided by Unity.

Mainstream Unity classes will provide additional support to English Learners. Strategies for supporting ELs and LTELs in all classes at Unity include:

- Project-based learning with an emphasis on multiple ways of showing mastery of knowledge. Project-based assessment will take place on a quarterly basis across disciplines. EL students are often able to excel at projects in which they can show their intelligence and understanding in a different modality.
- Heterogeneous groupings in core academic classes such as English, Social Studies, and Math. EL students can benefit when put in an environment with supportive classmates who have a higher level of English than they have. This can be especially true when these classmates are also bilingual in the student's home language and can assist with basic translation and explanation when necessary.
- Specialized Silent Sustained Reading library that includes a wide variety of engaging books targeted towards adolescents who are acquiring English. Unity will purchase books from the Orca Soundings series, which is designed for teens who read below grade level. Books are about high-interest topics in accessible language. EL students will benefit from increased access to and success with reading books in English.
- Instruction 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.

Monitoring and Evaluation of Program Effectiveness
Unity'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

Unity 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. Unity 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.

Plan for Special Education

Services for Students under the IDEA
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(a). A child with disabilities attending OUHS shall receive special education instruction and related services in accordance with their individualized education program ("IEP"). Sonoma Charter SELPA assists OUHS in locating local service agencies with all appropriate licensure and certification to provide legally compliant specific special education services to students. The SELPA also provides professional development to Unity teachers and specialists, keeping us up-to-date on important changes in regulations and offering us referrals to appropriately licensed professionals. The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

The Special Education team at Unity includes a Director, an Education Specialist, and three to four Aides, depending on students' Individualized Education Programs. In addition, Unity contracts with licensed providers for special services.

The Education Specialist conducts professional development with Unity teachers on a quarterly basis to ensure that teachers use best practices when teaching students with IEPs. These professional development opportunities include, but are not limited to, the following topics: 1) accommodation in the general education classroom generally and for specific learners; 2) appropriate modifications to student assignments and assessments in the general education classroom; 3) alternate grading criteria; 4) learning disabilities; 5) what to do if one suspects a disability; 6) response to intervention; 7) steps to assessment; and 8) the Student Success Team process. Professional development also incorporates the priorities of teachers who directly serve students with IEPs.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement polices relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

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.

In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

<u>Assessments</u>

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the OUHS Education Specialist; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Systems of Support

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	STRATEGY
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 general 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 & homogeneous & heterogeneous 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	Daily	Time

	school, weekends or during school).		
Education Specialist	Classroom teacher, Student Success Specialist, Education Specialist, Extended Day Coordinator	Classroom teacher	Support staff
Outside general classroom setting (supports core program)	Generally take place outside the general classroom setting (should NOT supplant core instruction)	General classroom setting	Setting

When OUHS special education 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.

SPED Staff Professional Training

OUHS Special Education staff and general education staff will receive scheduled training from the SELPA. In addition, the OUHS Special Education staff will lead regular professional development training 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

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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under section 504. The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

For identified students who have already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, 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. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation 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, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Element 2 - Measurable Pupil Outcomes and
Element 3 - Method of Measuring Pupil Outcomes

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." – Ed. Code § 47605(c)(5)(B)

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." – Ed. Code § 47605(c)(5)(C)

Unity affirms that, to the extent practicable, the method for measuring pupil outcomes for the Eight State priorities shall be consistent with the way information is reported on a School Accountability Report Card ("SARC"). The Charter School will compile data each academic year to publish a SARC. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the District, parents, Board of Directors, and community at large. The SARC will be posted on the Charter School's website and made available in the main office.

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner,

will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Additional Measurable Pupil Outcomes

Collective MPOs

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

Collective MPOs for Middle and High Schools	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	**Target (%)**
2. Each year, at least _____ percent of students positively rate school safety.	60%
3. Each year, at least _____ percent of students positively rate academic instruction.	60%
4. Each year, at least _____ percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	50%
5. Each year, at least _____ percent of students will express an interest in attending college.	90%
6. Each year, at least _____ percent of students will submit an application for admittance to a four-year college.	80%

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the

Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.

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

Documenting Outcomes for Academic Subject Matter and Other Skills

The Unity academic curriculum consists of the basic concepts, content goals, and skills instruction reflected in the State Standards. Academic skills and concepts specified by the State Standards are linked directly and specifically to concepts and themes explored in the classroom. Unity is dedicated to documenting student achievement of the State Standards each year through state-mandated assessments and local assessments and evaluations as further described below. Unity also evaluates and documents whether students are meeting other skill outcomes outlined in Element 1 of this charter.

Methods for Measuring Pupil Outcomes

Measurable Pupil Outcome	Method of Measurement	Frequency
English Language Arts Achievement, All Students	SBAC	Annual
English Language Arts Achievement, by Subgroup	SBAC	Annual
Mathematics Achievement, All Students	SBAC	Annual
Mathematics Achievement, by Subgroup	SBAC	Annual
Growth in Reading / ELA, All Students	NWEA MAP	Twice per year
Growth in Reading / ELA, by Subgroup	NWEA MAP	Twice per year
English Learner Reclassification	ELPAC	Annual
Chronic Absenteeism Rate, All Students	PowerSchool	Monthly
Chronic Absenteeism Rate, by Subgroup	PowerSchool	Monthly
Cohort Graduation Rate, All Students	CDE Dataquest	Annual

Cohort Graduation Rate, by Subgroup	CDE Dataquest	Annual
School Safety	Parent & Student Surveys	Annual
Quality of Academic Instruction	Parent & Student Surveys	Annual
Parent / Student Voice in Decision Making	Parent & Student Surveys	Annual

Data Analysis and Reporting

Unity reviews data prior to the start of the school year and throughout the year to review effectiveness of instructional delivery. Unity also tracks students across multiple assessments to understand trends in learning. Reports for individual students across multiple measures (including course grades across core subjects) are monitored to support individual student growth, and to create strategies to help them learn content. Causes and effects of struggles are included to understand the full picture of a students' academic progress.

Grading System, Progress Reporting, Promotion/Retention

Grading System and Progress Reporting. Unity's grading system and report cards allow the Charter School to record and assess student progress toward achieving the Charter School's desired classroom-level, grade-level, and exit outcomes, and to communicate levels of achievement to students and their parents. The report cards will be further developed to reflect:

- Progress at each grade level toward meeting Unity's graduation standards for academic excellence.

- Competency with respect to grade-level state content standards for the core curriculum in reading and language arts, mathematics, history and social science, and science as adopted by the State Board of Education pursuant to Education Code Section 60605.

- English language development scores that measure the achievement of English learners toward English language competency.

- Modifications appropriate for students with identified special needs as recommended by the student's IEP Team.

Unity issues report cards twice per year, at the end of each semester, with additional progress reports issued during each semester. The first reporting period focuses on early identification of low-performing and high-performing students who require intervention and/or differentiated

instruction to meet their education needs. In addition, Unity provides an online parent portal via their student information system to allow 24/7 access to student grades and assignments.

Unity Promotion/Retention Policy. Progress toward state and UC A-G graduation requirements will be the primary basis for promotion. Teachers assess a student's progress on a quarterly basis in order to gauge whether the student is mastering the objectives and standards throughout the year. Students who are in jeopardy of retention are counseled individually and given extra help in their specific areas of concern.

Students who do not meet the performance standards for advancement to the next grade or course may be retained in their current grade in accordance with their applicable promotional academic credits. These students are identified earlier in the academic year and are supported by a Student Success Team. Parents of students who have been retained are contacted by the grade level advisor who requests a meeting to discuss the student's progress and determine some strategies that may promote greater success for the student. Strategies may include greater monitoring of student effort and could lead to a referral for individual assessment, possibly bringing about designated accommodations.

Unity Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District. It is also available on our website at https://unityschools.app.box.com. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

Element 4 - Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School 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 Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools ("OCS") within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 *et seq*.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq*.); the California Public Records Act (Government Code section 6250 *et seq*.); Government Code section 1090 *et seq*.; and the Political Reform Act (Government Code section 81000 *et seq*.) Charter School shall also comply

with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify 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, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School 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 Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 *et seq*., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

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

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District 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 Charter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

Legal Status and Liability

The Charter School is operated by Unity Schools, a 501(c)(3) California Nonprofit Public Benefit Corporation. Unity is a directly funded independent charter school governed by Unity Schools' Bylaws, which do not conflict with any element of this charter.

All Unity Schools Board members are voting members and have a legal fiduciary responsibility for the well-being of Unity. Unity will operate autonomously from OUSD, with the exception of the supervisory oversight or any other District oversight as required by law. Pursuant to Education Code Section 47604(d), OUSD will not be liable for the debts and obligations of Unity 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 Unity will include the Unity Schools Board of Directors, its Executive Director, the School Principal, the Unity 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 its policies, is procedures, its charter, and applicable federal and state regulations.

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 Charter School. Board Members will have, among other things, expertise in curriculum development, fundraising, charter school law, school management, facilities, or other areas relevant to the operations of Unity. OUSD is invited to designate a representative to serve on the Unity Schools Board of Directors. If the District chooses to do so, Unity may designate an additional member to ensure that the Board is maintained with an odd number of directors. The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and ethics.

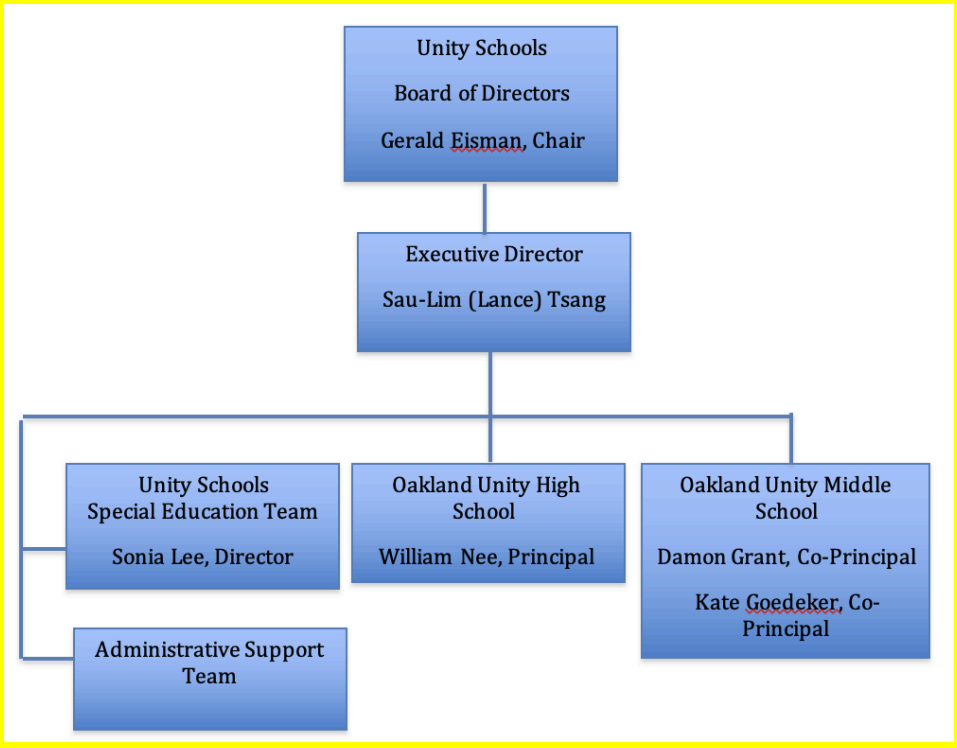
Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Unity Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Unity Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Unity Schools has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 *et seq*. as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Current Composition of Unity Schools Board of Directors

Member & Position	Expertise	Term
Gerald Eisman, Chair	Ed leadership, Academic oversight	11/1/2023 - 10/30/2026
Mario Rivas, Vice Chair	Bd governance, Planning, Academic oversight	4/1/2023 - 3/31/2026
Richard McCline, Treasurer	Bd governance, Finance, Academic oversight	12/1/2021 - 11/30/2024
Lilia Chavez, member	Ed leadership, Academic oversight	2/1/2024 - 1/31/2027
Phillisha Brown, Member	Community Engagement, Parent outreach	9/1/2022 - 8/31/2025
Richard Freudenberger	Community Engagement	3/1/2024 - 2/28/2027

Unity Schools Org Chart



Board of Directors Responsibilities

The Board of Directors has a responsibility to solicit input from, and opinions of, Unity 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 Unity Principal.
- Approving contractual agreements for amount exceeding $5,000 that are not including in the annual budget.
- Approving and monitoring the implementation of Unity 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 Unity annual budget.
- Reviewing and approving Unity's independent fiscal audit, including the resolution of any audit findings.
- 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 Unity mission.
- Reviewing and approving Unity's Local Control and Accountability Plan
- Regularly reviewing progress of both student and staff performance.
- Executing all other responsibilities provided for in the California Corporations Code.
- Reviewing and revising the Charter School's 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 or Hearing Officer 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.

Unity Schools governance policies are aligned with the Brown Act, Education Code Section 47604.1(c) and the Political Reform Act.

Unity Schools Board members abide by 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 the Board Member 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 Unity Schools Executive Director, Unity 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.

The Principal

The day-to-day management and operation of Unity will be the responsibility of the Charter School Principal, who will be authorized to act within the parameters set by the Unity Schools Board. The Principal will supervise and evaluate teachers and other school staff members according to Charter School procedures. The Principal will be advised and supported by the Unity Community Council. The Principal will be responsible for establishing a communication system to facilitate communication among the Charter School's stakeholders including the Unity Schools Board, Unity Community Council, teachers, parents, OUSD, and partner agencies.

Unity Community Council

The Unity Community Council (UCC) participates in proposing Charter School policies, monitoring charter compliance, school facilities planning, and making budget recommendations.

The UCC consists of the Principal, teachers, parents, and other Unity staff. Students and other community members may also participate in the UCC. Unity employees on the UCC are selected by other Unity employees and will not exceed 50% of the seats on the UCC. Parents of Unity students will comprise at least 40% of seats on the UCC and are selected by other Unity parents. Either the UCC or other appropriately configured subcommittees of the UCC constitute the English Learner Advisory Committee for the purpose of meeting the requirements of applicable federal and state requirements.

The number of UCC members may increase as the school population increases. The UCC will develop bylaws that will specify, among other matters: 1) the number of members; 2) the means of selecting members; 3) ground rules; and 4) a decision-making process. The Principal will be responsible for reporting UCC recommendations to the Unity Schools Board.

Parent Involvement

Unity recognizes that students learn best when parents are engaged in their education (Henderson and Berla, 1994). Every school year, Unity hosts an annual meeting for all Unity parents. Parent Board Members. Parents are encouraged to participate in the UCC.

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

Parents are asked to volunteer during the school year to assist with the successful operation of the school's programs. To encourage additional parent involvement, Unity 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.

No student will be denied enrollment nor dis-enrolled for a failure of the parent or guardian to complete volunteer hours. However, in all cases, to give the student the maximum opportunity to succeed, Unity will work with parents/guardians to consider all possible opportunities for parent involvement.

Business and Operations Management

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

Non-Discrimination

Unity 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 any protected characteristics.

Element 5 - Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School 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. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

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

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

Unity 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), Unity Schools and Unity are nonsectarian in their employment practices and all other operations. Unity Schools and Unity 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 Unity have "at will" contracts each year.

The Principal

The Principal supervises the Charter School's teachers and non-instructional staff and is 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
- Reporting to and communicating with the school's governing bodies
- Overseeing the preparation of the Annual Programmatic Audit

Person holding this position possess, at minimum, the following qualifications:

- Bachelor's Degree required
- 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 Unity Schools Board shall establish a Hiring Committee that includes, but is not limited to, board members, teachers, and members of the Unity Community Council. The Hiring Committee will make recommendations regarding the selection of the Principal. The Unity Schools Board will make the final hiring decision.

The Teachers

Teachers are primarily responsible for implementing the Charter School's educational program. 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 Charter School culture that maximizes student learning and critical thinking
- Participating in the governance of the Charter 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

Unity teachers hold appropriate California teaching certificates (including CLAD and BCLAD authorizations), permits, or other documents issued by the Commission on Teacher Credentialing to the extent required of charter schools. In accordance with the requirements of Education Code Section 47605(l), Unity's teachers will be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025 to obtain the certificate required for the teacher's certificated assignment.

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

- Belief that all of our students can and should go to college
- 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 Unity 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 multitask
- 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

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

Instructional Support Staff

Assistant Principal

The Assistant Principal demonstrates the same abilities, experiences, and attitudes (i.e., qualifications) specified above for the Principal; and in addition is specifically responsible for the following:

- Assisting Principal with day-to-day school management including discipline and student services
- Maintaining and implementing effective discipline/conflict resolution procedures and processes, including student to student and student to teacher conflict
- Advising students on academic, personal, social, and family concerns
- Ensuring that campus is adequately supervised at all times
- Coordinating recruitment efforts
- Supervising substitute teacher process and filling in for teachers as needed
- Collaborating with counselor to train staff in the college admission counseling curriculum
- Conducting outreach for new students, striving to create and maintain a student population that is reflective of the community served by Oakland Unified School District
- Assisting in coordination SBAC assessments
- Providing needed staff development and support to staff
- Overseeing effective system for collaborative student services (mental / physical / emotional) including ongoing community outreach to key service providers and community agencies, as well as neighboring colleges/universities
- Outreach to parents for events and buy-in, as well as participation in the UCC
- Participate in ongoing professional development and program assessment and evaluation
- Collaborate with teachers and parents (or guardians) to provide assistance to students who are in need of special intervention
- Manage the student complaint procedures (to be developed)
- Assist with the coordination of special events (e.g. general assembly, prom, graduation, etc. Collaborate with teachers, parents (or guardians), and SPED coordinator to provide assistance to students who are in need of special intervention.

Person holding this position possess, at minimum, the following qualifications:

- Excellent communication and community-building skills
- Administrative and educational experience
- Demonstrated leadership, decision-making, and managerial skills

- Minimum of 3 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)

Director of Instruction

The Director of Instruction coaches and develops teaching staff to best implement Unity pedagogies and systems in service of the school's mission. The Director of Instruction is responsible for the following:

- Observing, coaching, and developing the teaching staff
- Implementing in collaboration with administrators and teachers the Unity Teaching Effectiveness Standards and Rubric for Evaluation
- Collecting and sharing data on teacher growth to inform end of semester evaluation of teachers
- Using data from benchmark and other assessments to move individual teacher practice forward and inform school-wide initiatives, as well as equipping teachers and students to understand and use data for themselves
- Designing, implementing, and regularly updating the Unity plan for aligning curriculum and assessments to the Common Core State Standards, State Standards, and Unity's Habits of Heart and Mind
- Developing and implementing school-wide and department level professional development and inquiry that support teacher growth and school-wide goals
- Creating a model classroom for observation, by teaching a minimum of one period per week every year, demonstrating the Unity Teaching Effectiveness Standards.

Person holding this position possess, at minimum:

- Excellent communication and community-building 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)

College and Career Counselor

The College and Career demonstrates the same abilities, experiences, and attitudes specified above for all of our teachers; and in addition is specifically responsible for the following:

- Serving as primary guide and support person to students and families regarding matters of college application, entrance, and financial aid process
- Establishing clear and regular systems for monitoring of individual Unity cumulative files, transcripts and college going check sheets

- Developing college-going curriculum for students in coordination with Unity Advisory Program
- Developing college-going and financial aid curriculum for parents
- Maintain regular communication with advisors, students, parents, and Principal regarding college-going activities and student services
- Developing database for college-going and students services community-based contacts and resources
- Conducting ongoing community outreach to develop strong systems for collaborative college-going student services.

Person holding this position possess, at minimum:

- Excellent communication and community-building skills
- Minimum of 2 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)

Wellness Coordinator

The Wellness Coordinator demonstrates the pertinent abilities, experiences, and attitudes specified above for all of our teachers; and in addition is specifically responsible for:

- Identifying and providing intervention strategies for students and their families, including counseling, case management, and crisis intervention counseling
- Determining which students need immediate assessment and then prioritizing services
- Consulting with teachers, administrators, and other staff regarding social, emotional, and behavioral needs of students; supporting development of appropriate plans for individual students; and participating in Individualized Education Program Meetings and Student Support Plan meetings as necessary
- Providing 1-on-1 counseling to students, family therapy, and group therapy
- Assisting students and their families in obtaining necessary services, and providing ongoing case management and maintaining case management records as needed.

Person holding this position possess, at minimum:

- Excellent communication and community-building skills
- Minimum of 2 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)

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. Unity 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. Unity works with local community organizations to enhance staffing and programming for the Charter School's extra-curricular activities.

Element 6 - Health & Safety

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.
(iii)That the school safety plan be reviewed and updated by March 1 of every year by the charter school." – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

(A) Child abuse reporting procedures;
(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
(E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
(F) The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code;
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
(H) A safe and orderly environment conducive to learning at the school;
(I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

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

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School 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 Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees

prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School 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, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

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

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Principal and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of health and safety policies of Unity:

Procedures For Background Checks

Unity complies with the provisions of Education Code Section 44237 and 45125.1 requiring employees and contractors of the Charter School to submit to a criminal background check and to furnish a criminal record summary prior to employment and/or any more than limited contact with Unity pupils. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. The Executive Director shall monitor compliance with this policy.

Role Of Staff As Mandated Child Abuse Reporters
All classified and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the OUSD. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Immunizations
Unity adheres to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075 and will include the requirements for pertussis vaccination. All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations.

Medication in School
Unity adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision/Hearing/Scoliosis
Students will be screened for vision, hearing and scoliosis. Unity adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by Unity.

Prevention of Human Trafficking
The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products
The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12, at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations

- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605.
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan
As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bullying Prevention
The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGTBQ Students
Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats
The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice
At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs
The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

Blood-borne Pathogens
Unity 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
Unity maintains a drug and alcohol and smoke free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Element 7 - Balance of Racial/Ethnic, Special Education, and English Learner Students

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." – Ed. Code § 47605(c)(5)(G)

Unity implements a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a balance of racial/ethnic, special education students, and English Learners that is reflective of the general population residing within the territorial jurisdiction of OUSD.

- 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.
- Our enrollment strategies hinge on word-of-mouth promotion and grassroots community engagement, particularly within communities based on our longstanding partner schools. Due to OUSD's Enrollment Stabilization Policy, we are prohibited from partnering directly with district schools to build feeder pipelines, which has an impact on our ability to engage in diverse recruitment. However, through our grassroots community recruitment strategies, we tailor our promotional materials and efforts to cater to a diverse student population and we host community engagement events, such as our Soul Food Night, Ode to the 70s, and the BSU Car Wash, to activate our African-American community. Additionally, our hiring practices aim to reflect the community's diversity, supported by initiatives like our Alumni Teacher Pipeline and Study Center run by Alumni Academic Mentors.
- At over 90% Free and Reduced Lunch, socio-economically disadvantaged students are over-represented at Unity compared to the district and the state, while at 30% English Learner and 15% Students with Disabilities, our demographics are comparable to the district. As of the 24-25 school year, Unity is 9.5% African-American, less than OUSD but more than a 100% increase from our 3.9% level for the 22-23 school year. We attribute this to the success of our diverse recruitment strategies, and will continue to move forward with them.

Element 8 - Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605]." – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School 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.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

OUHS is committed to inclusivity and equal opportunity in education, embracing students from all walks of life without reservation. The school maintains an open-door policy that ensures no student is deterred from applying, irrespective of their personal or socio-economic circumstances. This includes pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, and those of diverse nationalities, races, ethnicities, or sexual orientations. By adhering to the principles outlined in Education Code section 47605(e)(2)(B)(iii), Unity High School affirms its commitment to fostering a supportive and diverse learning environment where every student has the chance to thrive and succeed.

Homeless and Foster Youth

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

with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School 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.

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

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

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

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Unity enrolls a student population largely residing within the geographic boundary of OUSD. The Charter School is committed to maintaining a balance of racial and ethnic students, English Learner students, including redesignated fluent English proficient students, and Special Education students and reflecting the diversity of the Charter School's neighborhood community within its student population.

Unity admits all students eligible to enroll 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 at recruiting all pupils regardless of any protected characteristic. If invited, Unity will attend OUSD high school option fairs conducted by OUSD middle schools.

As of the 2016-17 school year, Unity has been a partner in the Enroll Oakland Charters, 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 1st 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, Unity 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 (2nd year forward) who are guaranteed enrollment in the following school year. Preference in the public drawing shall be given to siblings of currently enrolled 9th, 10th, and 11th graders.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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.

In no circumstance will a wait list carry over to the following school year.

Unity works to establish a foundation of trust and clear communication between students, parents, and staff regarding the mission and vision of the school's charter. Prior to enrollment, all parents or guardians are required to complete an enrollment packet and asked to sign an agreement indicating they understand the school's philosophy and program.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records[4]

[4] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element 9 - Independent Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." – Ed. Code § 47605(c)(5)(I)

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 Charter 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 Charter School's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable 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 annual audit will be forwarded to OUSD, the Alameda County Superintendent of Schools, the State Controller, and to the CDE by December 15th each year. The Audit Committee will review any audit exceptions or deficiencies and report them to the Unity School Board of Directors 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. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The Charter School's financial audit will be a public document.

Element 10 - Procedures by which Pupils Can be Suspended or Expelled

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." Education Code Section 47605(c)(5)(J).

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

> (i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
>
> (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:
>
> > (I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
> >
> > (II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
>
> (iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

At Unity, we uphold a discipline policy grounded in fostering a positive environment through high expectations for student behavior. Central to this approach are the strong relationships we

cultivate with students and their families, recognizing that mutual respect and understanding are fundamental to academic and personal growth. We embrace a community identity built upon the Unity Way: Kindness, Respect, and Determination, ensuring these values are woven into every aspect of school life. Our discipline framework emphasizes proactive strategies such as clear expectations, supportive interventions, and collaborative problem-solving. By nurturing a culture where every student feels valued and empowered, we strive to cultivate responsible citizenship and lifelong learners who contribute positively to our school community and beyond.

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

This Pupil Suspension and Expulsion Policy and Procedures have been established to promote learning and protect the safety and well-being of all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal. When the Policy is violated, it may be necessary to suspend, expel, or involuntarily remove a student from regular classroom instruction.

Unity staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook and will clearly describe discipline expectations. This may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

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, expulsion, and involuntary removal.

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 Unity has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under 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 requires additional or different procedures. Unity will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code when imposing any form of discipline on a student identified as an individual with disabilities for whom Unity 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Administrative Procedures For Pupil Suspension And Expulsion

A. Definitions (as used in this policy)

1) "Expulsion" means disenrollment from Unity.

2) "School day" means a day upon which Unity 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 Unity 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.

Procedures

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 Unity 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

1) Discretionary Suspension Offences: Students may be suspended when it is determined the student:
   a) Caused, attempted to cause, or threatened to cause physical injury to another person.
   b) Willfully used force or violence upon the person of another, except in self-defense.
   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   e) Committed or attempted to commit robbery or extortion.
   f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
   g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
   h) 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. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l) 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.
m) 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.
n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
r) Caused, attempted to cause, threatened to cause, or participated in an act of hate

violence as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12 inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.
   b) Brandished a knife at another person.
   c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
   d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.
   b) Willfully used force or violence upon the person of another, except self-defense.
   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   e) Committed or attempted to commit robbery or extortion.
   f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l) 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.
m) 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.
n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or

pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but

not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

i. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the

Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.
   b) Brandished a knife at another person.
   c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
   d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1) Conference

Suspension will be preceded, if possible, by an informal conference between the Principal or the Principal's designee and the student, the student's parent/guardian, and whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their

version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference.

Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2) Notice to Parents/Guardians

At the time of the suspension, a Unity employee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter 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 or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4) Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

E. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled following a hearing by a neutral and impartial Hearing Officer or an Administrative Panel appointed by the Unity Schools Board. The Administrative Panel should consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. The Hearing Officer or Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 student has committed an expellable offense and recommends the student for expulsion.

The expulsion hearing will be presided over by an appointed Hearing Officer or Administrative Panel Chair. The hearing shall be held in closed session complying with all student confidentiality rules under the Family Educational Rights and Privacy Act unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled 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 student. 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 Unity 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 and/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 Hearing Officer or 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.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless

it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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 student, the hearing is held at a public meeting, and

the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Hearing Officer or Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. 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 and student's 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 Unity.
3) The Principal or designee shall send written notice of the decision to expel to the chartering authority. Additionally, the Principal or designee shall also send written notice of the decision to expel to the Student's District of residence, within 30 days of the expulsion. This notice shall include:
    a) the student's name, and
    b) the specific expellable offense committed by the student.

K. Disciplinary Records

Unity shall maintain records of all student suspensions and expulsions at Unity. Such records shall be made available for the District upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

Students who are expelled from Unity 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 (1) year from the date of expulsion when the student may reapply to Unity for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school or Unity who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term shall be in the sole discretion of the Unity Schools Board following a meeting with the Principal or designee and the student and the student's parent/ guardian or representative, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Unity Schools Board following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon Unity's capacity at the time the student seeks readmission or admission.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11 - Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." – Ed. Code § 47605(c)(5)(K)

All Unity 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. Unity makes all employer contributions as required by STRS and federal social security. Unity also makes contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

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

Element 12 - Pupil Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." – Ed. Code § 47605(c)(5)(L)

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

We recognize that OUSD shall not require any pupil enrolled in the school district to attend Oakland Unity High School.

Element 13 - Employee Return Rights

"The rights of an 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." – Ed. Code § 47605(c)(5)(M)

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

No individual shall be required to work at Oakland Unity High School.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14 - Dispute Resolution

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

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 impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and eiher (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

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

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students,

employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

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

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School 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 between the District and Charter School, 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, except any controversy or claim that in any way related to revocation of the 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(f), 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, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Oakland Unity High School, c/o Executive Director:
Oakland Unity High School
6038 Brann St.
Oakland, CA 94605

To Director, Office of Charter Schools:

1011 Union Street #947
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, mail, or electronic 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 calendar 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.

In the event that the Charter School or District have disputes regarding the terms of this charter or any other issue regarding Unity and the District's relationship, both parties agree to follow the process outlined below.

Internal Disputes
The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15 - Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." – Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School 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(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School 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 Charter School will fund, these activities.

Notification of Closure Action

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

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

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

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

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

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID),

birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

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

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

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

<u>Disposition of Liabilities and Assets</u>

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and

regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
    a. Name and contact of person(s) handling the liquidation;
    b. Each item in excess of $500 (computers, laptops, printers, and other equipment);
    c. An identification number that corresponds to a tag on that item;
    d. The cost of the item and whom/where/date of the item that was donated/sold.

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

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

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

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

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

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

Additional Provisions

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

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

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

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

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

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
    - Preliminary budget
    - Local control and accountability plan
    - First interim financial report
    - Second interim financial report
    - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
    - Annual independent audit report (Ed. Code § 47605(m))
    - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
    - 20 day attendance report (Ed. Code § 47652(a))
    - Monthly attendance reports
    - Principal Apportionment Data (P1, P2, and P-Annual)
    - Monthly student exit reports (Ed. Code § 47605(e)(3))

- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)

Additionally, Charter School shall notify OCS in writing in a timely manner of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Miscellaneous Charter Provisions

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

As required by Education Code Section 47605(h), please refer to the appendices, for the budget, cash flow, budget narrative and assumptions.

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. EdTec, a back-office service provider, possesses expertise in back-office services for charter schools and assists Unity in maintaining fiscal operations and sustainable financial positions.

D. Facilities

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

Unity currently operates a single charter school within the geographic boundaries of the District. The Charter School is located at 6038 Brann St, Oakland, CA 94605. This facility has a sufficient number of classrooms, office space, and other shared spaces to effectively serve all students at the Charter School. Unity has a long-term lease agreement with Our Redeemer Lutheran Church to rent our school facility. We have been located at 6038 Brann for the entirety of our 21 years of continuous operation as a school.

E. Transportation

The Charter School will not provide transportation to and from school, except as required by law.

F. Potential Civil Liability Effects

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

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any

and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Term of Charter

The term of this charter shall be for five years commencing on July 1, 2025 and expiring on June 30, 2030.

Material Revision

Any material revisions to the Charter School's charter shall only be made by mutual agreement of Unity Board of Directors and the District. In accordance with Education Code Section 47607, Unity may present a petition for a material revision of the charter at any time, and Unity believes that the District will agree to respond to such petitions pursuant to the applicable process, criteria and timelines specified in Education Code Sections 47605 and 47607.

Appendix B

Performance Report

Appendix B - Charter Renewal Performance Report

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Background
According to Board Policy 0420.4 - Philosophy, Goals and Objective; Charter Schools:

…Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal
accountability systems, public governance systems, and multiple measures for evaluating the educational program…

Therefore, in keeping with this policy, the Office of Charter Schools (OCS) asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points
and information that may not be available through other sources.

Goals
- Highlight unique areas of success from the charter school's perspective beyond traditional academic measures
- Provide guidance for OCS for further inquiry during the renewal site visit
- Collect additional information related to OCS priority areas that may not be available elsewhere in the petition

Guidelines

The performance report includes requests for descriptive responses as well as data tables. Where descriptive responses are requested, please provide comprehensive yet concise responses. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

A draft of this report needs to be submitted to OCS staff via Epicenter in Word format **at least 2 weeks before** either the renewal site visit or the submission of the charter renewal request, whichever is earlier. **The final draft of this Performance Report needs to be submitted as an Appendix in the Renewal Charter Petition.**

- **Measurable Pupil Outcomes (MPOs):** For the 2024-25 Renewal Cycle (for schools with charters ending in June of 2025), MPOs will be incorporated directly in the District Required Language (available on the Charter Petition Information page of the OCS website). Please note, the District is transitioning away from the Collective MPOs that many charter schools adopted previously.

- **Verified Data:** For the 2024-25 Renewal Cycle, schools submitting Verified Data will need to submit specific data reports depending on the Verified Data source. Schools will include a narrative to this data as part of the Performance Report (See Question 12 on sheet 1). The specific data reports should be submitted separately via Epicenter and should be incorporated as an Appendix in the Renewal Charter Petition, directly after the Performance Report.

Open Responses		
1. Instruction	Describe any unique schoolwide instructional practices that have positively impacted student outcomes. Please note any specific practices used in response to the COVID-19 pandemic's impact on student learning.	Summer Bridge: All students are required to attend a pre-9th-grade three-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 Unity. This eases students' transition from their middle school environment to Unity and provides diagnostic information for teachers to better support students. Instructional Leadership Team: In the Fall of 2021, following over a year of distance learning, widespread concerns about students' academic engagement, habits, mindset, and skills led the ILT to explore what students needed to reacclimate to in-
2. Areas of Success	Describe any unique areas of success beyond traditional academic measures.	In addition to traditional academic measures, Unity takes pride in a robust student support system and strong student engagement in school. One data source that measures these assets is our biannual Unity Schools Student Survey. At Unity, students are assigned to a group of about 25 peers who will meet on a daily basis for one hour, led by a staff advisor. Teachers serve as the advisors, and each year, advisors stay with the same group of students. The purpose of the advisory system
3. Diversity of student enrollment	What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners (including newcomers), students with disabilities, or of homeless status)? Where have you seen success and how do you plan to modify these practices for student groups who are underrepresented at your school (While we encourage you to reflect on recruitment practices in this section, we also recommend reflecting on practices at your school site which may impact the school's enrollment of various student groups (I.E. family affinity groups, increased staffing, etc.)?	Our enrollment strategies hinge on word-of-mouth promotion and grassroots community engagement, particularly within communities based on our longstanding partner schools. Due to OUSD's Enrollment Stabilization Policy, we are prohibited from partnering directly with district schools to build feeder pipelines, which has an impact on our ability to engage in diverse recruitment. However, through our grassroots community recruitment strategies, we tailor our promotional materials and efforts to cater to a diverse student population and we host community engagement events, such as our Soul Food Night, Ode to the 70s, and the BSU Car Wash, to activate our African-American community. Additionally, our hiring practices aim to reflect the community's diversity, supported by initiatives like our Alumni Teacher Pipeline and Study Center run by Alumni Academic Mentors. At over 90% Free and Reduced Lunch, socio-economically disadvantaged students are over-represented at Unity compared to the district and the state, while at 30% English Learner and 15% Students with Disabilities, our demographics are comparable to the district. As of the 24-25 school year, Unity is 9.5% African-American, less than OUSD but more than a 100% increase from our 3.9% level for the 22-23 school year. We attribute this to the success of our diverse recruitment strategies, and will continue to move forward with them.
4. Student Engagement	Are there opportunities for all students to be involved in decision-making and the governance of the school? What is an example of a change you have made to the school based on student feedback?	All students are eligible to join the Associated Student Body (ASB), which includes elected officers and representatives for each grade as well as general members. The ASB coordinates with school leadership to plan and run school events, including dances, festivals, and special lunch activities. Within this context, the ASB has considerable autonomy to determine which types of events and activities will most appeal to students and student leaders have the opportunity to negotiate with school administration when there are competing interests. In addition, the Unity Schools Board has traditionally including a non-voting student representative. This student is a member of the ASB who is authorized to report to the board regarding student activities and concerns. Finally, all students provide school leadership with feedback on the biannual Unity Schools Student Survey. Of particular value are students' answers to the open response questions that asks, "Describe something that you think needs to be improved at Unity and ideas for improving it." School leaders review student feedback each semester, look for common trends, and develop appropriate responses. One recent example is the bathroom pass system, which students found to be limiting. In response to this feedback, school staff developed a new system that was both more supportive of student needs and more consistently and clearly tracked and communicated.

5. Family engagement	How do families voice concerns? Are there opportunities for all families to be involved in decision-making and the governance of the school? What is an example of a change you have made to the school based on family feedback?	Families complete an annual survey that provides them the opportunity to provide the school leadership with feedback regarding school governance, their childrens' academic and social experience at school, and school safety and management. School leaders review parents' answers to the survey questions, analyze trends, and develop appropriate responses. These responses are often reflected in WASC and LCAP goals or ILT initiatives. All families are invited to attend a monthly "Coffee with the Principal", a meeting in which the Principal updates families about upcoming school events and important topics that are relevant at different times in the school year. Parents are invited to express concerns and ask questions. When possible, parent concerns are addressed immediately, or when necessary, they are brought to the broader leadership team for consideration and response. Parents meet with their child's advisor for a one-on-one conference twice a year. While the primary purpose of this conference is to inform parents of their child's academic progress, these meetings also provide parents the opportunity to make requests and provide feedback to teachers and school leaders. One example of a change the school has made based on family feedback is the development of the Study Center. Parents frequently request more proactive support for their students, and the Study Center was developed to meet this need.
6. Teacher engagement	Are there opportunities for teachers to be involved in decision-making and the governance of the school? What is an example of a change you have made to the school based on teacher feedback?	Teachers have several opportunities to be involved in school leadership. The first, which is open to all teachers, is the Unity Teachers Association (UTA). The UTA meets monthly during a designated staff meeting time to discuss teacher concerns and interests and develop questions, requests, and proposals to present collectively to school administration. The UTA has an elected leader who meets with administration to discuss staff interests and who also presents teacher concerns to the Unity Schools Board. Additionally, Unity promotes teacher leadership through several formal positions, including department chairs, directors of instruction, and activity directors, who meet weekly with school administration and have direct input into school decision-making. A recent change that Unity has made in response to teacher feedback has been the addition of a monthly open forum for teachers and administrators to discuss topics of shared concern and collaboratively develop shared understand and potential actions. These meetings occur during staff professional development time.

7. Performance of key student groups	How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement? (a) English learners (b) students with disabilities (c) students in need of remediation (d) advanced students performing above grade level, and (e) any other student groups you are paying particular attention to	English Learners: The primary support for English learners occurs in their academic classes, with a focus of all departments (English, Social Studies, Science, Math, and Technology) being the development of academic skills necessary to access academic content and successfully perform the skills delineated in the Common Core State Standards. Department chairs meet weekly as the Instructional Leadership Team, discuss common challenges that manifest across disciplines, and develop strategies for addressing them. They then deliver resources and training to their teams in weekly professional development sessions to serve the needs of English learners. Secondarily, for English learners who require additional support, Study Center tutors are trained to provide direct English language instruction and academic intervention. Finally, Unity has developed a 9th grade class, Fundamentals of Writing, that provides a year of instruction in English grammar and the completion of common high school writing tasks to all students. Students with Disabilities: The Education Specialist conducts professional development with Unity teachers on a regular (quarterly) basis to ensure that teachers use best practices when teaching students with IEPs. These professional development opportunities include the following topics: accommodation 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; steps to assessment; and the Student Success Team process. Professional development also incorporates the priorities of teachers who directly serve students with IEPs. Students in need of remediation: Unity measures students' academic readiness reguarly, through standardized assessment (NWEA MAP and SBAC Interim Assessments) and discipline-focused diagnostic and benchmark assessments. These measurements inform teachers and allow them to differentiate and scaffold class materials. In addition, provides remedial support throughout the school year through the Study Center, teachers' after school office hours, and specialized academic support classes. It is the philosophy of the school that whenever possible, remediation should be integrated into daily instruction and ongoing, rather than responsive to academic failure. In addition, Unity offers a summer program, Summer Success, to students who fail to pass required A-G classes. Students attend three weeks of summer school with Unity teachers to receive targeted instruction and demonstrate academic proficiency. Students performing above grade level: As a general practice, teachers differentiate their instruction and class materials to serve students at a variety of academic skill levels. In addition, Unity offers AP courses at the 11th and 12th grade level, including AP Computer Science Principles, AP English Language, AP U.S. History, AP Biology, AP Government, and AP Calculus. Students who demonstrate strong math skills and attend Summer Success to augment their mastery are invited to an accellerated math track. Students with an interest in technology receive training and maintain the school's computers and technology systems. The college counselor works with students who are college ready to apply for summer and after school enrichment programs. For all of these students, the depth of support is working well. Students feel supported and most are engaged in school and academically successful. These approaches are time- and resource-intensive. They require a team of support staff members and extra hours from classroom teachers. As we continue to develop these programs, one goal is to analyze their effectiveness and increase their efficiency.
8. Governance	Beyond board meetings, how does the governing board interact with students, parents, and/or teachers? Does the governing board evaluate the school leader? If so, how? Provide an example of a recent issue or policy that the board is working on.	We are fortunate to have a board member who supports weekly Youth Affinity meetings at Unity with the goal of building academic identity and student leadership among our future leaders. Our board member also runs ongoing parent workshops, around such topics as Relationship Building Between Parents and Children and Healing Intergenerational Trauma. Our board meetings include a monthly report from the representative of our Unity Teachers Assocation, assuring direct and open communication between our teachers and our governing board. The governing board continuously evaluates and provides feedback to the school leader. Twice yearly school climate surveys are given to staff, students, and parents, including a direct survey on the performance of all administrators at the school that are completed by staff members, and questions within the school climate survey that directly address the quality of relationship between school administrators and students (eg Does the principal of the school treat students with respect? Does the principal of the school care about the students?) The Unity Governing Board has been directly involved in the creation of the Unity Vision of Instruction, partnering with both the Principal and the Director of Instruction, as well as teacher leadership. Board Members also have provided whole staff workshops to all faculty to provide support on key issues like teacher sustainability. Board Members with financial specialties also supported our Executive Director and Business Office with streamlining our annual audit procedure.

9. Innovation	What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?	As a small school, Unity has been able to tailor our academic program to our students' demonstrated needs and interests. We regularly seek feedback from our students, families, and alumni and consult standardized and internally collected performance data to understand areas for growth and implement shifts in our curriculum. For example, in response to our students entering high school with weak foundational math competency, students in 9th and 10th grade take two math classes each year. In 9th grade students take Algebra 1 or Algebra A and Learning Lab. In Learning Lab, the teacher reteaches the content of the core math class and provides intervention for students who struggle. In 10th grade students take Algebra 2 and Geometry or Algebra B and Academic Success, which is an intervention and support class. A second example is Fundamentals of Writing, a 9th grade course that teaches basic grammar skills and trains students to produce the forms of written expression they will be required to perform at the high school level. This class was developed in response to the needs of a growing English learner population. Finally, a third example of the support Unity is able to provide is our Summer Bridge, which offers all 9th grade students a three-week 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 Unity. This eases students' transition from their middle school environment to Unity and provides diagnostic information for teachers to better support students. Unity has had a track record of continued high performance over a long period of continuous operation. We attribute this to The Unity Way, a set of guiding principles that govern all aspects of decision-making and implementation of policies for the collective good of our community. As a small, independent charter school, we have been able to develop and maintain the Unity Way as a grassroots partnership with our local community. We believe that our ability to operate independently and in close partnership with the community is a foundational component of our unique success in East Oakland.
10. Special Education Programming	What is your school's plan to support students with extensive/moderate to severe disabilities? What systems are in place and/or are ready to be deployed?	As a guiding principle, Unity welcomes all students who enter our doors and works to create individual plans for their success, regardless of their disability status and regardless of whether or not their needs are moderate, extensive, or severe. Unity has had great success in welcoming students who had previously been placed in a Special Day Class at their middle school, crafting an individual support plan for them, and partnering with them and their families to graduate from high school. We attribute this success to our strong Special Education team and Special Education systems, and our deep partnership with our parent community.
11. English Learner Programming	What is your school's plan to support English Learner students? What systems are in place and/or are ready to be deployed? What is your school's plan to support newcomer students? What systems are in place and/or are ready to be deployed? What is your school's plan to support Long-Term English Learner students? What systems are in place and/or are ready to be deployed?	In addition to the supports noted above (7. Performance of key student groups), Unity supports English learners through the use of regular diagnostic and benchmark assessments, training for classroom teachers through weekly department meetings, differentiation, and academic intervention classes and pull-out support. As Unity is a high school, nearly all ELs are LTELs, and the supports the school provides for ELs applies to LTELs. Newcomers are paired with an advisor who speaks their home language, offered a daily intervention class for support with English language development, and paired with a student partner who speaks their home language in their academic classes. Advisors consult at least weekly with students regarding challenges, goals, and academic progress.

12. Verified Data	For data that meets the Ed Code definition of "verified data" and adheres to the most recently released State Board of Education guidance, please include a summary of the results from your school's verified data. For additional information, please see the CDE's guidance on Verified Data Criteria and Adopted Indicators. Please also describe how and to what extent the data shows (a) evidence that the school achieved measurable increases in academic achievement (defined by at least one year's progress for each year in the school) and/or (b) evidence of strong postsecondary outcomes (defined by college enrollment, persistence, and completion rates equal to similar peers). Note: Specific data reports should be attached depending on the verified data source. Please contact OCS for guidelines regarding these reports.	The Smarter Balanced test is only given one year in high school, so we compared the growth from grade 8 to grade 11 for all students with scores available to Unity through CERS. We consider any student maintaining or improving their Distance from Standard (DFS) over time as making "one year's growth." The majority of Unity students from 2018 to 2023 are meeting the one year standard for growth, with the exception of math growth for the 11th graders tested in 2021 (2021 was a remote learning year).

GROWTH ON SMARTER BALANCED ASSESSMENTS: STUDENTS MAINTAINING OR IMPROVING DISTANCE FROM STANDARD				
	ELA		Math	
Cohort	Total Count	% Maintained or improved	Total Count	% Maintained or improved
2015 (8th) to 2018 (11th)	67	88%	70	73%
2016 (8th) to 2019 (11th)	75	84%	76	75%
2018 (8th) to 2021 (11th)	78	63%	77	40%
2019 (8th) to 2022 (11th)	81	84%	81	57%
2019 (7th) to 2023 (11th)	74	81%	74	57%

AVERAGE CHANGE IN DISTANCE FROM STANDARD ON SMARTER BALANCED ASSESSMENTS		
Cohort	**ELA**	**Math**
2015 (8th) to 2018 (11th)	62.3	35.6
2016 (8th) to 2019 (11th)	67.1	56.0
2018 (8th) to 2021 (11th)	17.3	-12.7
2019 (8th) to 2022 (11th)	61.2	2.2
2019 (7th) to 2023 (11th)	63.0	6.1

Pupil Mobility

Student Group	Number of Students							Percent of Total Enrollment						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Students who joined	2	0	3	5	1	3	1	0.60%	0.00%	0.80%	1.30%	0.30%	0.81%	0.31%
Students who left the	16	11	16	5	22	28	21	4.50%	3.00%	4.40%	1.30%	5.80%	7.59%	6.56%

Enrollment (for Fall 2024 of current charter term)		
Student Group	**Number Enrolled**	**Percent of Total Enrollment**
Total Enrollment	315	
Asian	1	0%
Black or African American	30	10%
Filipino	2	1%
Hispanic or Latino	280	90%
Native American or Alaskan Native	0	0%
Native Hawaiian or Pacific Islander	1	1%
White	1	1%
Two or More Races	0	1%
Race Not Reported	0	0%
Male	180	57%
Female	135	43%
Homeless Students	0	0%
Foster Youth	2	1%
FRPM-Eligible/Economically Disadvantaged	289	92%
English Learners	92	29%
Special Education/Students with IEPs	47	15%

Expulsions							
Student Group	Number of Students						
	Year 1 17-18	Year 2 18-19	Year 3 19-20	Year 4 20-21	Year 5 21-22	Year 6 22-23	Year 7 23-24
Total Enrollment	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Filipino	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0
Native American or Alaskan Native	0	0	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0	0
Race Not Reported	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0
Homeless Students	0	0	0	0	0	0	0
Foster Youth	0	0	0	0	0	0	0
FRPM-Eligible/Economically Disadvantaged	0	0	0	0	0	0	0
English Learners	0	0	0	0	0	0	0
Special Education/Students with IEPs	0	0	0	0	0	0	0

Graduation Information (High Schools only) - For Spring 2024 of current charter term

If official data is not yet available for Spring 2024, please provide preliminary/unofficial numbers.

5 Year Cohort Graduation	92.68%
Cohort Dropout Rate	7.32%

Post-Graduation Plans (High Schools only, if available)							
Data should be from 3-6 months after graduation for each year.							
Student Group	**Number of Students**						
	Year 1 Class of 2017	**Year 2 Class of 2018**	**Year 3 Class of 2019**	**Year 4 Class of 2020**	**Year 5 Class of 2021**	**Year 6 Class of 2022**	**Year 7 Class of 2023**
% attending 4-year college	37.29%	44.29%	46.75%	36.59%	33.80%	37.50%	46.34%
% attending 2-year college	32.20%	24.29%	24.68%	25.61%	18.31%	20.00%	18.29%
% attending vocational/							
% joined military							
% working exclusively							

Teacher Recruitment/Retention (for each year of current charter term)								
	Number of Teachers							
	Year 1 17-18	Year 2 18-19	Year 3 19-20	Year 4 20-21	Year 5 21-22	Year 6 22-23	Year 7 23-24	Year 8
Total # of classroom teachers	22	19	20	17	16	18	17	20
# of new classroom teacher hires	7	2	3	0	0	5	3	2
# of classroom teachers retained from prior	15	17	17	17	16	13	14	18
# of classroom teachers that left their position								
# of currently vacant classroom teaching								0

Teacher Ethnicity (for Fall 2024 of current charter term)	
Group	**Number of Teachers**
Asian	3
Black or African American	4
Hispanic or Latino	4
White	9
Other Ethnicity or Missing	0
Total Classroom Teachers	20

Demand/Waitlist Information (only for incoming grade levels: TK,K, 6, 9)					
Year of Current	Date of lottery	Grade Level	# of	# of Available	# of Students
Example	*4/1/2018*	*TK*	*75*	*40*	*25*
		K	*180*	*100*	*30*
		6	*115*	*100*	*5*
		9	*90*	*100*	*0*
Year 1	*3/1/2017*	TK			
		K			
		6			
		9	194	95	
Year 2	*3/6/2018*	TK			
		K			
		6			
		9	315	100	
Year 3	*3/4/2019*	TK			
		K			
		6			
		9	327	100	
Year 4	*3/9/2020*	TK			
		K			
		6			
		9	273	100	
Year 5	*3/1/2021*	TK			
		K			
		6			
		9	222	100	
Year 6	*3/7/2022*	TK			
		K			
		6			
		9	213	100	0
Year 7	*3/6/2023*	TK			
		K			
		6			
		9	155	100	0
Year 8	*3/6/2024*	TK			
		K			
		6			
		9	145	100	

Special Education

Instructions: For the table below, please align data with the 2023-24 EOY SELPA 16.6 Report - Students with Disabilities - Student Services - Student List. If you need assistance, please contact the Office of Charter Schools. Please note, OCS may request additional information regarding this data.

	2022-23	2023-24
# of students with IEPs receiving < 450	50	47
# of students with IEPs receiving > 450	4	5
# of students with IEPs in NPS	0	0
Total SWD enrolled	54	52

Please upload the below CALPADS	X

Facilities and Proposed Material Revisions/Substantial Changes			
Facilities	Please respond to the following:	Does the school's current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution. Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term?	Our current lease extends to June, 2029. We plan to continue our facility partnership with Our Redeemer Lutheran Church at the end of our current lease term. Since 2003, we have operated continuously in our partnership with Our Redeemer at 6038 Brann Street since 2003 for 21 years. We do not anticipate applying for Prop 39 during our upcoming charter term.
Proposed Material	Note: Material revision requests	*If applicable*: Describe any material revisions	

Appendix C

Financial Packet

Oakland Unity High School

STARTUP YEAR - PROJECTED CASH FLOW

		Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
	Actuals through Month of:	N/A																
A	**Beginning Cash**	9110	172,983	435,459	559,400	301,614	730,227	790,784	786,474	782,163	1,254,549	1,253,127	1,112,134	971,141	172,983			
B	**Receipts**																	
	LCFF Sources																	
	State Aid - Current Year	8011		158,008	158,008	284,414	284,414	284,414	284,414	284,414	155,026	155,026	155,026	155,026	2,358,190	155,026	**2,513,216**	2513216
	Education Protection Account	8012				293,808				293,808				293,808	881,423	293,808	**1,175,230**	1175230
	State Aid - Prior Years	8019													0		**0**	
	Local In Lieu of Prop. Taxes	8096		61,500	122,999	81,999	81,999	81,999	81,999	81,999	149,409	74,704	74,704	74,704	968,017	74,704	**1,042,721**	1042721
	Federal Revenue (List)	8100-8299													0		**0**	313534
	Every Student Succees Act (Title I-V)					36,640				36,640				36,640	109,920	36,640	**146,560**	146560
	Special Education - Federal			1,699	1,699	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	30,924	3,058	**33,982**	33982
	Child Nutrition - Federal				11,068	11,068	11,068	11,068	11,068	11,068	11,068	11,068	11,068	11,068	110,679	11,068	**121,747**	121747
	Other Federal Revenues					2,811				2,811				2,811	8,434	2,811	**11,245**	11245
	Other State Revenue (List)	8300-8599													0		**0**	788445
	Special Education - State			10,076	10,076	18,137	18,137	18,137	18,137	18,137	18,137	18,137	18,137	18,137	183,385	18,137	**201,522**	201522
	Child Nutrition - State				1,198	1,198	1,198	1,198	1,198	1,198	1,198	1,198	1,198	1,198	11,976	1,198	**13,174**	13174
	Other State Revenues					143,437				143,437				143,437	430,312	143,437	**573,749**	573749
	Other Local Revenue (List)	8600-8799													0		**0**	259470
	Measure H						64,868				64,868			64,868	194,603	64,868	**259,470**	259470
	Interfund Transfers In	8910-8929													0		**0**	
	All Other Financing Sources	8930-8979													0		**0**	
	Other Receipts/Non-Revenue	TRANS													0		**0**	
	Total Receipts		0	231,282	305,047	876,570	464,742	399,874	399,874	876,570	402,763	263,191	263,191	804,755	5,287,861	804,755	6,092,616	
C	**Disbursements**																	
	Certificated Salaries	1000-1999	11,672	137,446	137,446	137,446	137,446	137,446	137,446	137,446	137,446	137,446	137,446	137,446	1,523,580	125,774	**1,649,354**	1649354
	Classified Salaries	2000-2999	14,056	118,679	118,679	118,679	118,679	118,679	118,679	118,679	118,679	118,679	118,679	118,679	1,319,522	104,623	**1,424,145**	1,424,145
	Employee Benefits	3000-3999	82,466	82,466	82,466	82,466	82,466	82,466	82,466	82,466	82,466	82,466	82,466	82,466	989,587	(0)	**989,587**	989,587
	Books & Supplies	4000-4999		34,405	68,810	17,203	17,203	17,203	17,203	17,203	17,203	17,203	17,203	17,203	258,039	86,013	**344,052**	344,052
	Services	5000-5999	106,602	53,301	106,602	53,301	13,325	13,325	13,325	13,325	13,325	13,325	13,325	13,325	426,406	426,406	**852,812**	852,812
	Capital Outlay	6000-6599													0		**0**	
	Other Outgo	7000-7499	20,406	40,498	48,830	38,864	35,066	35,066	35,066	35,066	35,066	35,066	35,066	35,066	429,128	76,448	**505,576**	505,576
	Interfund Transfers Out	7600-7629													0	0	**0**	
	All Other Financing Uses	7630-7699													0	0	**0**	
	Other Disbursements/Non-Exp.														0	0	**0**	
	Total Disbursements		235,201	466,795	562,833	447,958	404,185	404,185	404,185	404,185	404,185	404,185	404,185	404,185	4,946,262	819,264	5,765,526	
D	**Prior Year Transactions**	PY Amount																
	Accounts Receivable-9200		736,184	359,452											1,095,636		**1,095,636**	
	Due From Grantor Govts.-9290														0		**0**	
	Due From Other Funds-9310														0		**0**	
	Prepaid Expense-9330														0		**0**	
	Accounts Payable-9500		238,508												238,508		**238,508**	
	Due To Grantor Govts.-9590														0		**0**	
	Due to Other Funds-9610														0		**0**	
	Due to Other Agencies-9620														0		**0**	
	Current Loans/TRANs-9640														0		**0**	
	Deferred Revenue-9650														0		**0**	
	Total Pr. Yr. Transactions	-	497,677	359,452	0	0	0	0	0	0	0	0	0	0	857,129	0	857,129	
E	Net Increase/Decrease (B-C+D)		262,476	123,940	(257,785)	428,612	60,557	(4,310)	(4,310)	472,386	(1,421)	(140,993)	(140,993)	400,570	1,198,728	(14,509)	1,184,219	
F	**Ending Cash (A+E)**		435,459	559,400	301,614	730,227	790,784	786,474	782,163	1,254,549	1,253,127	1,112,134	971,141	1,371,712	1,371,712			
G	Ending Cash plus Accruals																1,357,202	

Oakland Unity High School			YEAR 1 - PROJECTED CASH FLOW															
		Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
	Actuals through Month of:	N/A																
A	Beginning Cash	9110	1,371,712	1,115,751	871,328	638,535	947,985	959,446	904,993	850,540	1,204,552	1,304,259	1,262,259	1,220,260	1,371,712			
B	Receipts																	
	LCFF Sources																	
	State Aid - Current Year	8011		125,661	125,661	226,189	226,189	226,189	226,189	226,189	246,267	246,267	246,267	246,267	2,367,336	246,267	2,613,603	2613603
	Education Protection Account	8012				307,294				307,294				307,294	921,882	307,294	1,229,176	1229176
	State Aid - Prior Years	8019													0		0	
	Local In Lieu of Prop. Taxes	8096		62,563	125,127	83,418	83,418	83,418	83,418	83,418	151,587	75,793	75,793	75,793	983,746	75,793	1,059,539	1059539
	Federal Revenue (List)	8100-8299													0		0	306862
	Every Student Succees Act (Title I-V)					37,156				37,156				37,156	111,467	37,156	148,622	148622
	Special Education - Federal			1,727	1,727	3,108	3,108	3,108	3,108	3,108	3,108	3,108	3,108	3,108	31,422	3,108	34,530	34530
	Child Nutrition - Federal				11,246	11,246	11,246	11,246	11,246	11,246	11,246	11,246	11,246	11,246	112,464	11,246	123,710	123710
	Other Federal Revenues					0				0				0	0	0	0	0
	Other State Revenue (List)	8300-8599													0		0	474217
	Special Education - State			10,239	10,239	18,429	18,429	18,429	18,429	18,429	18,429	18,429	18,429	18,429	186,343	18,429	204,772	204772
	Child Nutrition - State				1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	12,170	1,217	13,387	13387
	Other State Revenues					64,015				64,015				64,015	192,044	64,015	256,058	256058
	Other Local Revenue (List)	8600-8799													0		0	263655
	Measure H						65,914				65,914			65,914	197,741	65,914	263,655	263655
	Interfund Transfers In	8910-8929													0		0	
	All Other Financing Sources	8930-8979													0		0	
	Other Receipts/Non-Revenue	TRANS													0		0	
	Total Receipts		0	200,189	275,216	752,072	409,521	343,608	343,608	752,072	497,768	356,061	356,061	830,439	5,116,613	830,439	5,947,052	
C	Disbursements																	
	Certificated Salaries	1000-1999	11,964	140,882	140,882	140,882	140,882	140,882	140,882	140,882	140,882	140,882	140,882	140,882	1,561,669	128,918	1,690,587	1690587
	Classified Salaries	2000-2999	14,407	121,646	121,646	121,646	121,646	121,646	121,646	121,646	121,646	121,646	121,646	121,646	1,352,510	107,238	1,459,748	1,459,748
	Employee Benefits	3000-3999	85,614	85,614	85,614	85,614	85,614	85,614	85,614	85,614	85,614	85,614	85,614	85,614	1,027,371	0	1,027,371	1,027,371
	Books & Supplies	4000-4999		3,637	7,275	1,819	1,819	1,819	1,819	1,819	1,819	1,819	1,819	1,819	27,281	9,093	36,374	36,374
	Services	5000-5999	108,518	54,259	108,518	54,259	13,565	13,565	13,565	13,565	13,565	13,565	13,565	13,565	434,073	434,073	868,145	868,145
	Capital Outlay	6000-6599													0		0	
	Other Outgo	7000-7499	20,948	38,574	44,074	38,401	34,535	34,535	34,535	34,535	34,535	34,535	34,535	34,535	418,276	95,636	513,912	513,912
	Interfund Transfers Out	7600-7629													0		0	
	All Other Financing Uses	7630-7699													0		0	
	Other Disbursements/Non-Exp.														0		0	
	Total Disbursements		241,452	444,612	508,009	442,621	398,061	398,061	398,061	398,061	398,061	398,061	398,061	398,061	4,821,178	774,959	5,596,137	
D	Prior Year Transactions	PY Amount																
	Accounts Receivable-9200		804,755												804,755		804,755	
	Due From Grantor Govts.-9290														0		0	
	Due From Other Funds-9310														0		0	
	Prepaid Expense-9330														0		0	
	Accounts Payable-9500		819,264												819,264		819,264	
	Due To Grantor Govts.-9590														0		0	
	Due to Other Funds-9610														0		0	
	Due to Other Agencies-9620														0		0	
	Current Loans/TRANs-9640														0		0	
	Deferred Revenue-9650														0		0	
	Total Pr. Yr. Transactions	-	(14,509)	0	0	0	0	0	0	0	0	0	0	0	(14,509)	0	(14,509)	
E	Net Increase/Decrease (B-C+D)		(255,961)	(244,423)	(232,793)	309,451	11,461	(54,453)	(54,453)	354,011	99,708	(42,000)	(42,000)	432,378	280,926	55,480	336,406	
F	Ending Cash (A+E)		1,115,751	871,328	638,535	947,985	959,446	904,993	850,540	1,204,552	1,304,259	1,262,259	1,220,260	1,652,638	1,652,638			
G	Ending Cash plus Accruals																1,708,117	

Oakland Unity High School			YEAR 2 - PROJECTED CASH FLOW															
		Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
	Actuals through Month of:	N/A																
A	**Beginning Cash**	9110	1,652,638	1,458,894	1,171,299	857,939	1,159,816	1,155,081	1,082,339	1,009,598	1,357,331	1,498,234	1,491,357	1,484,479	1,652,638			
B	**Receipts**																	
	LCFF Sources																	
	State Aid - Current Year	8011		130,680	130,680	235,224	235,224	235,224	235,224	235,224	306,077	306,077	306,077	306,077	2,661,792	306,077	**2,967,869**	2967869
	Education Protection Account	8012				326,815				326,815				326,815	980,444	326,815	**1,307,258**	1307258
	State Aid - Prior Years	8019													0		**0**	
	Local In Lieu of Prop. Taxes	8096		63,572	127,145	84,763	84,763	84,763	84,763	84,763	159,548	79,774	79,774	79,774	1,013,402	79,774	**1,093,176**	1093176
	Federal Revenue (List)	8100-8299													0		**0**	316011
	Every Student Succees Act (Title I-V)					38,187				38,187				38,187	114,560	38,187	**152,747**	152747
	Special Education - Federal			1,781	1,781	3,206	3,206	3,206	3,206	3,206	3,206	3,206	3,206	3,206	32,420	3,206	**35,626**	35626
	Child Nutrition - Federal				11,603	11,603	11,603	11,603	11,603	11,603	11,603	11,603	11,603	11,603	116,035	11,603	**127,638**	127638
	Other Federal Revenues					0				0				0	0	0	**0**	0
	Other State Revenue (List)	8300-8599													0		**0**	446977
	Special Education - State			10,564	10,564	19,015	19,015	19,015	19,015	19,015	19,015	19,015	19,015	19,015	192,258	19,015	**211,273**	211273
	Child Nutrition - State				1,256	1,256	1,256	1,256	1,256	1,256	1,256	1,256	1,256	1,256	12,556	1,256	**13,812**	13812
	Other State Revenues					55,473				55,473				55,473	166,420	55,473	**221,893**	221893
	Other Local Revenue (List)	8600-8799													0		**0**	272025
	Measure H						68,006				68,006			68,006	204,019	68,006	**272,025**	272025
	Interfund Transfers In	8910-8929													0		**0**	
	All Other Financing Sources	8930-8979													0		**0**	
	Other Receipts/Non-Revenue	TRANS													0		**0**	
	Total Receipts		0	206,597	283,029	775,542	423,074	355,067	355,067	775,542	568,712	420,931	420,931	909,412	5,493,905	909,412	6,403,317	
C	**Disbursements**																	
	Certificated Salaries	1000-1999	12,263	144,404	144,404	144,404	144,404	144,404	144,404	144,404	144,404	144,404	144,404	144,404	1,600,711	132,141	**1,732,852**	1732852
	Classified Salaries	2000-2999	14,768	124,687	124,687	124,687	124,687	124,687	124,687	124,687	124,687	124,687	124,687	124,687	1,386,323	109,919	**1,496,242**	1,496,242
	Employee Benefits	3000-3999	88,896	88,896	88,896	88,896	88,896	88,896	88,896	88,896	88,896	88,896	88,896	88,896	1,066,753	(0)	**1,066,753**	1,066,753
	Books & Supplies	4000-4999		37,493	74,985	18,746	18,746	18,746	18,746	18,746	18,746	18,746	18,746	18,746	281,195	93,732	**374,926**	374,926
	Services	5000-5999	111,675	55,837	111,675	55,837	13,959	13,959	13,959	13,959	13,959	13,959	13,959	13,959	446,699	446,699	**893,398**	893,398
	Capital Outlay	6000-6599													0		**0**	
	Other Outgo	7000-7499	21,622	42,875	51,741	41,094	37,116	37,116	37,116	37,116	37,116	37,116	37,116	37,116	454,260	74,336	**528,596**	528,596
	Interfund Transfers Out	7600-7629													0		**0**	
	All Other Financing Uses	7630-7699													0		**0**	
	Other Disbursements/Non-Exp.														0		**0**	
	Total Disbursements		249,224	494,192	596,389	473,665	427,809	427,809	427,809	427,809	427,809	427,809	427,809	427,809	5,235,940	856,827	6,092,767	
D	**Prior Year Transactions**	PY Amount																
	Accounts Receivable-9200		830,439												830,439		**830,439**	
	Due From Grantor Govts.-9290														0		**0**	
	Due From Other Funds-9310														0		**0**	
	Prepaid Expense-9330														0		**0**	
	Accounts Payable-9500		774,959												774,959		**774,959**	
	Due To Grantor Govts.-9590														0		**0**	
	Due to Other Funds-9610														0		**0**	
	Due to Other Agencies-9620														0		**0**	
	Current Loans/TRANs-9640														0		**0**	
	Deferred Revenue-9650														0		**0**	
	Total Pr. Yr. Transactions	-	55,480	0	0	0	0	0	0	0	0	0	0	0	55,480	0	55,480	
E	Net Increase/Decrease (B-C+D)		(193,744)	(287,595)	(313,360)	301,877	(4,735)	(72,741)	(72,741)	347,733	140,903	(6,877)	(6,877)	481,603	313,445	52,585	366,030	
F	**Ending Cash (A+E)**		1,458,894	1,171,299	857,939	1,159,816	1,155,081	1,082,339	1,009,598	1,357,331	1,498,234	1,491,357	1,484,479	1,966,083	1,966,083			
G	Ending Cash plus Accruals																2,018,667	

Oakland Unity High School			YEAR 3 - PROJECTED CASH FLOW															
		Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
	Actuals through Month of:	N/A																
A	**Beginning Cash**	9110	1,966,083	1,760,594	1,478,169	1,168,572	1,521,966	1,543,988	1,494,864	1,445,741	1,846,628	2,006,281	2,009,858	2,013,436	1,966,083			
B	**Receipts**																	
	LCFF Sources																	
	State Aid - Current Year	8011		148,393	148,393	267,108	267,108	267,108	267,108	267,108	322,332	322,332	322,332	322,332	2,921,655	322,332	**3,243,987**	3243987
	Education Protection Account	8012				353,181				353,181				353,181	1,059,543	353,181	**1,412,724**	1412724
	State Aid - Prior Years	8019													0		**0**	
	Local In Lieu of Prop. Taxes	8096		65,591	131,181	87,454	87,454	87,454	87,454	87,454	169,863	84,931	84,931	84,931	1,058,699	84,931	**1,143,630**	1143630
	Federal Revenue (List)	8100-8299													0		**0**	329733
	Every Student Succees Act (Title I-V)					39,734				39,734				39,734	119,201	39,734	**158,934**	158934
	Special Education - Federal			1,864	1,864	3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354	33,916	3,354	**37,270**	37270
	Child Nutrition - Federal				12,139	12,139	12,139	12,139	12,139	12,139	12,139	12,139	12,139	12,139	121,390	12,139	**133,529**	133529
	Other Federal Revenues					0				0				0	0	0	**0**	0
	Other State Revenue (List)	8300-8599													0		**0**	463857
	Special Education - State			11,051	11,051	19,892	19,892	19,892	19,892	19,892	19,892	19,892	19,892	19,892	201,132	19,892	**221,024**	221024
	Child Nutrition - State				1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	13,135	1,314	**14,449**	14449
	Other State Revenues					57,096				57,096				57,096	171,288	57,096	**228,384**	228384
	Other Local Revenue (List)	8600-8799													0		**0**	284580
	Measure H						71,145				71,145			71,145	213,435	71,145	**284,580**	284580
	Interfund Transfers In	8910-8929													0		**0**	
	All Other Financing Sources	8930-8979													0		**0**	
	Other Receipts/Non-Revenue	TRANS													0		**0**	
	Total Receipts		0	226,899	305,942	841,272	462,406	391,261	391,261	841,272	600,038	443,962	443,962	965,118	5,913,393	965,118	**6,878,511**	
C	**Disbursements**																	
	Certificated Salaries	1000-1999	12,570	148,015	148,015	148,015	148,015	148,015	148,015	148,015	148,015	148,015	148,015	148,015	1,640,729	135,445	**1,776,174**	1776174
	Classified Salaries	2000-2999	15,137	127,804	127,804	127,804	127,804	127,804	127,804	127,804	127,804	127,804	127,804	127,804	1,420,981	112,667	**1,533,648**	1,533,648
	Employee Benefits	3000-3999	92,317	92,317	92,317	92,317	92,317	92,317	92,317	92,317	92,317	92,317	92,317	92,317	1,107,804	0	**1,107,804**	1,107,804
	Books & Supplies	4000-4999		39,170	78,340	19,585	19,585	19,585	19,585	19,585	19,585	19,585	19,585	19,585	293,774	97,925	**391,699**	391,699
	Services	5000-5999	115,660	57,830	115,660	57,830	14,458	14,458	14,458	14,458	14,458	14,458	14,458	14,458	462,641	462,641	**925,282**	925,282
	Capital Outlay	6000-6599													0		**0**	
	Other Outgo	7000-7499	22,390	44,188	53,403	42,327	38,207	38,207	38,207	38,207	38,207	38,207	38,207	38,207	467,963	76,825	**544,788**	544,788
	Interfund Transfers Out	7600-7629													0		**0**	
	All Other Financing Uses	7630-7699													0		**0**	
	Other Disbursements/Non-Exp.														0		**0**	
	Total Disbursements		258,074	509,323	615,538	487,878	440,385	440,385	440,385	440,385	440,385	440,385	440,385	440,385	5,393,892	885,503	6,279,395	
D	**Prior Year Transactions**	PY Amount																
	Accounts Receivable-9200		909,412												909,412		**909,412**	
	Due From Grantor Govts.-9290														0		**0**	
	Due From Other Funds-9310														0		**0**	
	Prepaid Expense-9330														0		**0**	
	Accounts Payable-9500		856,827												856,827		**856,827**	
	Due To Grantor Govts.-9590														0		**0**	
	Due to Other Funds-9610														0		**0**	
	Due to Other Agencies-9620														0		**0**	
	Current Loans/TRANs-9640														0		**0**	
	Deferred Revenue-9650														0		**0**	
	Total Pr. Yr. Transactions	-	52,585	0	0	0	0	0	0	0	0	0	0	0	52,585	0	52,585	
E	Net Increase/Decrease (B-C+D)		(205,489)	(282,425)	(309,597)	353,394	22,021	(49,124)	(49,124)	400,887	159,654	3,577	3,577	524,733	572,086	79,615	651,701	
F	**Ending Cash (A+E)**		1,760,594	1,478,169	1,168,572	1,521,966	1,543,988	1,494,864	1,445,741	1,846,628	2,006,281	2,009,858	2,013,436	2,538,168	2,538,168			
G	Ending Cash plus Accruals																2,617,783	

Oakland Unity High School

MULTI-YEAR BUDGET PROJECTION

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	STARTUP YEAR (2024-25)	YEAR 1 (2025-26)			Totals for YEAR 2 (2026-27)	Totals for YEAR 3 (2027-28)
			Unrestricted	Restricted	Total		
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	2,513,216.00	2,613,603.00		2,613,603.00	2,967,869.00	3,243,987.00
Education Protection Account State Aid - Current Year	8012	1,175,230.00	1,229,176.00		1,229,176.00	1,307,258.00	1,412,724.00
State Aid - Prior Years	8019				0.00		
Charter Schools Funding in Lieu of Property Taxes	8096	1,042,721.00	1,059,539.00		1,059,539.00	1,093,176.00	1,143,630.00
Other LCFF Transfers	8091, 8097				0.00		
Total, LCFF Sources		4,731,167.00	4,902,318.00	0.00	4,902,318.00	5,368,303.00	5,800,341.00
2. Federal Revenues							
Every Student Succees Act (Title I-V)	8290	146,560.00		148,622.00	148,622.00	152,747.00	158,934.00
Special Education - Federal	8181, 8182	33,982.00		34,530.00	34,530.00	35,626.00	37,270.00
Child Nutrition - Federal	8220	121,747.00		123,710.00	123,710.00	127,638.00	133,529.00
Donated Food Commodities	8221				0.00		
Other Federal Revenues	8110, 8260-8299	11,245.00			0.00		
Total, Federal Revenues		313,534.00	0.00	306,862.00	306,862.00	316,011.00	329,733.00
3. Other State Revenues							
Special Education - State	StateRevSE	201,522.00		204,772.00	204,772.00	211,273.00	221,024.00
All Other State Revenues	StateRevAO	586,923.00	30,174.00	239,271.00	269,445.00	235,704.00	242,833.00
Total, Other State Revenues		788,445.00	30,174.00	444,043.00	474,217.00	446,977.00	463,857.00
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	259,470.00		263,655.00	263,655.00	272,025.00	284,580.00
Total, Local Revenues		259,470.00	0.00	263,655.00	263,655.00	272,025.00	284,580.00
5. TOTAL REVENUES		**6,092,616.00**	**4,932,492.00**	**1,014,560.00**	**5,947,052.00**	**6,403,316.00**	**6,878,511.00**
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	1,240,351.00	1,183,669.00	87,691.00	1,271,360.00	1,303,144.00	1,335,722.00
Certificated Pupil Support Salaries	1200	172,533.00	176,846.00		176,846.00	181,267.00	185,799.00
Certificated Supervisors' and Administrators' Salaries	1300	236,470.00	161,001.00	81,380.00	242,381.00	248,441.00	254,652.00
Other Certificated Salaries	1900				0.00		
Total, Certificated Salaries		1,649,354.00	1,521,516.00	169,071.00	1,690,587.00	1,732,852.00	1,776,173.00
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	555,855.00	441,993.00	127,758.00	569,751.00	583,995.00	598,595.00
Non-certificated Support Salaries	2200	640,946.00	415,053.00	241,916.00	656,969.00	673,393.00	690,228.00
Non-certificated Supervisors' and Administrators' Sal.	2300				0.00		
Clerical and Office Salaries	2400	64,944.00	66,568.00		66,568.00	68,232.00	69,938.00
Other Non-certificated Salaries	2900	162,400.00	166,460.00		166,460.00	170,622.00	174,887.00
Total, Non-certificated Salaries		1,424,145.00	1,090,074.00	369,674.00	1,459,748.00	1,496,242.00	1,533,648.00

Description	Object Code	STARTUP YEAR	YEAR 1 (2025-26)			Totals for YEAR 2 (2026-27)	Totals for YEAR 3 (2027-28)
			Unrestricted	Restricted	Total		
3. Employee Benefits							
STRS	3101-3102	297,634.00	272,782.00	32,293.00	305,075.00	312,702.00	320,520.00
PERS	3201-3202				0.00		
OASDI / Medicare / Alternative	3301-3302	138,508.00	111,239.00	30,732.00	141,971.00	145,520.00	149,158.00
Health and Welfare Benefits	3401-3402	521,788.00	372,184.00	175,693.00	547,877.00	575,271.00	604,035.00
Unemployment Insurance	3501-3502	1,537.00	1,306.00	269.00	1,575.00	1,615.00	1,655.00
Workers' Compensation Insurance	3601-3602	30,120.00	25,593.00	5,280.00	30,873.00	31,645.00	32,436.00
OPEB, Allocated	3701-3702				0.00		
OPEB, Active Employees	3751-3752				0.00		
PERS Reduction (for revenue limit funded schools)	3801-3802				0.00		
Other Employee Benefits	3901-3902				0.00		
Total, Employee Benefits		989,587.00	783,104.00	244,267.00	1,027,371.00	1,066,753.00	1,107,804.00
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	9,300.00	9,450.00		9,450.00	9,750.00	10,200.00
Books and Other Reference Materials	4200	3,875.00	3,938.00		3,938.00	4,063.00	4,250.00
Materials and Supplies	4300	99,080.00	100,670.00		100,670.00	103,850.00	108,620.00
Noncapitalized Equipment	4400	74,400.00	53,709.00	36,041.00	89,750.00	92,250.00	96,000.00
Food	4700	157,397.00	22,839.00	137,097.00	159,936.00	165,013.00	172,629.00
Total, Books and Supplies		344,052.00	190,606.00	173,138.00	363,744.00	374,926.00	391,699.00
5. Services and Other Operating Expenditures							
Subagreements for Services	5100				0.00		
Travel and Conferences	5200	5,425.00	5,513.00		5,513.00	5,688.00	5,950.00
Dues and Memberships	5300	31,000.00	31,500.00		31,500.00	32,500.00	34,000.00
Insurance	5400	38,067.00	38,681.00		38,681.00	39,909.00	41,751.00
Operations and Housekeeping Services	5500	54,250.00	55,125.00		55,125.00	56,875.00	59,500.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	360,468.00	367,868.00		367,868.00	376,018.00	384,918.00
Professional/Consulting Services and Operating Expend.	5800	319,872.00	266,653.00	58,410.00	325,063.00	336,683.00	351,443.00
Communications	5900	43,730.00	44,395.00		44,395.00	45,725.00	47,720.00
Total, Services and Other Operating Expenditures		852,812.00	809,735.00	58,410.00	868,145.00	893,398.00	925,282.00
6. Capital Outlay ***(Objects 6100-6170, 6200-6500 for mod. accrual basis ONLY)***							
Sites and Improvements of Sites	6100-6170				0.00		
Buildings and Improvements of Buildings	6200				0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00		
Equipment	6400				0.00		
Equipment Replacement	6500				0.00		
Depreciation Expense (for full accrual only)	***6900***	61,905.00			0.00		
Total, Capital Outlay		61,905.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo							
Tuition to Other Schools	7110-7143				0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00		
All Other Transfers	7281-7299	505,576.00	513,912.00		513,912.00	528,596.00	544,788.00
Debt Service:							
Interest	7438				0.00		

Principal	7439				0.00		
Total, Other Outgo		505,576.00	513,912.00	0.00	513,912.00	528,596.00	544,788.00
8. TOTAL EXPENDITURES		**5,827,431.00**	**4,908,947.00**	**1,014,560.00**	**5,923,507.00**	**6,092,767.00**	**6,279,394.00**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		265,185.00	23,545.00	0.00	23,545.00	310,549.00	599,117.00

Description	Object Code	Totals for YEAR (2024-25)	YEAR 1 (2025-26) Unrestricted	Restricted	Total	Totals for YEAR 2 (2026-27)	Totals for YEAR 3 (2027-28)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979				0.00		
2. Less: Other Uses	7630-7699				0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		265,185.00	23,545.00	0.00	23,545.00	310,549.00	599,117.00
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	4,403,168.00	4,930,755.00		4,930,755.00	4,954,300.00	5,264,849.00
b. Adjustments to Beginning Balance	9793, 9795				0.00		
c. Adjusted Beginning Balance		4,403,168.00	4,930,755.00	0.00	4,930,755.00	4,954,300.00	5,264,849.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		**4,668,353.00**	**4,954,300.00**	**0.00**	**4,954,300.00**	**5,264,849.00**	**5,863,966.00**
Components of Ending Fund Balance							
a. Nonspendable							
Revolving Cash	9711				0.00		
Stores	9712				0.00		
Prepaid Expenditures	9713				0.00		
All Others	9719				0.00		
b. Restricted	9740			**0.00**	0.00		
c. Committed							
Stabilization Arrangements	9750				0.00		
Other Commitments	9760				0.00		
d. Assigned							
Other Assignments	9780				0.00		
e. Unassigned/Unappropriated							
Reserve for Economic Uncertainties ***(% of Total Exp.)***	**9789**	**291,372.00**	**296,176.00**		**296,176.00**	**304,639.00**	**313,970.00**
Undesignated / Unappropriated Amount	9790	4,376,981.00	4,658,124.00	0.00	4,658,124.00	4,960,210.00	5,549,996.00

LCFF Calculator Caveats

v.25.1 **5/15/2024**

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs**.

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- $1.

A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.

The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).

The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.

The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.

NEW 2022-23

EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator does not take into account the following:
-District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.
-Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

School District Calculations

NEW
2023-24

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22. PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:
Basic Aid Choice
Basic Aid Court-Ordered Voluntary Pupil Transfer
Basic Aid Open Enrollment
Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to evaluate whether an alternative approach to developing a funding estimate is possible.

LCFF Calculator Navigation

v.25.1 5/15/2024

Structure:

1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.

2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.

3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted**.

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

4 A separate calculation must be prepared for each LEA, either district or charter school.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs**.

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations**. No data is entered on these tabs.**

User editable tabs: preformatted graphs and blank worksheet tabs.

Instructions:

1 **Review Caveats**: Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update**.

LCFF Calculator Navigation

v.25.1 5/15/2024

2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.

- Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
- New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

- **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
- **Necessary Small Schools**: School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
- **Charter Shift ADA**: Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.

- **NSS Supporting Calculations**: details related to NSS funding determination are located in the NSS Calculation tabs.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).

- **Section (a): To be completed only by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the In-lieu tax section.**
- **Section (b): To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.**
- **In-Lieu of Property Taxes Results: The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.**

3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 **Supporting Calculations**: details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:	www.fcmat.org/lcff
CDE PASE exhibits:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Exhibit Guide:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Funding Rates and Information:	www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR

100065	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Oakland Unity High
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

USER NOTES

www.cde.ca.gov/schooldirectory

Oakland Unity High (100065)	PY3 2021-22	PY2 2022-23	PY1 2023-24	CY 2024-25	CY1 2025-26	CY2 2026-27	CY3 2027-28	CY4 2028-29
(1) UNIVERSAL ASSUMPTIONS								
Supplemental Grant %	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension *(prefilled as calculated by the Department of Finance, DOF)*	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Statutory COLA	1.70%	6.56%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Augmentation/(COLA Suspension)	3.37%	6.70%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor (defict)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on (*2022-23 forward*)	$ -	$ 2,813	$ 3,044	$ 3,077	$ 3,167	$ 3,265	$ 3,373	$ 3,484
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	73.31789035%	12.74780911%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	75.37156903%	12.84814107%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
Local EPA Accrual	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

https://www.cde.ca.gov/fg/aa/pa/ratesandinfo.asp

(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

NEW CHARTER SCHOOLS — New Charter School Name:

Year that charter starts operation (select from drop down list): 2022-23

(a) TRANSFER OF IN-LIEU PROPERTY TAX		Note: Charter schools should contact sponsoring district(s) for In-lieu estimate							*Source: Charter School LCFF Transition Calculation Exhibit thru 2018-19 & Charter School LCFF Calculation 2019-20 forward - New line references*
I-4 F-6 / F-7	In-Lieu of Property Tax	1,084,114	1,046,848	1,015,306	1,042,721	1,059,539	1,093,176	1,143,630	
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)									*Source: Charter School Unduplicated Pupil Percentage Exhibit*
A-1.2, A-2.2, A-3.2	Enrollment (second prior year)	355	372						
A-1.1, A-2.1, A-3.1	Enrollment (first prior year)	372	376						
A-1, A-2, A-3	Enrollment	376	351	308	310	315	325	340	
B-1.2, B-2.2, B-3.2	Unduplicated Pupil Count (second prior year)	313	326						
B-1.1, B-2.1, B-3.1	Unduplicated Pupil Count (first prior year)	326	341						
B-1, B-2, B-3	Unduplicated Pupil Count	341	326	163	280	284	293	306	
		3-yr rolling percentage	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*
	Single Year Unduplicated Pupil Percentage	90.69%	92.88%	52.92%	90.32%	90.16%	90.15%	90.00%	0.00%
C-1	Unduplicated Pupil Percentage (%)	88.85%	90.35%	80.19%	79.36%	77.92%	90.21%	90.10%	0.00%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location									*Source: Charter School Unduplicated Pupil Percentage Exhibit*
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.									
D-3	Unduplicated Pupil Percentage (%)	76.61%	77.95%	80.09%	80.09%	80.09%	80.09%	80.09%	80.09%
	Unduplicated Pupil Percentage: Supplemental Grant	88.85%	90.35%	80.19%	79.36%	77.92%	90.21%	90.10%	0.00%
	Unduplicated Pupil Percentage: Concentration Grant	76.61%	77.95%	80.09%	79.36%	77.92%	80.09%	80.09%	0.00%
(d) AVERAGE DAILY ATTENDANCE (ADA)									*Source: Charter School LCFF Target Entitlement Exhibit thru 2018-19 & Charter School LCFF Calculation 2019-20 forward*
ADA used for the Transitional Kindergarten Add-on ONLY:									
G-4	TK (NEW beginning 2022-23)		-	-					
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter P2 Data - Note: Charter School ADA is always funded on current year									
B-1	Grades TK-3	-	-	-					
B-2	Grades 4-6	-	-	-					
B-3	Grades 7-8	-	-	-					
B-4	Grades 9-12	357.85	312.54	280.72	288.30	292.95	302.25	316.20	

LCFF CALCULATOR

100065	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Oakland Unity High
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

USER NOTES

www.cde.ca.gov/schooldirectory

Oakland Unity High (100065)		PY3 2021-22	PY2 2022-23	PY1 2023-24	CY 2024-25	CY1 2025-26	CY2 2026-27	CY3 2027-28	CY4 2028-29
	SUBTOTAL ADA	357.85	312.54	280.72	288.30	292.95	302.25	316.20	-
	RATIO: ADA to Enrollment	0.95	0.89	0.91	0.93	0.93	0.93	0.93	-

(e) OTHER LCFF ADJUSTMENTS

Source: Charter School LCFF Calculation Exhibit

Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.
Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
H-2	Miscellaneous Adjustments	$ -	$ -	$ -					
J-5	Minimum State Aid Adjustments	$ -	$ -	$ -					

(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

(a) GENERAL QUESTIONS

	Is your district required to transfer in-lieu taxes to a charter school?	**YES**
	Does your district have a necessary small school?	**NO**

(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION

		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
	Did your district meet the requirements of funding?	YES	YES	YES	YES	YES	YES	YES	YES

(c) PROPERTY TAXES

Source: School District Local Revenue Exhibit

		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
C-1 A-6	**Estimated Property Taxes (excluding RDA)**	$ -	$ -	$ -					
B-5	**Redevelopment Agency Local Revenue**	$ -	$ -	$ -					
	Less In-Lieu Property Tax Transfer	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Local Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

(d) OTHER LCFF ADJUSTMENTS

Source: School District LCFF Transition Calculation Exhibit thru 2018-19 & New SD LCFF Calculation exhibit 2019-20 forward

If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.

		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
H-2	**Miscellaneous Adjustments**	$ -	$ -	$ -					
J-5	**Minimum State Aid Adjustments**	$ -	$ -	$ -					

(e) UNDUPLICATED PUPIL PERCENTAGE

Source: School District Unduplicated Pupil Percentage Exhibit

		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
A-1.2 / A-3.2	**District Enrollment (second prior year)**	-	-						
A-1.1 / A-3.1	**District Enrollment (first prior year)**	-	-						
A-1 / A-3	**District Enrollment**	-	-	-					
A-2.2 / A-4.2	**COE Enrollment (second prior year)**	-	-						
A-2.1 / A-4.1	**COE Enrollment (first prior year)**	-	-						
A-2 / A-4	**COE Enrollment**	-	-	-					
	Total Enrollment	-	-	-	-	-	-	-	-
B-1.2 / B-3.2	**District Unduplicated Pupil Count (second prior year)**	-	-						
B-1.1 / B-3.1	**District Unduplicated Pupil Count (first prior year)**	-	-						
B-1 / B-3	**District Unduplicated Pupil Count**	-	-	-					
B-2.2 / B-4.2	**COE Unduplicated Pupil Count (second prior year)**	-	-						
B-2.1 / B-4.1	**COE Unduplicated Pupil Count (first prior year)**	-	-						
B-2 / B-4	**COE Unduplicated Pupil Count**	-	-	-					
	Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-
		3-yr rolling percentage	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*
	Single Year Unduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

(f) AVERAGE DAILY ATTENDANCE (ADA)

Source: School District ADA Exhibit

ADA used for the Transitional Kindergarten Add-on ONLY:

		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
G-10	**TK (Commencing in 2022-23)**	-	-	-	-	-	-	-	-

ADA used for Base, Supplemental and Concentration Grant Calculations:
Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.

LCFF CALCULATOR

100065	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Oakland Unity High
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

USER NOTES

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Oakland Unity High (100065)

		PY3 2021-22	PY2 2022-23	PY1 2023-24	CY 2024-25	CY1 2025-26	CY2 2026-27	CY3 2027-28	CY4 2028-29	
	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)									
	Grades TK-3	-	-	-						
B-1, D-5	**Grades 4-6**	-	-	-						District ADA funded on greater of current or prior year
	Grades 7-8	-	-	-						
	Grades 9-12	-	-	-						
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-	
	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)									
	Grades TK-3	-	-	-						
D-9, E-1	**Grades 4-6**	-	-	-						District ADA funded on current year Annual
	Grades 7-8	-	-	-						
	Grades 9-12	-	-	-						
	TOTAL NPS-CDS (Annual)	-	-	-	-	-	-	-	-	
	District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tfr. & Open Enrollment) (For calculating EPA only; this ADA is not included in the LCFF funding calculation).	-	-	-						
	DISTRICT TOTAL	-	-	-	-	-	-	-	-	
	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)									
	Grades TK-3	-	-	-						
E-2, E-3	**Grades 4-6**	-	-	-						CDE operations funded on current year
	Grades 7-8	-	-	-						
	Grades 9-12	-	-	-						
	COUNTY TOTAL	-	-	-	-	-	-	-	-	
	RATIO: District ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	RATIO: County ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	

(g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

If applicable, enter prior year ADA for students transferring into or out of district schools and district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s). NOTE: Legislative requiring the charter shift adjustment was suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.

	Prior year									
	Grades TK-3		-	-	-					
A-19	**Grades 4-6**	Prior year **Charter School Shift Increase** of ADA for students who attended district sponsored charter schools in the prior year and attended district schools in the current year	-	-	-					
	Grades 7-8		-	-	-					
	Grades 9-12		-	-	-					
			-	-	-	-	-	-	-	-
	Grades TK-3		-	-	-					
A-20	**Grades 4-6**	Prior year **Charter School Shift Decrease** of ADA for students who attended district schools in the prior year and attended district sponsored charter schools in the current year	-	-	-					
	Grades 7-8		-	-	-					
	Grades 9-12		-	-	-					
			-	-	-	-	-	-	-	-
	Net increase/(decrease) to prior year ADA		-	-	-	-	-	-	-	-

(4) NECESSARY SMALL SCHOOLS ADA

For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.

1 **NSS #1** **School Code:**

Source: School District Necessary Small Schools Allowance Exhibit

A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-13		**Grades 4-6**	-	-	-					
A-14		**Grades 7-8**	-	-	-					
B-6		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-11, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible

LCFF CALCULATOR

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NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

USER NOTES

www.cde.ca.gov/schooldirectory

			PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
	Oakland Unity High (100065)		**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method
2	**NSS #2**								**School Code:**	
A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-13		**Grades 4-6**	-	-	-					
A-14		**Grades 7-8**	-	-	-					
B-6		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-11, B-5	**Number of FTE** (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method
3	**NSS #3**								**School Code:**	
A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-13		**Grades 4-6**	-	-	-					
A-14		**Grades 7-8**	-	-	-					
B-6		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-11, B-5	**Number of FTE** (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method
4	**NSS #4**								**School Code:**	
A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-13		**Grades 4-6**	-	-	-					
A-14		**Grades 7-8**	-	-	-					
B-6		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-11, B-5	**Number of FTE** (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method
5	**NSS #5**								**School Code:**	
A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-13		**Grades 4-6**	-	-	-					
A-14		**Grades 7-8**	-	-	-					
B-6		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-11, B-5	**Number of FTE** (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method

(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS

LCFF CALCULATOR

100065	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Oakland Unity High
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

USER NOTES

www.cde.ca.gov/schooldirectory

	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
Oakland Unity High (100065)	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**

Complete either section (a) or (b)

(a) ALTERNATIVE CALCULATION TOOL

Use this section to override the calculated in-lieu of property tax results.

1. Clear the prepopulated number '1' from the box located to the right	1							
2. Local calculation of total in-lieu property taxes								

(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)

Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.

1	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3	-	-	-					
	Grades 4-6	-	-	-					
	Grades 7-8	-	-	-					
	Grades 9-12	-	-	-					
	Total ADA	-	-	-	-	-	-	-	-
2	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
3	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
4	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
5	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
6	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								

LCFF CALCULATOR

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Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

USER NOTES

www.cde.ca.gov/schooldirectory

	Oakland Unity High (100065)	PY3 2021-22	PY2 2022-23	PY1 2023-24	CY 2024-25	CY1 2025-26	CY2 2026-27	CY3 2027-28	CY4 2028-29
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
7	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
8	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
9	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
10	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
11	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
12	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
13	**Charter Name**								

LCFF CALCULATOR

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Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

USER NOTES

www.cde.ca.gov/schooldirectory

	Oakland Unity High (100065)	PY3 2021-22	PY2 2022-23	PY1 2023-24	CY 2024-25	CY1 2025-26	CY2 2026-27	CY3 2027-28	CY4 2028-29
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
14	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
15	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
16	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
17	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
18	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-		-
19	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								

LCFF CALCULATOR

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NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

USER NOTES

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	Oakland Unity High (100065)	PY3 2021-22	PY2 2022-23	PY1 2023-24	CY 2024-25	CY1 2025-26	CY2 2026-27	CY3 2027-28	CY4 2028-29
	Total ADA	-	-	-	-	-	-	-	-
20	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
21	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
22	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
23	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
24	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
25	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
26	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								

LCFF CALCULATOR

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NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

USER NOTES

www.cde.ca.gov/schooldirectory

	Oakland Unity High (100065)	PY3 2021-22	PY2 2022-23	PY1 2023-24	CY 2024-25	CY1 2025-26	CY2 2026-27	CY3 2027-28	CY4 2028-29
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
27	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
28	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
29	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
30	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
31	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
32	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
33	**Charter Name**								
	Charter ADA by grade span								

LCFF CALCULATOR

100065	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Oakland Unity High
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

USER NOTES

www.cde.ca.gov/schooldirectory

	Oakland Unity High (100065)	PY3 2021-22	PY2 2022-23	PY1 2023-24	CY 2024-25	CY1 2025-26	CY2 2026-27	CY3 2027-28	CY4 2028-29
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
34	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
35	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
36	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
37	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
38	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
39	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

LCFF CALCULATOR

100065	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Oakland Unity High
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

USER NOTES

www.cde.ca.gov/schooldirectory

	Oakland Unity High (100065)	PY3 2021-22	PY2 2022-23	PY1 2023-24	CY 2024-25	CY1 2025-26	CY2 2026-27	CY3 2027-28	CY4 2028-29
40	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
41	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-		-
42	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
43	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
44	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
45	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
46	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								

LCFF CALCULATOR

100065	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Oakland Unity High
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

USER NOTES

www.cde.ca.gov/schooldirectory

		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
	Oakland Unity High (100065)	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
47	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
48	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
49	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
50	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Oakland Unity High (100065)

User Notes

DETAILED ADA CALCULATION	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2018-19 ADA	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA
Grades TK-3		-	-	-	-	-	-	-
Grades 4-6	Non Applicable Until	-	-	-	-	-	-	-
Grades 7-8	2022-23 Certification	-	-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3		-	-	-	-	-	-	-
Grades 4-6	Non Applicable Until	-	-	-	-	-	-	-
Grades 7-8	2022-23 Certification	-	-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift								
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-
Second prior year charter school shift percentage	Non Applicable Until	-	-	-	-	-	-	-
Prior year charter school shift percentage	2022-23	0%	0%	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - **Effective beginning in 2022-23**								
Grades TK-3		-	-	-	-	-	-	-
Grades 4-6	n Applicable Until 2022-	-	-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-	-
LCFF Subtotal		-	-	-	-	-	-	-
NSS		-	-	-	-	-	-	-
Combined Subtotal		-	-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	-	-	-					
Grades 4-6	-	-	-					
Grades 7-8	-	-	-					
Grades 9-12	357.85	312.54	280.72	288.30	292.95	302.25	316.20	
LCFF Subtotal	357.85	312.54	280.72	288.30	292.95	302.25	316.20	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	357.85	312.54	280.72	288.30	292.95	302.25	316.20	-
Change in LCFF ADA (excludes NSS ADA)	357.85	312.54	280.72	288.30	292.95	302.25	316.20	-
	Increase	Increase	Increase	Increase	Increase	Increase	Increase	No Change
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	-	-	-					
Grades 4-6	-	-	-					
Grades 7-8	-	-	-					
Grades 9-12	357.85	312.54	280.72	288.30	292.95	302.25	316.20	
Subtotal	357.85	312.54	280.72	288.30	292.95	302.25	316.20	-
	Current Yr	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-

Oakland Unity High (100065)								
DETAILED ADA CALCULATION	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA ***(Current Year Only)***								
Grades TK-3	-	-	-					
Grades 4-6	-	-	-					
Grades 7-8	-	-	-					
Grades 9-12	357.85	312.54	280.72	288.30	292.95	302.25	316.20	
Total Actual ADA	357.85	312.54	280.72	288.30	292.95	302.25	316.20	-
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	357.85	312.54	280.72	288.30	292.95	302.25	316.20	-
Total Funded ADA	**357.85**	**312.54**	**280.72**	**288.30**	**292.95**	**302.25**	**316.20**	**-**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA		-	-					

User Notes

Oakland Unity High (100065)	v.25.1					PY3
LOCAL CONTROL FUNDING FORMULA						**2021-22**
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentations	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors	5.07%	0.00%	88.85%	76.61%		
	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	$ 8,093	$ 842	$ 1,588	$ 1,255	$ -
Grades 4-6	-	8,215	-	1,460	1,154	-
Grades 7-8	-	8,458	-	1,503	1,188	-
Grades 9-12	357.85	9,802	255	1,787	1,413	4,743,940
Subtract Necessary Small School ADA and Funding	-					
Total Base, Supplemental, and Concentration Grant		$ 3,507,646	$ 91,251	$ 639,524	$ 505,519	$ 4,743,940
NSS Allowance		-	-	-	-	-
TOTAL BASE	357.85	$ 3,507,646	$ 91,251	$ 639,524	$ 505,519	$ 4,743,940
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2022-23)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	-	TK Add-on rate	$ -		-
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						$ 4,743,940
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						**$ 4,743,940**
Local Revenue (including RDA)						(1,084,114)
Gross State Aid						**$ 3,659,826**
Education Protection Account Entitlement						(1,482,708)
Net State Aid						**$ 2,177,118**
MINIMUM STATE AID CALCULATION						
		12-13 Rate	2021-22 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA		$ 6,185.00	357.85			$ 2,213,302
2012-13 NSS Allowance (deflicited)		$				-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In-Lieu						(1,084,114)
Less Education Protection Account Entitlement						(1,482,708)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**
Categorical Minimum State Aid						29,747
Charter School Categorical Block Grant adjusted for ADA		758.62	357.85			271,472
Minimum State Aid Guarantee Before Proration Factor						**$ 301,219**
Proration Factor						0.00%
Minimum State Aid Guarantee						**$ 301,219**
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						4,743,940
Minimum State Aid plus Property Taxes including RDA						1,385,333
Offset						-
Minimum State Aid Prior to Offset						301,219
Total Minimum State Aid with Offset						301,219
State Aid Before Additional State Aid						**$ 2,177,118**
ADDITIONAL STATE AID						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 2,177,118**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 4,743,940**
Change Over Prior Year						-
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 13,257
Per ADA Change Over Prior Year						-
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
						2021-22
State Aid						$ 2,177,118
Education Protection Account						1,482,708
Property Taxes Net of In-Lieu Transfers						-
Charter In-Lieu Taxes						1,084,114
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)						**$ 4,743,940**

v.25.1					PY2
					2022-23
	COLA & Augmentations	Base Grant Proration	Unduplicated Pupil Percentage		
	13.26%	0.00%	90.35%	77.95%	
Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total
-	$ 9,166	$ 953	$ 1,829	$ 1,510	$ -
-	9,304	-	1,481	1,388	-
-	9,580	-	1,731	1,429	-
312.54	11,102	289	2,058	1,699	4,734,545
-					-
-	$ 3,469,819	$ 90,324	$ 643,318	$ 531,084	$ 4,734,545
-					-
312.54	$ 3,469,819	$ 90,324	$ 643,318	$ 531,084	$ 4,734,545
					-
					$ -
					-
					-
TK ADA	-	TK Add-on rate	$ 2,813.00		-
					-
					$ 4,734,545
					-
					$ 4,734,545
					(1,046,848)
					$ 3,687,697
					(506,927)
					$ 3,180,770
		12-13 Rate	2022-23 ADA		N/A
		$ 6,185.00	312.54		$ 1,933,060
		$ -			-
					-
					(1,046,848)
					(506,927)
					$ 579,285
					29,747
		758.62	312.54		237,059
					$ 846,131
					0.00%
					$ 846,131
					4,734,545
					1,852,974
					-
					846,131
					846,131
					$ 3,180,770
					$ -
					$ 3,180,770
					$ 4,734,545
		-0.20%	(9,395)		15,149
		14.27%	1,892		1,852
					-
			Increase		2022-23
		55.29%	1,203,652		$ 3,180,770
			-		506,927
		0.00%	-		-
		-3.44%	(37,266)		1,046,848
		24.59%	1,166,386		**$ 4,734,545**

v.25.1					PY1
					2023-24
	COLA & Augmentations	Base Grant Proration	Unduplicated Pupil Percentage		
	8.22%	0.00%	80.19%	80.09%	
Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total
-	$ 9,919	$ 1,032	$ 1,756	$ 1,786	$ -
-	10,069	-	1,615	1,642	-
-	10,367	-	1,663	1,691	-
280.72	12,055	312	1,977	2,010	4,570,765
-	-	-	-	-	-
-	$ 3,372,851	$ 87,584	$ 554,985	$ 564,945	$ 4,570,765
-	-	-	-	-	-
280.72	$ 3,372,851	$ 87,584	$ 554,985	$ 564,945	$ 4,570,765
					-
					$ -
					-
					-
TK ADA	-	TK Add-on rate	$ 3,044.00		-
					-
					$ 4,570,765
					-
					$ 4,570,765
					(1,015,306)
					$ 3,555,459
					(1,132,216)
					$ 2,422,243
		12-13 Rate	2023-24 ADA		N/A
		$ 6,185.00	280.72		$ 1,736,253
		$ -			-
					-
					(1,015,306)
					(1,132,216)
					$ -
					29,747
		758.62	280.72		212,960
					$ 242,707
					0.00%
					$ 242,707
					4,570,765
					1,258,013
					-
					242,707
					242,707
					$ 2,422,243
					$ -
					$ 2,422,243
					$ 4,570,765
		-3.27%	(154,780)		16,314
		7.69%	1,165		-
					-
			Increase		2023-24
		-28.06%	(948,527)		$ 2,432,243
		0.00%	-		1,132,216
		-3.03%	(31,542)		1,015,306
		-20.70%	(980,069)		**$ 4,570,765**

v.25.1					CY
					2024-25
	COLA & Augmentations	Base Grant Proration	Unduplicated Pupil Percentage		
	1.07%	0.00%	79.36%	79.36%	
Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total
-	10,025	$ 1,043	$ 1,757	$ 1,753	$ -
-	10,177	-	1,615	1,611	-
-	10,478	-	1,663	1,659	-
288.30	12,144	316	1,978	1,973	4,731,167
-	-	-	-	-	-
-	$ 3,501,115	$ 91,103	$ 570,157	$ 568,792	$ 4,731,167
-	-	-	-	-	-
288.30	$ 3,501,115	$ 91,103	$ 570,157	$ 568,792	$ 4,731,167
					-
					$ -
					-
					-
TK ADA	-	TK Add-on rate	$ 3,077.00		-
					-
					$ 4,731,167
					-
					$ 4,731,167
					(1,042,721)
					$ 3,688,446
					(1,129,176)
					$ 2,513,216
		12-13 Rate	2024-25 ADA		N/A
		$ 6,185.00	288.30		$ 1,783,136
		$ -			-
					-
					(1,042,721)
					(1,129,176)
					$ -
					29,747
		758.62	288.30		218,710
					$ 248,457
					0.00%
					$ 248,457
					4,731,167
					1,291,178
					-
					248,457
					248,457
					$ 2,513,216
					$ -
					$ 2,513,216
					$ 4,731,167
		3.11%	151,402		16,411
		0.59%	97		-
					-
			Increase		2024-25
		3.33%	80,973		$ 2,513,216
		0.00%	-		1,175,230
		2.70%	27,415		1,042,721
		2.17%	108,388		**$ 4,731,167**

v.25.1					CY1
					2025-26
	COLA & Augmentations	Base Grant Proration	Unduplicated Pupil Percentage		
	2.93%	0.00%	77.92%	77.92%	
Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total
-	$ 10,319	$ 1,073	$ 1,775	$ 1,697	$ -
-	10,475	-	1,632	1,561	-
-	10,785	-	1,681	1,607	-
292.95	12,500	325	1,998	1,911	4,902,318
-	-	-	-	-	-
-	$ 3,661,875	$ 95,209	$ 585,504	$ 559,730	$ 4,902,318
-	-	-	-	-	-
292.95	$ 3,661,875	$ 95,209	$ 585,504	$ 559,730	$ 4,902,318
					-
					$ -
					-
					-
TK ADA	-	TK Add-on rate	$ 3,167.00		-
					-
					$ 4,902,318
					-
					$ 4,902,318
					(1,059,539)
					$ 3,842,779
					(1,229,176)
					$ 2,613,603
		12-13 Rate	2025-26 ADA		N/A
		$ 6,185.00	292.95		$ 1,811,696
		$ -			-
					-
					(1,059,539)
					(1,229,176)
					$ -
					29,747
		758.62	292.95		222,238
					$ 251,985
					0.00%
					$ 251,985
					4,902,318
					1,351,534
					-
					251,985
					251,985
					$ 2,613,603
					$ -
					$ 2,613,603
					$ 4,902,318
		3.62%	171,151		16,734
		1.97%	323		-
					-
			Increase		2025-26
		3.99%	100,187		$ 2,613,603
		0.00%	-		1,229,176
		1.61%	16,818		1,059,539
		2.48%	117,205		**$ 4,902,318**

v.25.1					CY2
					2026-27
	COLA & Augmentations	Base Grant Proration	Unduplicated Pupil Percentage		
	3.08%		90.21%	80.09%	
Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total
-	$ 10,637	$ 1,106	$ 2,119	$ 1,915	$ -
-	10,798	-	1,948	1,761	-
-	11,117	-	2,006	1,813	-
302.25	12,885	335	2,385	2,156	5,368,303
-	-	-	-	-	-
-	$ 3,894,491	$ 101,254	$ 720,912	$ 651,646	$ 5,368,303
-	-	-	-	-	-
302.25	$ 3,894,491	$ 101,254	$ 720,912	$ 651,646	$ 5,368,303
					-
					$ -
					-
					-
TK ADA	-	TK Add-on rate	$ 3,265.00		-
					-
					$ 5,368,303
					-
					$ 5,368,303
					(1,093,176)
					$ 4,275,127
					(1,307,258)
					$ 2,967,869
		12-13 Rate	2026-27 ADA		N/A
		$ 6,185.00	302.25		$ 1,869,416
		$ -			-
					-
					(1,093,176)
					(1,307,258)
					$ -
					29,747
		758.62	302.25		229,293
					$ 259,040
					0.00%
					$ 259,040
					5,368,303
					1,353,216
					-
					259,040
					259,040
					$ 2,967,869
					$ -
					$ 2,967,869
					$ 5,368,303
		9.51%	465,585		17,761
		6.14%	1,027		-
					-
			Increase		2026-27
		13.55%	354,266		$ 2,967,869
		0.00%	-		1,307,258
		3.17%	33,636		1,093,176
		7.91%	387,902		**$ 5,368,303**

v.25.1					CY3
					2027-28
	COLA & Augmentations	Base Grant Proration	Unduplicated Pupil Percentage		
	3.30%		90.10%	80.09%	
Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total
-	$ 10,988	$ 1,143	$ 2,186	$ 1,978	$ -
-	11,154	-	2,010	1,819	-
-	11,484	-	2,069	1,873	-
316.20	13,310	346	2,461	2,227	5,800,341
-	-	-	-	-	-
-	$ 4,208,622	$ 109,405	$ 778,109	$ 704,205	$ 5,800,341
-	-	-	-	-	-
316.20	$ 4,208,622	$ 109,405	$ 778,109	$ 704,205	$ 5,800,341
					-
					$ -
					-
					-
TK ADA	-	TK Add-on rate	$ 3,371.00		-
					-
					$ 5,800,341
					-
					$ 5,800,341
					(1,143,630)
					$ 4,656,711
					(1,412,724)
					$ 3,243,987
		12-13 Rate	2027-28 ADA		N/A
		$ 6,185.00	316.20		$ 1,955,497
		$ -			-
					-
					(1,143,630)
					(1,412,724)
					$ -
					29,747
		758.62	316.20		239,876
					$ 269,623
					0.00%
					$ 269,623
					5,800,341
					1,433,253
					-
					269,623
					269,623
					$ 3,243,987
					$ -
					$ 3,243,987
					$ 5,800,341
		8.05%	432,038		18,344
		3.28%	583		-
					-
			Increase		2027-28
		9.30%	276,118		$ 3,243,987
		0.00%	-		1,412,724
		4.62%	50,454		1,143,630
		6.08%	326,572		**$ 5,800,341**

v.25.1					CY4
					2028-29
	COLA & Augmentations	Base Grant Proration	Unduplicated Pupil Percentage		
	3.29%		0.00%	0.00%	
Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total
-	$ 11,350	$ 1,180	$ -	$ -	$ -
-	11,521	-	-	-	-
-	11,862	-	-	-	-
-	13,748	357	-	-	-
-	-	-	-	-	-
-	$ -	$ -	$ -	$ -	$ -
-	-	-	-	-	-
-	$ -	$ -	$ -	$ -	$ -
					-
					$ -
					-
					-
TK ADA	-	TK Add-on rate	$ 3,484.00		-
					-
					$ -
					-
					$ -
		12-13 Rate	2028-29 ADA		N/A
		$ 6,185.00			$ -
		$ -			-
					-
					-
					-
					$ -
					29,747
		758.62	-		-
					$ 29,747
					0.00%
					$ 29,747
					-
					29,747
					(29,747)
					29,747
					$ -
					$ -
					$ -
					-
					-
					-
			Increase		2028-29
		-100.00%	(5,800,341)		$ -
			-		-
		-100.00%	(18,344)		-
			-		-
			-		-
			-		-
			Increase		2028-29
		-100.00%	(3,243,987)		$ -
		0.00%	-		-
		-100.00%	(1,143,630)		-
		-69.50%	(4,387,617)		**$ -**

USER NOTES

Oakland Unity High (100065)

EDUCATION PROTECTION ACCOUNT

USER NOTES

	Certification Period:	P-2 2021-22	Annual 2021-22	P-2 2022-23	Annual 2022-23	Estimated P-2 2023-24	Est. Annual 2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT								(4,902,318.00)	-	(302.25)		
A-1	Total ADA for EPA Minimum	325.07	357.85	312.54	312.54	280.72	280.72	288.30	292.95	302.25	316.20	-
A-2	Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	$ 65,014	*$ 71,570*	$ 62,508	$ 62,508	$ 56,144	$ 56,144	$ 57,660	$ 58,590	$ 60,450	$ 63,240	$ -
EPA PROPORTIONATE SHARE CAP												
B3,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)		$ 7,172.90		$ 7,643.44	$ 8,271.73	$ 8,271.73	$ 8,360.24	$ 8,605.20	$ 8,870.24	$ 9,162.96	$ 9,464.42
B4, B8	Current Year Funded ADA, excluding NSS		357.85		312.54	280.72	280.72	288.30	292.95	302.25	316.20	-
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)		-		-	-	-	-	-	-	-	-
B-12	Current Year Funded ADA, including NSS		357.85		312.54	280.72	280.72	288.30	292.95	302.25	316.20	-
	Adjusted Total Revenue Limit		*$ 2,566,822*		*$ 2,388,881*	*$ 2,322,040*	*$ 2,322,040*	*$ 2,410,257*	*$ 2,520,893*	*$ 2,681,030*	*$ 2,897,328*	*$ -*
B-10	*Current Year Adjusted NSS Allowance*		*$ -*		*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	*$ 2,331,695*	*$ 2,566,822*	*$ 2,388,881*	$ 2,388,881	*$ 2,322,040*	$ 2,322,040	$ 2,410,257	$ 2,520,893	$ 2,681,030	$ 2,897,328	$ -
B-17	Local Revenue/In-Lieu of Property Taxes	*$ 1,017,466*	$ 1,084,114	$ 1,050,344	$ 1,046,848	$ 1,015,306	$ 1,015,306	$ 1,042,721	$ 1,059,539	$ 1,093,176	$ 1,143,630	$ -
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	*$ 1,314,229*	*$ 1,482,708*	$ 1,338,537	$ 1,342,033	$ 1,306,734	$ 1,306,734	$ 1,367,536	$ 1,461,354	$ 1,587,854	$ 1,753,698	$ -
EPA PROPORTIONATE SHARE												
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	*$ 2,331,695*	$ 2,566,822	*$ 2,388,881*	$ 2,388,881	$ 2,322,040	$ 2,322,040	$ 2,410,257	$ 2,520,893	$ 2,681,030	$ 2,897,328	$ -
C-2	Statewide EPA Proportionate Share Ratio ***(as of P-2 certification)***	73.31789035%		12.74780911%		48.75954508%		48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
C-3	EPA Proportionate Share (C-1 * C-2)	*$ 1,709,550*	*$ 1,934,654*	$ 304,530	*$ 306,927*	$ 1,132,216	*$ 1,132,216*	$ 1,175,230	$ 1,229,176	$ 1,307,258	$ 1,412,724	$ -
EPA ENTITLEMENT												
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	*$ 1,314,229*	*$ 1,482,708*	$ 304,530	$ 306,927	$ 1,132,216	$ 1,132,216	$ 1,175,230	$ 1,229,176	$ 1,307,258	$ 1,412,724	$ -
D-2	Miscellaneous Adjustments**	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	$ -	$ -	$ -	$ -	$ -
D-3	Adjusted EPA Entitlement (D-1 + D-2)	*1,314,229*	*1,482,708*	304,530	306,927	1,132,216	1,132,216	1,175,230	1,229,176	1,307,258	1,412,724	-
D-4	Prior Year Annual Adjustment	*$ 9,896*	*9,896*	*$ 168,479*	*168,479*	*$ 2,397*	*2,397*	-				
D-5	P2 Entitlement Net of PY Adjustment	*$ 1,324,125*	*1,492,604*	*$ 473,009*	*475,406*	$ 1,134,613	*1,134,613*	1,175,230	1,229,176	1,307,258	1,412,724	-
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	75.37156903%	75.37156903%	12.84814107%	12.84814107%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)	*$ 1,482,708*		*$ 306,927*		*$ 1,132,216*		*1,175,230*	*1,229,176*	*1,307,258*	*1,412,724*	-

***A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issuing an invoice to an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.*

Oakland Unity High (100065)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
General Assumptions								
COLA & Augmentation	*5.07%*	*13.26%*	*8.22%*	*1.07%*	*2.93%*	*3.08%*	*3.30%*	*3.29%*
Base Grant Proration Factor	*-*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	*-*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Student Assumptions:								
Enrollment Count	*376*	*351*	*308*	*310*	*315*	*325*	*340*	*-*
Unduplicated Pupil Count (UPC)	*341*	*326*	*163*	*280*	*284*	*293*	*306*	*-*
Unduplicated Pupil Percentage (UPP)	*88.85%*	*90.35%*	*80.19%*	*79.36%*	*77.92%*	*90.21%*	*90.10%*	*0.00%*
Current Year LCFF Average Daily Attendance (ADA)	*357.85*	*312.54*	*280.72*	*288.30*	*292.95*	*302.25*	*316.20*	*-*
Funded LCFF ADA	*357.85*	*312.54*	*280.72*	*288.30*	*292.95*	*302.25*	*316.20*	*-*
LCFF ADA Funding Method	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
Current Year Necessary Small School (NSS) ADA	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*-*
Funded NSS ADA	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*-*
NSS ADA Funding Method(s)								
LCFF Entitlement Summary								
Base Grant	$ 3,507,646	$ 3,469,819	$ 3,372,851	$ 3,501,115	$ 3,661,875	$ 3,894,491	$ 4,208,622	$ -
Grade Span Adjustment	91,251	90,324	87,584	91,103	95,209	101,254	109,405	-
Adjusted Base Grant	$ 3,598,897	$ 3,560,143	$ 3,460,435	$ 3,592,218	$ 3,757,084	$ 3,995,745	$ 4,318,027	$ -
Supplemental Grant	639,524	643,318	554,985	570,157	585,504	720,912	778,109	-
Concentration Grant	505,519	531,084	564,345	568,792	559,730	651,646	704,205	-
Total Base, Supplemental and Concentration Grant	$ 4,743,940	$ 4,734,545	$ 4,579,765	$ 4,731,167	$ 4,902,318	$ 5,368,303	$ 5,800,341	$ -
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	-	-	-	-	-
Total Allowance and Add-On Amounts	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$ 4,743,940**	**$ 4,734,545**	**$ 4,579,765**	**$ 4,731,167**	**$ 4,902,318**	**$ 5,368,303**	**$ 5,800,341**	**$ -**
Miscellaneous Adjustments	-	-	-					
Total LCFF Entitlement (excludes Additional State Aid)	**$ 4,743,940**	**$ 4,734,545**	**$ 4,579,765**	**$ 4,731,167**	**$ 4,902,318**	**$ 5,368,303**	**$ 5,800,341**	**$ -**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 13,257	$ 15,149	$ 16,314	$ 16,411	$ 16,734	$ 17,761	$ 18,344	$ -
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	4,743,940	4,734,545	4,579,765	4,731,167	4,902,318	5,368,303	5,800,341	-
LCFF Sources Summary								
Funding Source Summary								
Local Revenue *(net of In-Lieu of Property Taxes)*	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 1,482,708	$ 306,927	$ 1,132,216	$ 1,175,230	$ 1,229,176	$ 1,307,258	$ 1,412,724	$ -
Net State Aid *(excludes Additional State Aid)*	$ 3,261,232	$ 4,427,618	$ 3,447,549	$ 3,555,937	$ 3,673,142	$ 4,061,045	$ 4,387,617	$ -
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 4,743,940**	**$ 4,734,545**	**$ 4,579,765**	**$ 4,731,167**	**$ 4,902,318**	**$ 5,368,303**	**$ 5,800,341**	**$ -**
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	$ 2,177,118	$ 3,380,770	$ 2,432,243	$ 2,513,216	$ 2,613,603	$ 2,967,869	$ 3,243,987	$ -
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 1,482,708	$ 306,927	$ 1,132,216	$ 1,175,230	$ 1,229,176	$ 1,307,258	$ 1,412,724	$ -
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 9,896	$ 168,479	$ 2,397	$ -				
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	1,084,114	1,046,848	1,015,306	1,042,721	1,059,539	1,093,176	1,143,630	-
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 4,743,940	$ 4,734,545	$ 4,579,765	$ 4,731,167	$ 4,902,318	$ 5,368,303	$ 5,800,341	$ -
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

User Notes

Oakland Unity High (100065)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 4,743,940	$ 4,734,545	$ 4,579,765	$ 4,731,167	$ 4,902,318	$ 5,368,303	$ 5,800,341	$ -
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 3,598,897	$ 3,560,143	$ 3,460,435	$ 3,592,218	$ 3,757,084	$ 3,995,745	$ 4,318,027	$ -
Supplemental and Concentration Grant funding in the LCAP year	$ 1,145,043	$ 1,174,402	$ 1,119,330	$ 1,138,949	$ 1,145,234	$ 1,372,558	$ 1,482,314	$ -
Projected Additional 15% Concentration Grant funding in the LCAP year	$ 116,658	$ 122,558	$ 130,233	$ 131,260	$ 129,168	$ 150,380	$ 162,508	$ -
Percentage to Increase or Improve Services	31.82%	32.99%	32.35%	31.71%	30.48%	34.35%	34.33%	0.00%
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 11,777.80	$ 13,457.01	$ 14,493.27	$ 14,577.22	$ 14,864.51	$ 15,776.78	$ 16,295.39	$ 12,530.00
Grades 4-6	$ 10,828.73	$ 12,373.16	$ 13,325.97	$ 13,403.72	$ 13,667.99	$ 14,507.17	$ 14,983.00	$ 11,521.00
Grades 7-8	$ 11,149.04	$ 12,740.20	$ 13,720.36	$ 13,800.15	$ 14,072.48	$ 14,935.75	$ 15,426.28	$ 11,862.00
Grades 9-12	$ 13,256.79	$ 15,148.61	$ 16,314.35	$ 16,410.57	$ 16,734.32	$ 17,761.14	$ 18,343.90	$ 14,105.00
Base Grants								
Grades TK-3	$ 8,093	$ 9,166	$ 9,919	$ 10,025	$ 10,319	$ 10,637	$ 10,988	$ 11,350
Grades 4-6	$ 8,215	$ 9,304	$ 10,069	$ 10,177	$ 10,475	$ 10,798	$ 11,154	$ 11,521
Grades 7-8	$ 8,458	$ 9,580	$ 10,367	$ 10,478	$ 10,785	$ 11,117	$ 11,484	$ 11,862
Grades 9-12	$ 9,802	$ 11,102	$ 12,015	$ 12,144	$ 12,500	$ 12,885	$ 13,310	$ 13,748
Grade Span Adjustment								
Grades TK-3	$ 842	$ 953	$ 1,032	$ 1,043	$ 1,073	$ 1,106	$ 1,143	$ 1,180
Grades 9-12	$ 255	$ 289	$ 312	$ 316	$ 325	$ 335	$ 346	$ 357
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 1,787	$ 2,024	$ 2,190	$ 2,214	$ 2,278	$ 2,349	$ 2,426	$ 2,506
Grades 4-6	$ 1,643	$ 1,861	$ 2,014	$ 2,035	$ 2,095	$ 2,160	$ 2,231	$ 2,304
Grades 7-8	$ 1,692	$ 1,916	$ 2,073	$ 2,096	$ 2,157	$ 2,223	$ 2,297	$ 2,372
Grades 9-12	$ 2,011	$ 2,278	$ 2,465	$ 2,492	$ 2,565	$ 2,644	$ 2,731	$ 2,821
Actual - 1.00 ADA, Local UPP as follows:	*88.85%*	*90.35%*	*80.19%*	*79.36%*	*77.92%*	*90.21%*	*90.10%*	*0.00%*
Grades TK-3	$ 1,588	$ 1,829	$ 1,756	$ 1,757	$ 1,775	$ 2,119	$ 2,186	$ -
Grades 4-6	$ 1,460	$ 1,681	$ 1,615	$ 1,615	$ 1,632	$ 1,948	$ 2,010	$ -
Grades 7-8	$ 1,503	$ 1,731	$ 1,663	$ 1,663	$ 1,681	$ 2,006	$ 2,069	$ -
Grades 9-12	$ 1,787	$ 2,058	$ 1,977	$ 1,978	$ 1,999	$ 2,385	$ 2,461	$ -
Concentration Grant (>55% population)	65%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 5,808	$ 6,577	$ 7,118	$ 7,194	$ 7,405	$ 7,633	$ 7,885	$ 8,145
Grades 4-6	$ 5,340	$ 6,048	$ 6,545	$ 6,615	$ 6,809	$ 7,019	$ 7,250	$ 7,489
Grades 7-8	$ 5,498	$ 6,227	$ 6,739	$ 6,811	$ 7,010	$ 7,226	$ 7,465	$ 7,710
Grades 9-12	$ 6,537	$ 7,404	$ 8,013	$ 8,099	$ 8,336	$ 8,593	$ 8,876	$ 9,168
Actual - 1.00 ADA, Local UPP >55% as follows:	*21.6100%*	*22.9500%*	*25.0900%*	*24.3600%*	*22.9200%*	*25.0900%*	*25.0900%*	*0.0000%*
Grades TK-3	$ 1,255	$ 1,510	$ 1,786	$ 1,753	$ 1,697	$ 1,915	$ 1,978	$ -
Grades 4-6	$ 1,154	$ 1,388	$ 1,642	$ 1,611	$ 1,561	$ 1,761	$ 1,819	$ -
Grades 7-8	$ 1,188	$ 1,429	$ 1,691	$ 1,659	$ 1,607	$ 1,813	$ 1,873	$ -
Grades 9-12	$ 1,413	$ 1,699	$ 2,010	$ 1,973	$ 1,911	$ 2,156	$ 2,227	$ -

User Notes

Oakland Unity High (100065)

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Local Property Taxes (w/out RDA)	$ -	$ -	$ -					
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Funding Method:								
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Prior Year Basic Aid Status		-	-	-	-	-	-	-

		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
1		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1

USER NOTES

NOTE: Data pulls in funded ADA from Summary tab

NOTE: Data pulls from the Data Entry tab if no data is entered ADA will pull from certified data.

Oakland Unity High (100065)

IN-LIEU PROPERTY TAX TRANSFER

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2a. Adjusted base revenue per ADA x charter school ADA

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1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
10		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
11		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
12		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
13		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
14		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
15		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

USER NOTES

Oakland Unity High (100065)

USER NOTES

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

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1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
16		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
17		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
18		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-		-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
19		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
20		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
21		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
22		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
23		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
24		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-

Oakland Unity High (100065)

IN-LIEU PROPERTY TAX TRANSFER

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1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

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		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
25		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
26		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
27		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
28		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
29		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
30		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
31		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
32		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
33		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1

USER NOTES

Oakland Unity High (100065)

IN-LIEU PROPERTY TAX TRANSFER

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		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
35		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
36		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
37		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
38		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
39		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
40		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
41		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

USER NOTES

Oakland Unity High (100065)

IN-LIEU PROPERTY TAX TRANSFER

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1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

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		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
42		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
43		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
44		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
45		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
46		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
47		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
48		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
49		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
50		$ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ -	1 $ - 1
	ADA	-	-	-	-	-	-	-	-

USER NOTES

Oakland Unity High (100065)

USER NOTES

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Oakland Unity High (100065)

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2021-22

ADA	Level / # FTE	Allowance	12/13 deficited rate
Elementary			
1 - 24	1	172,200	131,300
25 - 48	2	344,400	262,600
49 - 72	3	516,600	393,900
73 - 96	4	688,800	525,200
High School			
1 - 19	1	139,795	106,575
1 - 19	2	279,590	213,150
1 - 19	3	621,060	473,400
20 - 38	4	760,855	579,975
39 - 57	5	900,650	686,550
58 - 71	6	1,040,445	793,125
72 - 86	7	1,180,240	899,700
87 - 100	8	1,320,035	1,006,275
101 - 114	9	1,459,830	1,112,850
115 - 129	10	1,599,625	1,219,425
130 - 143	11	1,739,420	1,326,000
144 - 171	12	1,879,215	1,432,575
172 - 210	13	2,019,010	1,539,150
211 - 248	14	2,158,805	1,645,725
249 - 286	15	2,298,600	1,752,300
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Statutory COLA 2020-21	1.70%
Funded COLA 2021-22	11.37%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	8,093	842	1,588	1,255
Grades 4-6	8,215	-	1,460	1,154
Grades 7-8	8,458	-	1,503	1,188
Grades 9-12	9,802	255	1,787	1,413

ADA & NSS FTE 2021-22

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2018-19	Grades TK-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	Third PRIOR YEAR ADA							
Third PY NUMBER OF FTE								
Second PY ADA (net of charter shift)								
2019-20	Grades TK-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	Second PRIOR YEAR ADA							
Second PY NUMBER OF FTE								
PRIOR YEAR ADA (net of charter shift)								
A-1	Grades TK-3	-	-	-	-	-	-	
A-2	Grades 4-6	-	-	-	-	-	-	
A-3	Grades 7-8	-	-	-	-	-	-	
A-4, B-1	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
A-5, B-2	PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-						-
	Grades 4-6	-						-
	Grades 7-8	-						-
	Grades 9-12	-	-	-	-	-	-	-
	3 PY AVERAGE ADA	-	-	-	-	-	-	-
3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	-
CURRENT YEAR ADA (before charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
	CURRENT YEAR NUMBER OF FTE	-	-	-	-	-	-	-

Placeholder - to be used starting in 22/23

To be used starting in 22/23 calculations

NSS FUNDING CALCULATIONS

		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level =07	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

2021-22

Funded P2 NSS ADA and NSS Allowances		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Third Prior Year	2018-19						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Second Prior Year	2019-20						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2020-21						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2021-22						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	-
	NSS ADA						
	Grades TK-3						-
	Grades 4-6						-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

Funding based on	*Current Yr*
TOTAL Funded ADA	-
Total NSS Allowance	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	8,093	842	-	-	-
Grades 4-6	-	8,215	-	-	-	-
Grades 7-8	-	8,458	-	-	-	-
Grades 9-12	-	9,802	255	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Change formula in FY 2022-23 calculations

Remove this section / rows in FY 2022-23 calculations

Use this section / rows in FY 2022-23 calculations

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

2021-22 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
If funded on prior year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
If funded on current year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Which is greater?	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of PY or CY)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten (*Commencing 2022-23*)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Redevelopment Agency Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid																																
Categorical funding from 2012-13	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Minimum State Aid Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Additional State Aid to Meet the Minimum Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
TOTAL LCFF ENTITLEMENT	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Oakland Unity High (100065)

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Adjusted NSS Allowance (Deficited) for EPA						
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA						
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2022-23			
ADA	Level / # FTE	Allowance	12/13 deficited rate	
	Elementary			
1 - 24	1	247,965	139,913	
25 - 48	2	490,709	279,827	
49 - 72	3	733,666	419,740	
73 - 96	4	976,409	559,653	
	High School			
1 - 19	1	208,964	113,566	
1 - 19	2	297,931	227,133	
1 - 19	3	661,802	504,455	
20 - 38	4	810,767	618,021	
39 - 57	5	959,733	731,588	
58 - 71	6	1,108,698	845,154	
72 - 86	7	1,257,664	958,720	
87 - 100	8	1,406,629	1,072,287	
101 - 114	9	1,555,595	1,185,853	
115 - 129	10	1,704,560	1,299,419	
130 - 143	11	1,853,526	1,412,986	
144 - 171	12	2,002,492	1,526,552	
172 - 210	13	2,397,701	1,640,118	
211 - 248	14	2,830,601	1,753,685	
249 - 286	15	3,263,507	1,867,251	
NSS Add-on per ADA	-		-	

The elementory NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2021-22 6.56%
Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,166	953	1,829	1,510
Grades 4-6	9,304	-	1,681	1,388
Grades 7-8	9,580	-	1,731	1,429
Grades 9-12	11,102	289	2,058	1,699

ADA & NSS FTE — **2022-23**

	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)							
2019-20 Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE	-	-	-	-	-	-	
Second PY ADA (net of charter shift)							
2020-21 Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE	-	-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)							
2021-22 Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)							
2022-23 Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level					
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level					
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level					
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

2022-23		2022-23					
Funded P2 NSS ADA and NSS Allowances		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Third Prior Year	2019-20						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Second Prior Year	2020-21						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Prior Year	2021-22						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Current Year	2022-23						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Funded NSS Allowance Level		-	-	-	-	-	
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Exclude: LCFF Adjusted Base Funding for NSS ADA		NSS ADA	Rates		Amounts		Total
			Base	**Grade Span**	**Base**	**Grade Span**	

Change formula in FY 2022-23 calculations
Remove this section / rows in FY 2022-23 calculations
Use this section / rows in FY 2022-23 calculations

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

2022-23 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten (*Commencing 2022-23*)																																
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Redevelopment Agency Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid																																
Categorical funding from 2012-13	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Minimum State Aid Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Additional State Aid to Meet the Minimum Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
TOTAL LCFF ENTITLEMENT	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**

OPTION	1	2	3	4	5
2022-23 RESULTS	**Max funding is:**	**29,747**		**LCFF ADA:**	-
				Funded NSS ADA:	-
	Best option is:	**1**		**District ADA:**	-

Oakland Unity High (100065)

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

Grades TK-3	-	9,166	953	-	-	-
Grades 4-6	-	9,304	-	-	-	-
Grades 7-8	-	9,580	-	-	-	-
Grades 9-12	-	11,102	289	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-
Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2023-24		12/13 deficited rate
ADA	**Level / # FTE**	**Allowance**	**(adj. for COLA)**
	Elementary		
1 - 24	1	268,348	151,414
25 - 48	2	531,045	302,825
49 - 72	3	793,973	454,243
73 - 96	4	1,056,670	605,656
	High School		
1 - 19	1	226,141	122,901
1 - 19	2	322,421	245,803
1 - 19	3	716,202	545,921
20 - 38	4	877,412	668,822
39 - 57	5	1,038,623	791,725
58 - 71	6	1,199,833	914,626
72 - 86	7	1,361,044	1,037,527
87 - 100	8	1,522,254	1,160,429
101 - 114	9	1,683,465	1,283,330
115 - 129	10	1,844,675	1,406,231
130 - 143	11	2,005,886	1,529,133
144 - 171	12	2,167,097	1,652,035
172 - 210	13	2,594,792	1,774,936
211 - 248	14	3,063,276	1,897,838
249 - 286	15	3,531,767	2,020,739
NSS Add-on per ADA	-	-	

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	8.22%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,919	1,032	1,756	1,786
Grades 4-6	10,069	-	1,615	1,642
Grades 7-8	10,367	-	1,663	1,691
Grades 9-12	12,015	312	1,977	2,010

ADA & NSS FTE — **2023-24**

	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)							
2020-21 Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE	-	-	-		-	-	
Second PY ADA (net of charter shift)							
2021-22 Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE	-	-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)							
2022-23 Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE	-	-	-		-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE	-	-	-		-	-	
CURRENT YEAR ADA (before charter shift)							
2023-24 Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE	-	-	-		-	-	

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

2023-24		2023-24					
Funded P2 NSS ADA and NSS Allowances		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Third Prior Year	2020-21						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Second Prior Year	2021-22						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Prior Year	2022-23						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Current Year	2023-24						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-

Change formula in FY 2022-23 calculations
Remove this section / rows in FY 2022-23 calculations
Use this section / rows in FY 2022-23 calculations

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

2023-24 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten (*Commencing 2022-23*)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total																																
Net Property Taxes																																
Subtotal RL & NSS State Aid																																
Categorical funding from 2012-13	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Minimum State Aid Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Additional State Aid to Meet the Minimum Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
TOTAL LCFF ENTITLEMENT	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
2023-24 RESULTS	**Max funding is:**	**29,747**																														
	Best option is:	**1**																														

LCFF ADA:	-
Funded NSS ADA:	-
District ADA:	-

Oakland Unity High (100065)

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA						-
NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	9,919	1,032	-	-	-
Grades 4-6	-	10,069	-	-	-	-
Grades 7-8	-	10,367	-	-	-	-
Grades 9-12	-	12,015	312	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA						
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES		2024-25	12/13 def. rate +
ADA	**Level / # FTE**	**Allowance**	**COLA for EPA**
	Elementary		
1 - 24	1	271,219	153,034
25 - 48	2	536,727	306,069
49 - 72	3	802,469	459,103
73 - 96	4	1,067,976	612,137
	High School		
1 - 19	1	228,561	124,216
1 - 19	2	325,871	248,433
1 - 19	3	723,865	551,762
20 - 38	4	886,800	675,978
39 - 57	5	1,049,736	800,196
58 - 71	6	1,212,671	924,412
72 - 86	7	1,375,607	1,048,629
87 - 100	8	1,375,607	1,172,846
101 - 114	9	1,701,478	1,297,062
115 - 129	10	1,864,413	1,421,278
130 - 143	11	2,027,349	1,545,495
144 - 171	12	2,190,285	1,669,712
172 - 210	13	2,622,556	1,793,928
211 - 248	14	3,096,053	1,918,145
249 - 286	15	3,569,557	2,042,361
NSS Add-on per ADA	-		-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	1.07%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,025	1,043	1,757	1,753
Grades 4-6	10,177	-	1,615	1,611
Grades 7-8	10,478	-	1,663	1,659
Grades 9-12	12,144	316	1,978	1,973

ADA & NSS FTE			**2024-25**					NPS, CDS, & COE operated
		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Third PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-		-	-	
Second PY ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA		-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2024-25	Grades TK-3							-
	Grades 4-6							-
	Grades 7-8							-
	Grades 9-12							-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level =0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3					
	Grades 4-6					
	Grades 7-8					
	Grades 9-12					
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

2024-25			2024-25					
Funded P2 NSS ADA and NSS Allowances			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:			Select method	Select method	Select method	Select method	Select method	
NSS Allowance								
Third Prior Year		2021-22						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Second Prior Year		2022-23						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Prior Year		2023-24						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances							
Current Year		2024-25						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-

	Change formula in FY 2022-23 calculations
	Remove this section / rows in FY 2022-23 calculations
	Use this section / rows in FY 2022-23 calculations

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

2024-25 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA																																
Tax per ADA																																
Charter ADA																																
In-lieu to charters - Property Tax per ADA																																
In-lieu to charters - LCFF Funding per ADA																																
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid																																
Categorical funding from 2012-13	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Minimum State Aid Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Additional State Aid to Meet the Minimum Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
TOTAL LCFF ENTITLEMENT	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
2024-25 RESULTS		**Max funding is:**	**29,747**																													
		Best option is:	1																													

LCFF ADA:	-
Funded NSS ADA:	-
District ADA:	-

Oakland Unity High (100065)

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	10,025	1,043	-	-	-
Grades 4-6	-	10,177	-	-	-	-
Grades 7-8	-	10,478	-	-	-	-
Grades 9-12	-	12,144	316	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-					-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-			-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2025-26		12/13 def. rate +
ADA	Level / # FTE	Allowance	COLA for EPA
Elementary			
1 - 24	1	279,166	157,518
25 - 48	2	552,453	315,037
49 - 72	3	825,981	472,555
73 - 96	4	1,099,268	630,073
High School			
1 - 19	1	235,258	127,856
1 - 19	2	335,419	255,712
1 - 19	3	745,074	567,929
20 - 38	4	912,783	695,784
39 - 57	5	1,080,493	823,642
58 - 71	6	1,248,202	951,497
72 - 86	7	1,415,912	1,079,354
87 - 100	8	1,415,912	1,207,210
101 - 114	9	1,751,331	1,335,066
115 - 129	10	1,919,040	1,462,921
130 - 143	11	2,086,750	1,590,778
144 - 171	12	2,254,460	1,718,635
172 - 210	13	2,699,397	1,846,490
211 - 248	14	3,186,767	1,974,347
249 - 286	15	3,674,145	2,102,202
NSS Add-on per ADA	-	-	

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	2.93%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,319	1,073	1,775	1,697
Grades 4-6	10,475	-	1,632	1,561
Grades 7-8	10,785	-	1,681	1,607
Grades 9-12	12,500	325	1,999	1,911

ADA & NSS FTE		DISTRICT	NSS 1	NSS 2	2025-26 NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE		-	-	-	-	-	-	
Second PY ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE		-	-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2024-25	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-						
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2025-26	Grades TK-3						-	
	Grades 4-6						-	
	Grades 7-8						-	
	Grades 9-12						-	
	CURRENT YEAR ADA	-	-	-	-	-	-	
CURRENT YEAR NUMBER OF FTE			-					

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-		-	-
	NSS Add-on using PY	-	-			-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-		-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-		-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-		-	-
	NSS ADA Grades TK-3					
	Grades 4-6					
	Grades 7-8					
	Grades 9-12					
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

2025-26

Funded P2 NSS ADA and NSS Allowances		NSS 1	NSS 2	2025-26 NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		Select method	Select method	Select method	Select method	Select method	
NSS Allowance							
Third Prior Year	2022-23						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Second Prior Year	2023-24						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2024-25						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2025-26						
	NSS ADA						

Change formula in FY 2022-23 calculations
Remove this section / rows in FY 2022-23 calculations
Use this section / rows in FY 2022-23 calculations

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

2025-26 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																
Third PY ADA for NSS-funded schools																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																
NSS Allowance																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																
LCFF Funding																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																
Local Property Taxes (excluding RDA)																
Redevelopment Agency Local Revenue																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid																
Categorical funding from 2012-13	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Minimum State Aid Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Additional State Aid to Meet the Minimum Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
TOTAL LCFF ENTITLEMENT	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**

OPTION	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																
Third PY ADA for NSS-funded schools																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																
NSS Allowance																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																
LCFF Funding																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																
Local Property Taxes (excluding RDA)																
Redevelopment Agency Local Revenue																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid																
Categorical funding from 2012-13	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Minimum State Aid Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Additional State Aid to Meet the Minimum Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
TOTAL LCFF ENTITLEMENT	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**

| OPTION | 1 | 2

Oakland Unity High (100065)

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF: funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Exclude: LCFF Adjusted Base Funding for NSS ADA		NSS ADA	Rates		Amounts		Total
			Base	**Grade Span**	**Base**	**Grade Span**	
	Grades TK-3	-	10,319	1,073	-	-	-
	Grades 4-6	-	10,475	-	-	-	-
	Grades 7-8	-	10,785	-	-	-	-
	Grades 9-12	-	12,500	325	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA		-			-	-	-
Adjusted NSS Allowance (Deficited) for EPA		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)							
NSS Allowances		-	-	-	-	-	-
NSS Add-on							
NSS Add-on per ADA		-	-	-	-	-	
Funded ADA		-	-	-	-	-	
NSS Add-on		-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA							

RATES		2026-27	12/13 def. rate +
ADA	**Level / # FTE**	**Allowance**	**COLA for EPA**
	Elementary		
1 - 24	1	287,764	162,370
25 - 48	2	569,469	324,740
49 - 72	3	851,421	487,110
73 - 96	4	1,133,125	649,479
	High School		
1 - 19	1	242,504	131,794
1 - 19	2	345,750	263,588
1 - 19	3	768,022	585,421
20 - 38	4	940,897	717,214
39 - 57	5	1,113,772	849,010
58 - 71	6	1,286,647	980,803
72 - 86	7	1,459,522	1,112,598
87 - 100	8	1,459,522	1,244,392
101 - 114	9	1,805,272	1,376,186
115 - 129	10	1,978,146	1,507,979
130 - 143	11	2,151,022	1,639,774
144 - 171	12	2,323,897	1,771,569
172 - 210	13	2,782,538	1,903,362
211 - 248	14	1,284,919	2,035,157
249 - 286	15	3,787,309	2,166,950
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	3.08%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Spans	Supp	Concen
Grades TK-3	10,637	1,106	2,119	1,915
Grades 4-6	10,798	-	1,948	1,761
Grades 7-8	11,117	-	2,006	1,813
Grades 9-12	12,885	335	2,385	2,156

ADA & NSS FTE				**2026-27**			NPS, CDS, & COE operated
		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Third PY ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2024-25	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2025-26	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE								
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE								
CURRENT YEAR ADA (before charter shift)								
2026-27	Grades TK-3							-
	Grades 4-6							-
	Grades 7-8							-
	Grades 9-12							-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE								

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3					
	Grades 4-6					
	Grades 7-8					
	Grades 9-12					
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

2026-27				2026-27			
Funded P2 NSS ADA and NSS Allowances		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		Select method	Select method	Select method	Select method	Select method	
NSS Allowance							
Third Prior Year	2023-24						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Second Prior Year	2024-25						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2025-26						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-

Change formula in FY 2022-23 calculations
Remove this section / rows in FY 2022-23 calculations
Use this section / rows in FY 2022-23 calculations

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

		Funded NSS ADA:	-
Best option is:	1	**District ADA:**	-

2026-27 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Minimum State Aid Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747

Oakland Unity High (100065)

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2026-27						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	-
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	10,637	1,106	-	-	-
Grades 4-6	-	10,798	-	-	-	-
Grades 7-8	-	11,117	-	-	-	-
Grades 9-12	-	12,885	335	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	**2027-28**		**12/13 def. rate + COLA for EPA**
ADA	**Level / # FTE**	**Allowance**	
	Elementary		
1 - 24	1	297,260	167,728
25 - 48	2	588,261	335,459
49 - 72	3	879,518	503,189
73 - 96	4	1,170,518	670,919
	High School		
1 - 19	1	250,507	136,143
1 - 19	2	357,160	272,286
1 - 19	3	793,367	604,740
20 - 38	4	971,947	740,882
39 - 57	5	1,150,526	877,027
58 - 71	6	1,329,106	1,013,169
72 - 86	7	1,507,686	1,149,314
87 - 100	8	1,507,686	1,285,457
101 - 114	9	1,864,846	1,421,600
115 - 129	10	2,043,425	1,557,742
130 - 143	11	2,222,006	1,693,887
144 - 171	12	2,400,586	1,830,031
172 - 210	13	2,874,362	1,966,173
211 - 248	14	3,393,321	2,102,317
249 - 286	15	3,912,290	2,238,459
NSS Add-on per ADA	-	-	

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	3.30%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,988	1,143	2,186	1,978
Grades 4-6	11,154	-	2,010	1,819
Grades 7-8	11,484	-	2,069	1,873
Grades 9-12	13,310	346	2,461	2,227

ADA & NSS FTE			**2027-28**				NPS, CDS, & COE operated
		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Third PY ADA (net of charter shift)								
2024-25	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	Third PRIOR YEAR ADA	-	-	-	-	-	-	-
Third PY NUMBER OF FTE		-	-					
Second PY ADA (net of charter shift)								
2025-26	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	Second PRIOR YEAR ADA	-	-	-	-	-	-	-
Second PY NUMBER OF FTE		-	-					
PRIOR YEAR ADA (net of charter shift)								
2026-27	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	PRIOR YEAR ADA	-	-	-	-	-	-	-
PRIOR YEAR NUMBER OF FTE		-	-					
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
CURRENT YEAR ADA (before charter shift)								
2027-28	Grades TK-3							-
	Grades 4-6							-
	Grades 7-8							-
	Grades 9-12							-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-					

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
NSS allowance level		-	-	-	-	-
NSS Allowance using PY		-	-	-	-	-
NSS Add-on using PY		-	-	-	-	-
Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
NSS allowance level		-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Allowance using 3 PY average		-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Add-on using 3 PY average		-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total NSS Allowance using 3 PY average		-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Allowance if funded as NSS & on current year						
NSS allowance level		-	-	-	-	-
NSS Allowance using CY		-	-	-	-	-
NSS Add-on using CY		-	-	-	-	-
Total NSS Allowance using CY		-	-	-	-	-
NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Funding		-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS ADA	Grades TK-3		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Grades 4-6		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Grades 7-8		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Grades 9-12		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Total	-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS allowance Level		-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

2027-28			2027-28					
Funded P2 NSS ADA and NSS Allowances			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:			Select method	Select method	Select method	Select method	Select method	
NSS Allowance								
Third Prior Year		2024-25						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Second Prior Year		2025-26						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-

Change formula in FY 2022-23 calculations
Remove this section / rows in FY 2022-23 calculations
Use this section / rows in FY 2022-23 calculations

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

Additional State Aid to Meet the Minimum Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
TOTAL LCFF ENTITLEMENT	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
2026-27 RESULTS	**Max funding is:**	**29,747**		**LCFF ADA:**	-																											
				Funded NSS ADA:	-																											
	Best option is:	**1**		**District ADA:**	-																											

2027-28 COMPARISON																																
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Oakland Unity High (100065)

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

	P2 NSS ADA	-	-	-	-	-	-	-
Prior Year	2026-27							
	NSS ADA							
	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-	-
Current Year	2027-28							
	NSS ADA							
	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	-	-
	NSS ADA							
	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	10,988	1,143	-	-	-
Grades 4-6	-	11,154	-	-	-	-
Grades 7-8	-	11,484	-	-	-	-
Grades 9-12	-	13,310	346	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2028-29		12/13 def. rate +
ADA	Level / # FTE	Allowance	COLA for EPA
	Elementary		
1 - 24	1	307,040	173,246
25 - 48	2	607,615	346,493
49 - 72	3	908,454	519,740
73 - 96	4	1,209,028	692,985
	High School		
1 - 19	1	258,749	140,622
1 - 19	2	368,911	281,244
1 - 19	3	819,469	624,636
20 - 38	4	1,003,924	765,257
39 - 57	5	1,188,378	905,881
58 - 71	6	1,372,834	1,046,502
72 - 86	7	1,557,289	1,187,126
87 - 100	8	1,557,289	1,327,749
101 - 114	9	1,926,199	1,468,371
115 - 129	10	2,110,654	1,608,992
130 - 143	11	2,295,110	1,749,616
144 - 171	12	2,479,565	1,890,239
172 - 210	13	2,968,929	2,030,860
211 - 248	14	3,504,961	2,171,483
249 - 286	15	4,041,004	2,312,104
-	-	-	-
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	3.29%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	11,350	1,180	-	-
Grades 4-6	11,521	-	-	-
Grades 7-8	11,862	-	-	-
Grades 9-12	13,748	357	-	-

ADA & NSS FTE

		DISTRICT	NSS 1	NSS 2	2028-29 NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2025-26	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	Third PRIOR YEAR ADA	-	-	-	-	-	-	-
Third PY NUMBER OF FTE			-					
Second PY ADA (net of charter shift)								
2026-27	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	Second PRIOR YEAR ADA	-	-	-	-	-	-	-
Second PY NUMBER OF FTE			-					
PRIOR YEAR ADA (net of charter shift)								
2027-28	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	PRIOR YEAR ADA	-	-	-	-	-	-	-
PRIOR YEAR NUMBER OF FTE			-					
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA		-					
3 PRIOR YEAR NUMBER OF FTE			-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
CURRENT YEAR ADA (before charter shift)								
2028-29	Grades TK-3							-
	Grades 4-6							-
	Grades 7-8							-
	Grades 9-12							-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-					

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level	-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Allowance using 3 PY average	-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Add-on using 3 PY average	-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total NSS Allowance using 3 PY average	-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Allowance if funded as NSS & on current year					
NSS allowance level	-	-	-	-	-
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level =0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Funding	-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS ADA Grades TK-3		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grades 4-6		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grades 7-8		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grades 9-12		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS allowance Level	-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

2028-29			2028-29					
Funded P2 NSS ADA and NSS Allowances		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		Select method	Select method	Select method	Select method	Select method	
NSS Allowance							
Third Prior Year	2025-26						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Second Prior Year	2026-27						

Change formula in FY 2022-23 calculations
Remove this section / rows in FY 2022-23 calculations
Use this section / rows in FY 2022-23 calculations

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

In-lieu to charters - Alternative Calculation																																		
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Minimum State Aid Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Additional State Aid to Meet the Minimum Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
TOTAL LCFF ENTITLEMENT	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
2027-28 RESULTS	**Max funding is:**	**29,747**		**LCFF ADA:**	-																											
				Funded NSS ADA:	-																											
	Best option is:	1		**District ADA:**	-																											

2028-29 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA		-	-																													
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																

Oakland Unity High (100065)

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2027-28						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2028-29						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	11,350	1,180	-	-	-
Grades 4-6	-	11,521	-	-	-	-
Grades 7-8	-	11,862	-	-	-	-
Grades 9-12	-	13,748	357	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-					-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

Change formula in FY 2022-23 calculations

Remove this section / rows in FY 2022-23 calculations

Use this section / rows in FY 2022-23 calculations

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Minimum State Aid Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
Additional State Aid to Meet the Minimum Guarantee	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747
TOTAL LCFF ENTITLEMENT	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**	**29,747**

2028-29 RESULTS				
	Max funding is:	**29,747**	**LCFF ADA:**	-
			Funded NSS ADA:	-
	Best option is:	**1**	**District ADA:**	-

Oakland Unity High (100065)

Charts and Graphs

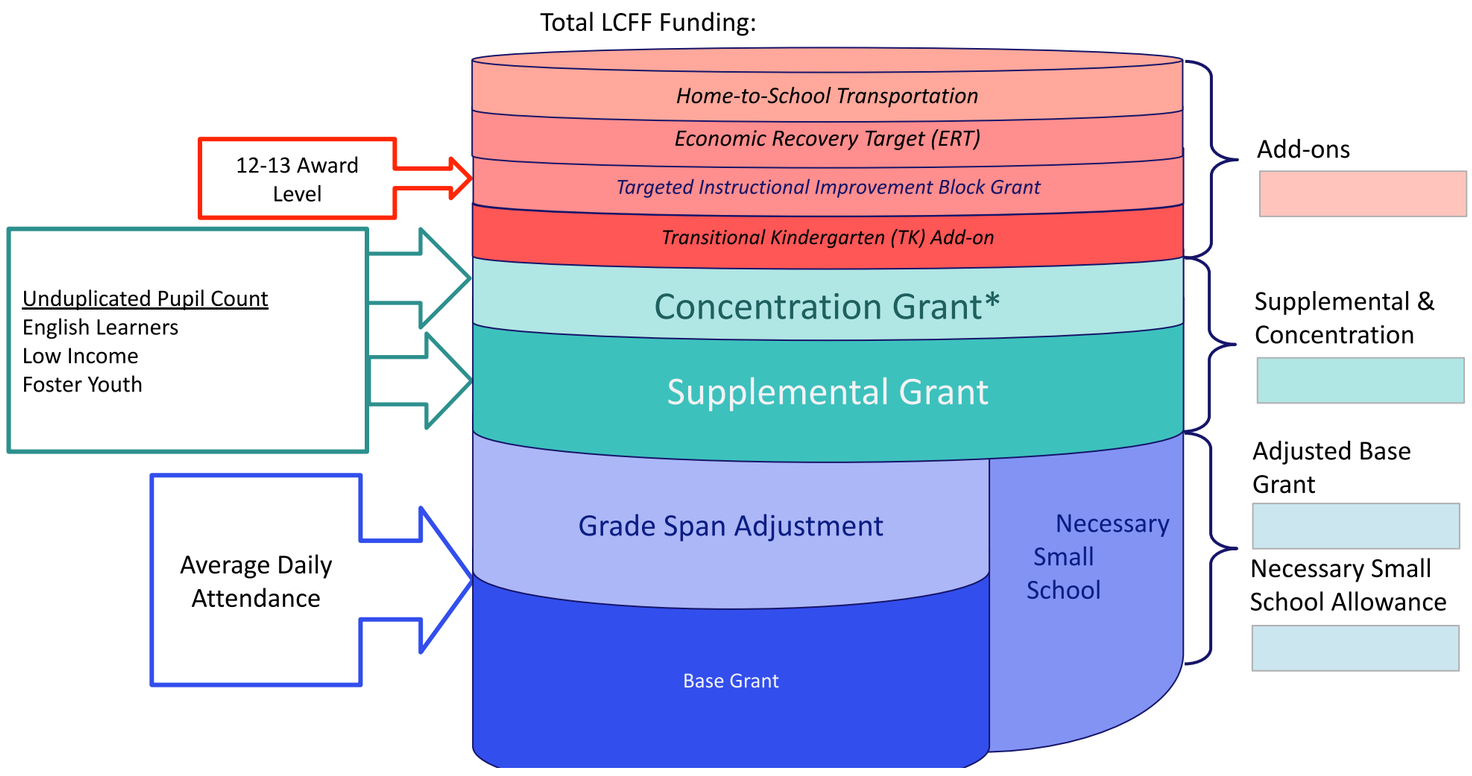
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT).
The Graphs tab remains unprotected to allow editing for local standards.

2023-24

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

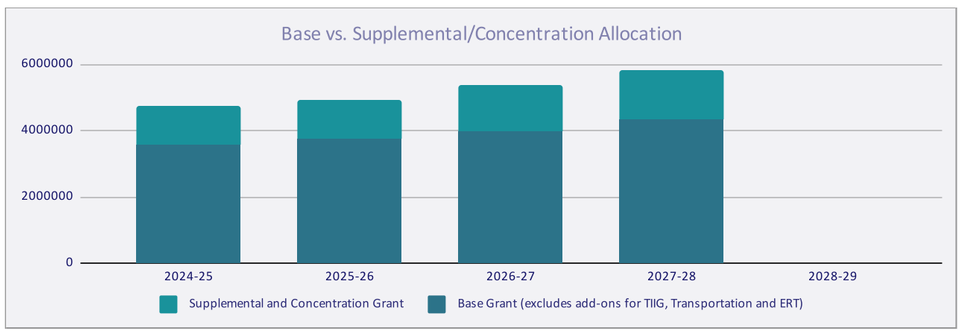
Components of LCFF Entitlement

		2023-24				
Base Grant	$	3,372,851			280.72	ADA
Grade Span Adjustment	$	87,584		$	3,460,435	Adjusted Base Grant
Supplemental Grant	$	554,985	80.19%			
Concentration Grant	$	564,345	80.09%	$	1,119,330	Supplemental & Concentration
Allowance: Necessary Small School	$	-		$	-	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$	-				
Add-on: Home-to-School Transportation	$	-				
Add-on: Small School District Bus Replacement Program	$	-		$	-	Add-ons
Add-on Economic Recovery Target	$	-				
Add-on: Transitional Kindergarten	$	-				
Total	$	4,579,765		$	4,579,765	

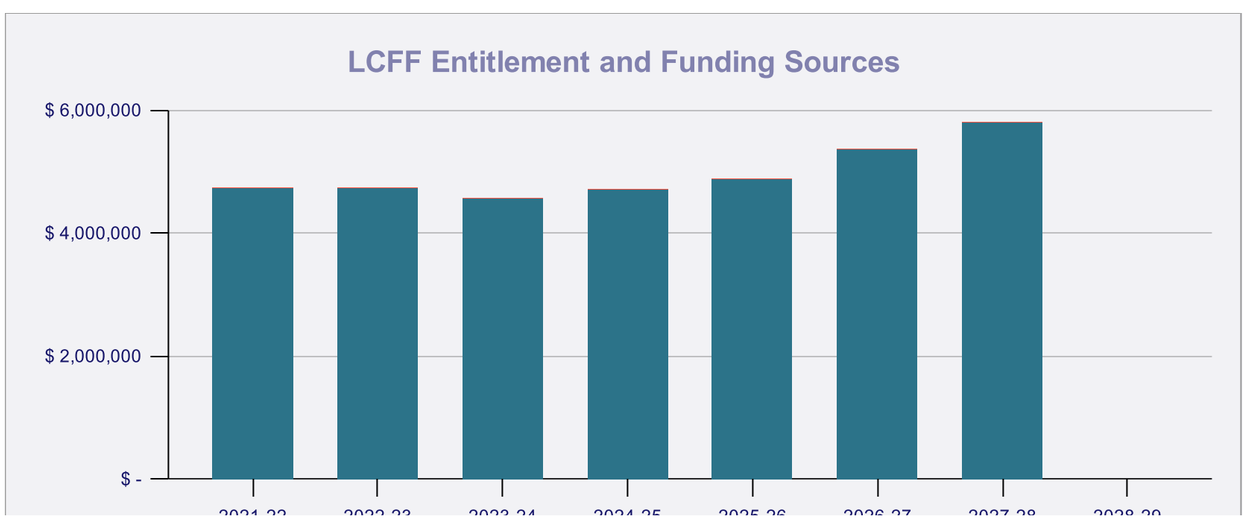


*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

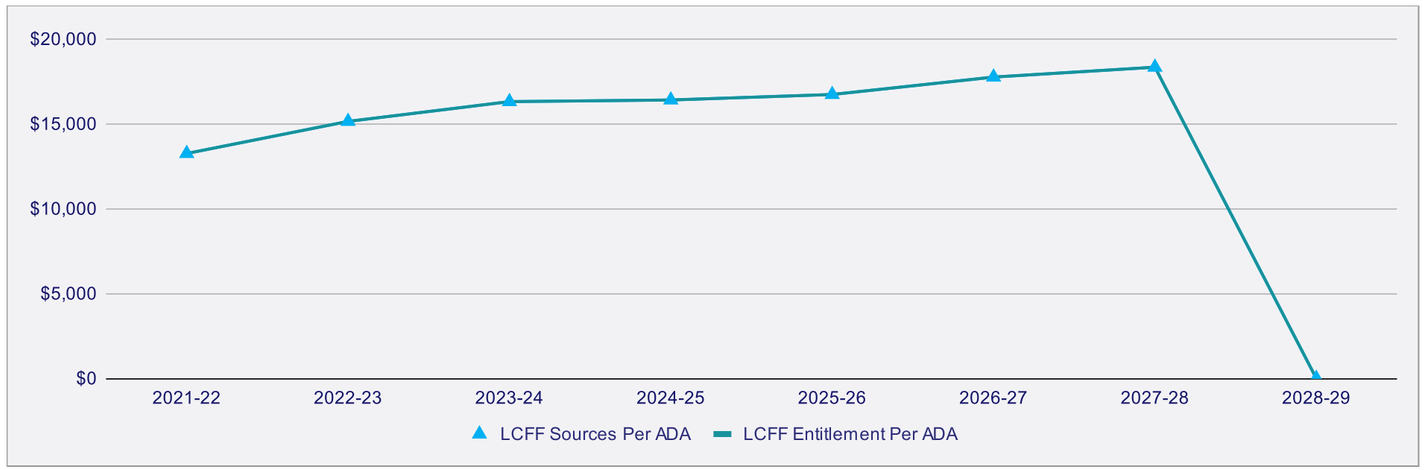
Minimum Proportionality Analysis	2024-25	2025-26	2026-27	2027-28	2028-29
Base Grant (excludes add-ons for TIIG, Transportation and ERT)	$ 3,592,218	$ 3,757,084	$ 3,995,745	$ 4,318,027	$ -
Supplemental and Concentration Grant	1,138,949	1,145,234	1,372,558	1,482,314	-
Total	$ 4,731,167	$ 4,902,318	$ 5,368,303	$ 5,800,341	$ -



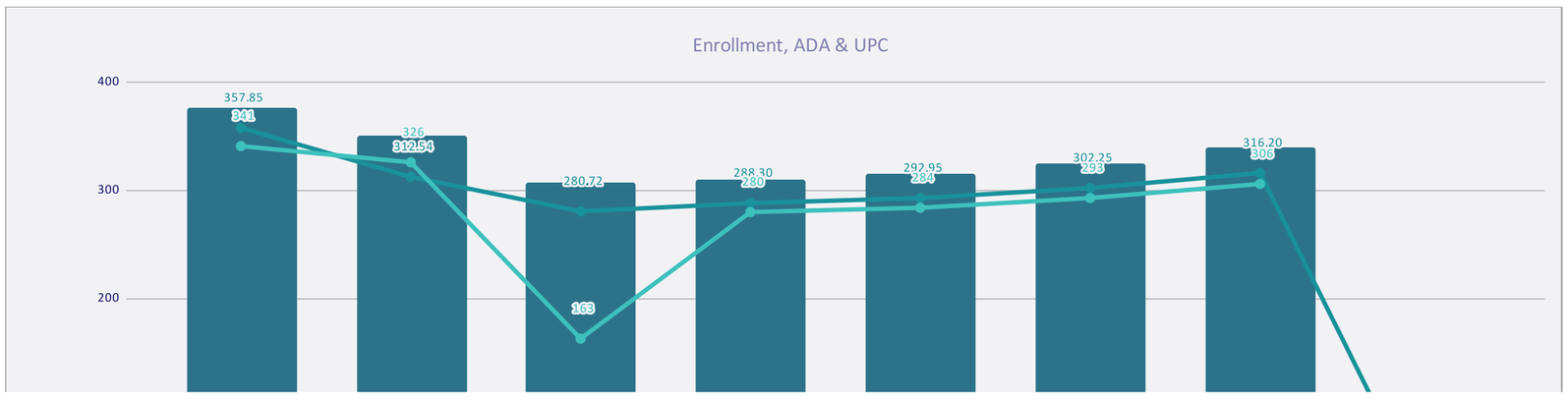
Funding Sources	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Excess Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional State Aid to meet Minimum	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Grant	$ 4,743,940	$ 4,734,545	$ 4,579,765	$ 4,731,167	$ 4,902,318	$ 5,368,303	$ 5,800,341	$ -
Total General Purpose Funding	$ 4,743,940	$ 4,734,545	$ 4,579,765	$ 4,731,167	$ 4,902,318	$ 5,368,303	$ 5,800,341	$ -

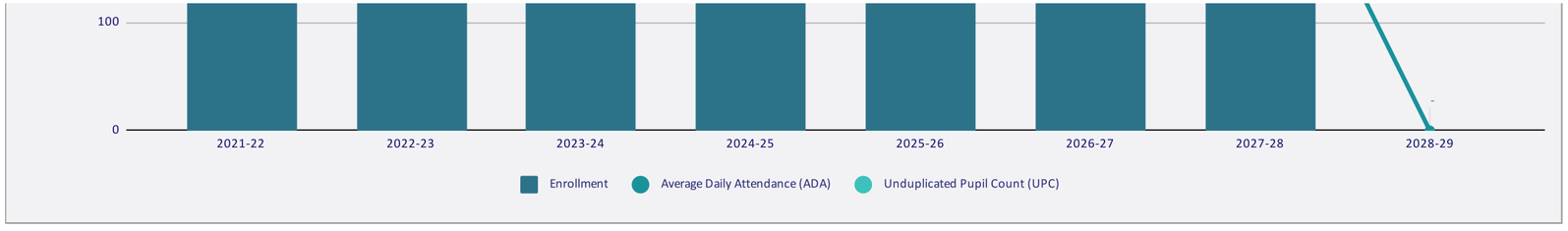


LCFF Entitlement per ADA	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Funded ADA (LCFF & NSS)	357.85	312.54	280.72	288.30	292.95	302.25	316.20	-
LCFF Sources per ADA, including NSS	$ 13,256.78	$ 15,148.60	$ 16,314.35	$ 16,410.57	$ 16,734.32	$ 17,761.13	$ 18,343.90	$ -
Net Dollar Change per ADA		$ 1,891.82	$ 1,165.75	$ 96.22	$ 323.75	$ 1,026.82	$ 582.76	$ (18,343.90)
Net Percent Change		14.27%	7.70%	0.59%	1.97%	6.14%	3.28%	-100.00%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	$ 13,256.78	$ 15,148.60	$ 16,314.35	$ 16,410.57	$ 16,734.32	$ 17,761.13	$ 18,343.90	$ -
Net Change per ADA		$ 1,891.82	$ 1,165.75	$ 96.22	$ 323.75	$ 1,026.82	$ 582.76	$ (18,343.90)
Net Percent Change		14.27%	7.70%	0.59%	1.97%	6.14%	3.28%	-100.00%



Student Summary, excluding COE	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment	376	351	308	310	315	325	340	
Unduplicated Pupil Count (UPC)	341	326	163	280	284	293	306	
Average Daily Attendance (ADA)	357.85	312.54	280.72	288.30	292.95	302.25	316.20	-




100
0
2021-22
2022-23
2023-24
2024-25
2025-26
2026-27
2027-28
2028-29
Enrollment
Average Daily Attendance (ADA)
Unduplicated Pupil Count (UPC)

Revenue Assumptions

Oakland Unity High School **CHARTER SCHOOL**

REPORTING PERIOD	Start Up Year 2024-25	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Include a narrative discussion of the reason for significant changes between the current and the prior reports, and breakdown for Other revenues.
A. REVENUES					
1. LCFF Revenues					
State Aid - Current Year	2513216	2613603	2967869	3243987	LCFF Revenues are secured.
Education Protection Account State Aid	1175230	1229176	1307258	1412724	
State Aid - Prior Years					
Charter School Funding in Lieu of Property Taxes	1042721	1059539	1093176	1143630	
Other Revenue (please provide breakdown):					
TOTAL:	**4731167**	**4,902,318**	**5,368,303**	**5,800,341**	
2. Federal Revenues					
Title I	114668	116,518	120,217	125,765	2024-25 Other Federal Revenue includes $11,245 ESSERIII. Year 1,2,3 has no other federal funds.
Title II	13197	13,410	13,836	14,475	
Title III	8694	8,694	8,694	8,694	
Title IV	10000	10,000	10,000	10,000	
Special Ed - Federal	33982	34,530	35,626	37,270	
Child Nutrition - Federal	121747	123,710	127,638	133,529	
Other Federal (please provide breakdown):	11245	-	-		
TOTAL:	**313533**	**306,862**	**316,011**	**329,733**	
3. Other State Revenues					
Facility Grant		-	-	-	2024-25 Other State includes $53,491 Art and Music in Schools Grant and $36,041 Art, Music & Instructional Materials Block Grant, $5,280ELO-P Grant, $268,184 Learning Recovery Emergency Block Grant, $181,058 California Community Schools Partnership Program Grant. Year 1,2,3 Other State only has California Community Schools Partnership Program Grant.
Lottery	29695	30,174	31,132	32,569	
Special Education - State	201522	204,772	211,273	221,024	
Child Nutrition - State	13174	13,387	13,812	14,449	
Other State (please provide breakdown):	544054	225,884	190,761	195,815	
TOTAL:	**788445**	**474,217**	**446,978**	**463,857**	
4. Other Local Revenues					
Other Local (please provide breakdown):	259470	263,655	272,025	284,580	Other Local Revenue includes Measure H reimbursement.
TOTAL:	**259470**	**259,470**	**272,025**	**284,580**	
5. Other Sources					
Other Sources:					

	2024-2025	2025-2026	2026-2027	2027-2028
ENROLLMENT	310	315	325	340
AVERAGE DAILY ATTENDANCE	288.3	292.95	302.25	316.2
Number of Unduplicated pupil count (includes FRM, EL, Foster Students)	280	284	293	306
% Unduplicated pupil count (includes FRM, EL, Foster Students)	80.09%	80.09%	80.09%	80.09%

Other Assumptions:

Oakland Unity High School has healthy cash and investment (T-Bills) reserve that can support 9 months of school operation without any external funding. We put 5% of total expenditure as reserved fund each year. The LCFF revenues and federal revenues are secured. Other State Revenues are anticipated. Two staffs are allocated to CCSPP. Measure H is anticipated and will be reimbursed by OUSD. We have 40.4 FTE each year (Certificated Non-Management:16 FTE, Certificated Management:1.9 FTE, Classified Non-management:22.5 FTE). Staffing level will not change in 5 years. Staffs' salaries are increased by 2.5% every year.All other expenses are increased by 3% yearly.

Appendix F

Verified Data

Appendix F - Verified Data

GROWTH ON SMARTER BALANCED ASSESSMENTS: STUDENTS MAINTAINING OR IMPROVING DISTANCE FROM STANDARD				
	ELA		Math	
Cohort	Total Count	% Maintained or improved	Total Count	% Maintained or improved
2015 (8th) to 2018 (11th)	67	88%	70	73%
2016 (8th) to 2019 (11th)	75	84%	76	75%
2018 (8th) to 2021 (11th)	78	63%	77	40%
2019 (8th) to 2022 (11th)	81	84%	81	57%
2019 (7th) to 2023 (11th)	74	81%	74	57%

AVERAGE CHANGE IN DISTANCE FROM STANDARD ON SMARTER BALANCED ASSESSMENTS		
Cohort	ELA	Math
2015 (8th) to 2018 (11th)	62.3	35.6
2016 (8th) to 2019 (11th)	67.1	56.0
2018 (8th) to 2021 (11th)	17.3	-12.7
2019 (8th) to 2022 (11th)	61.2	2.2
2019 (7th) to 2023 (11th)	63.0	6.1