

Oak Park Preparatory School

**Petition Respectfully Submitted to the
Sacramento City Unified School District
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Preparing Students for College.

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Oak Park Preparatory Academy

EXECUTIVE SUMMARY

St. HOPE Public Schools opened its doors in 2003 with a clear vision: to create one of the finest urban pre-kindergarten through 12th grade public school systems in America. Our students attend longer school days, face demanding academic standards and perform 40 hours of community service per year when they reach Sacramento High School. This rigorous curriculum has motivated our students like never before, closing the achievement gap and dramatically increasing the number of graduates who go on to college. We have accomplished this through hard work, determination and careful planning. We provide a unique network of schools that guides our students from preschool through high school, slowly building a foundation of academic achievement, community responsibility and inner confidence.

Mission

Oak Park Prep shares the same mission as all schools within St. HOPE Public Schools: To graduate self-motivated, industrious, and critically thinking leaders who are passionate about life-long learning and committed to serving others.

However, our school mission breaks down the mission and vision of the organization to target our population of students at the time that we will be educating them. This mission is: To prepare students in grades seven and eight to enter and successfully complete a college-preparatory high school curriculum of study.

Need

In 2004, our country celebrated the 50th anniversary of *Brown v. Board of Education*, the historical civil rights case that ordered in free and equal access to public education. *Brown* signaled the Supreme Court's desire to truly leave no child behind. Unfortunately, fifty years later, *Brown's* promise of improved educational opportunities for all children is still unfulfilled, especially for our most underserved children. The achievement gap in education - the difference in tested academic skills between white and minority students and between affluent and poor students - reflects the continuation of an unequal education system. All students need and deserve schools that inspire in them the belief that they can achieve, and foster respect, discipline, motivation and belief, and develop in them the critical academic skills and knowledge necessary to compete on a level playing field. The founders of Oak Park Preparatory Academy ("Oak Park Prep") propose such a school.

Last year, in SCUSD, fewer than one quarter of eighth graders taking General Mathematics in South Sacramento middle schools were on grade level. Fewer than half of these same students were on grade level in ELA. In state rankings, two of the three middle schools found in South Sacramento were ranked in the bottom 15% of all middle schools in the state of California (Fern Bacon was ranked 1937th, Rosa Parks was ranked 1,815th, and Will C. Wood was 1,594th of 2,145 middle schools). Comparatively, Sutter Middle School, located in a more affluent area of the city, is a middle school ranked in the top 15% of California middle schools.

Oak Park and South Sacramento are in need of high quality stand-alone middle schools that (1) are focused *solely* on addressing the needs of middle school students, (2) are committed to outstanding academic achievement, and (3) provide a college-preparatory curriculum for every student. For students to be able to access strong middle school programs that prepare them for demanding college-preparatory high schools, they must have the fundamental literacy skills that underpin a rigorous middle school program. In order to be truly college-ready, students must be able to enter high school prepared to take rigorous and challenging college-prep courses. Therefore, the work for such a strong middle school must begin before the traditional middle school grades.

Our Beliefs

At Oak Park Prep, we believe that:

- Literacy is the most essential academic skill upon which the majority of all future skill and knowledge acquisition is based.
- All students, regardless of race or socio-economic status, deserve a quality college-preparatory education.
- When provided with a highly structured, disciplined and supportive learning environment, and with quality, targeted instruction, all students will achieve to the highest academic standards.
- Frequent and continuous assessment is needed for a quality learning environment.
- Our most important partnership is our partnership with our parents.

Academic Program

Oak Park Prep's school program is intentionally and strategically designed to prepare students for college by catching them up where they are not on grade level. Oak Park Prep begins its enrollment at this critical educational stage for students with a rigorous academic program focused on literacy intervention, remediation and acceleration. A seventh grade start will allow us to strengthen academic weaknesses earlier in the development of our students and ensure a successful transition of our students to high school. We do this in large part by maintaining a relentless focus on developing literacy skills. A review of existing schools serving low-income populations finds that a laser focus on basic literacy in the early years of schools, as represented by many of the practices we propose to employ, is a central commonality among high-performing schools. Practices of these high-performing schools, which closely reflect the findings of the National Reading Panel, include: dedicating significant time to teaching reading and writing, explicitly teaching of comprehension strategies, fostering fluency through extensive practice reading, and inculcating a deep love of reading. This strong focus on literacy effectively supports students with disabilities, those with limited English language ability, and those "at-risk" of academic failure. In order to fulfill our mission our students must demonstrate mastery not just in literacy, but in the study of science, social studies/history, mathematics, and other subjects that depend, in great part, on printed text and the comprehension of the same. A seventh grade start will allow an extended time with our students to build the necessary skills to ensure such content mastery by the end of eighth grade, and to develop the critical vocabulary that is central to success in each of these disciplines. It is also a natural starting point with the SCUSD's current school structures.

Character and Leadership Program

Integral to Oak Park Prep's mission is the notion set forth by Dr. Martin Luther King, Jr. - "strong mind and tender heart" - the idea that a complete education includes the development of intellectual competence as well as the nurturing of fine character. Our emphasis on both academics as well as character education prepares students to become informed, concerned citizens who are successful in work and in life. Through our *PREP for Preps* character and leadership education program, Oak Park Prep students will not just develop as intellectuals, but also as responsible citizens. By adopting and practicing Oak Park Prep's PREP values (**P**reparation, **R**espect, **E**nthusiasm, **P**urpose), we will prepare our students to become leaders and give back to their families and their communities. The goal is for Oak Park Prep students to not merely do "well," but also to do "good." We have the privilege of educating the future leaders of our community and instilling in them the beliefs and traits that make good citizens and good people. Through clear rules and constant positive reinforcement, all Oak Park Prep students will learn to take responsibility for themselves, their school, and their community.

ELEMENT 1 - Educational Program

“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.” Ed. Code § 47605 (b)(5)(A)

MISSION AND PURPOSES OF PROPOSED CHARTER SCHOOL

Educational Needs of Target Population

The Achievement Gap

In 2004, our country celebrated the 50th anniversary of *Brown v. Board of Education*, the historical civil rights case that ordered free and equal access to public education. *Brown* signaled the Supreme Court’s desire to truly leave no child behind. Unfortunately, fifty years later, *Brown*’s promise of improved educational opportunities for all children is still unfulfilled, especially for our most underserved children. The achievement gap in education - the difference in tested academic skills between white and minority students and between affluent and poor students - reflects the continuation of an unequal education system. All students need and deserve schools that inspire in them the belief that they can achieve; schools that will foster respect, discipline, motivation and achievement; schools that will help develop in students the critical academic skills and knowledge necessary to compete on a level playing field. The founders of Oak Park Preparatory Academy (“Oak Park Prep”) propose such a school.

Oak Park Prep will serve students in grades seven and eight from all neighborhoods of Sacramento, with a particular focus on students in the Oak Park community and greater South Sacramento. Based upon neighborhood demographic research for these areas, we anticipate that our prospective student population will be predominately African-American, approximately 65% will qualify for free or reduced-priced lunch, and approximately 10-12% of incoming students will be identified as having special needs.¹ Given the data of the local schools and the experience of other charter schools serving the same or similar populations, we anticipate serving students functioning at widely disparate academic performance levels. Although some students will enter Oak Park Prep at or above grade level, based upon current academic achievement levels of local schools, approximately 75% of the prospective student body will enter Oak Park Prep one or more years below grade level in the core academic subjects.

¹ www.schooldigger.com

MISSION AND PHILOSOPHY

At Oak Park Prep, we believe that:

- Literacy is the most essential academic skill upon which the majority of all future skill and knowledge acquisition is based.
- All students, regardless of race or socio-economic status, deserve a top quality, rigorous college-preparatory education.
- Closing the achievement gap in education is the “good fight” all schools must fight – and win.
- When provided with a highly structured, disciplined and supportive learning environment, with quality, targeted instruction, all students will achieve to the highest academic standards.
- Frequent and continuous assessment is needed for a quality learning environment.
- Our most important partnership is our partnership with our parents.

Our Mission

Oak Park Prep shares the same mission as all schools within St. HOPE Public Schools: To graduate self-motivated, industrious, and critically thinking leaders who are passionate about life-long learning and committed to serving others.

However, our school mission breaks down the mission and vision of the organization to target our population of students at the time that we will be educating them. This mission is: To prepare students in grades seven and eight to enter and successfully complete a college-preparatory high school curriculum of study.

Our Philosophy

The educational philosophy of Oak Park Prep is based on two core values: excellence and accountability.

Excellence

Schools that offer high quality programs and produce outstanding results for students do so because they expect excellence from all members of the school community, and they create the structures and systems that support that expectation. Research on urban, public, high-performing schools serving a student population with similar demographics has demonstrated again and again that a high bar, calling forth the best efforts of students and staff alike, is essential to producing high levels of academic mastery.² In schools such as these, the expectations are high, clear and consistent each and every day. Each member of the school community works to produce and give the best version of themselves in order to meet the challenges we face. Oak Park Prep will be that type of school.

² See Casey, Ibid.; U.S. Department of Education, *Successful Charter Schools* (2004); and Abigail and Stephan Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2003).

Moreover, the test to personal achievement will be matched with the tools and the support to successfully meet that challenge. At Oak Park Prep, there will be no substitute for excellence - and no excuse for mediocrity. We will not try to falsely boost self-esteem with strategies that are empty once students move on to high school. Instead, we will encourage the timeless qualities of self-examination, self-control and self-sacrifice. We will push students and staff to reflect on the work they have done and the effort that they have put into it. We will provide students with every intrinsic incentive to do well and feel confident in their abilities. It is, after all, the examined life, the disciplined life and the life poured out in service to others that constitute the main object and true ideal of education, and which produces the strongest and most powerful sense of self.

Excellence in Leadership

Excellence must come from all points of a school in order to truly permeate the culture. In that, excellence must start with leadership. Strong leadership is the foundation to a high-performing urban school. Leaders provide direction and guidance; they internalize the needs of their school to effectively be able to push when possible and temper when required. We are aware that strong leadership also includes the need for strong management, both efforts being led by the Principal of Oak Park Prep as well as the Superintendent of St. HOPE Public Schools.

In its progression, Oak Park Prep has developed an exceptional team who is capable of and excited to both govern and manage a new school; who understand the mission and vision of both the school and the organization; who will establish clear policies and systems that support the work of students and staff; who have a clear, bottom-line focus on student achievement and will make all decisions rooted in student outcomes and the mission; and who will work to support success over time. As such, our school calls for the continual professional development of school leadership to ensure that best practices and new ideas are constantly being utilized. We believe that the best professional development for school leaders is to maintain strong leaders around them and for those leaders to communicate regularly. This occurs through developing leadership within, to giving all staff a voice in the progress and evaluation of the school, and in looking for expertise where we have it. Further, we recognize that professional development internally will only serve to make us experts in that which we already know and can do. Therefore, at least three times per school year Oak Park Prep school leaders will visit other high-performing schools serving similar student populations and grade levels to learn the best practices of running high-performing schools. We will invite school leaders in for professional development of the entire Oak Park Prep faculty.³ We will also participate in external professional development sessions that have proven to be effective in pushing the achievement levels of students.

Excellence in Instruction

All staff at Oak Park Prep will be expected to provide students with high level, excellent instruction and support. Teachers will work hard to ensure that the academic needs of *each* student are met, that every student is academically challenged, and that we have exceeded the expectations any student may set for him/herself. In order to ensure that the expectation of instructional excellence is realized, we will provide faculty with weekly constructive feedback and guidance, along with professional development to help them constantly improve in their practice. We will use the data from student assessments to inform the curriculum and quality of

³ See Element 1 for details on our professional development program.

instruction delivered to our students. In having a small staff, we have the flexibility to provide exceptional levels of support to our classroom instructors, assisting them in their own development to best teach our students.

Excellence in Academics

We will work to create a culture of academic excellence in which all students read and write on or above grade level, master one year of high school algebra by the end of grade 8, and act in ways that demonstrate true citizenship.⁴ A culture of academic excellence is only built on the premise that we are not born smart, but learn to be smart, and that school success is a direct result of hard work and intense study. This belief allows for every student to have the opportunity to be successful and for every adult to believe that it is possible. Such a culture also sets high goals and then creates a daily strategic plan and school wide systems to achieve such goals. Our rigorous academic standards will be aligned to the intense preparation we will undergo to meet every student where they need support and create a strong academic environment. Our curriculum, aligned to California State Standards as well as the newly adopted CORE standards, is designed to challenge students to perform above grade level in the core academic subjects. In all subject areas, it is expected that students will master the content and demonstrate that mastery on internal and external assessments.

Excellence in Behavior

As with academics, behavioral expectations will be set at a high bar. At Oak Park Prep, we do not see excellence as the absence of trouble; a student merely not getting into difficult situations is not a hallmark of excellence, but one of basic expectation. To be excellent, students will have affirmative responsibilities, such as participating actively in class, wearing their uniform, engaging in the material with enthusiasm, and helping classmates when needed. Building on the philosophy of successful charter schools like Amistad Academy, a public charter middle school in New Haven, CT,⁵ we will approach behavior just as we do academics: it must be taught and modeled by staff, learned and practiced by students, and consistently and rigorously expected and reinforced throughout the school. We are obsessive about high standards for student behavior. We believe in the “broken window” theory⁶ which holds that ignoring the little problems – not wearing a complete uniform, submitting late or unsatisfactory homework, chewing gum in class – creates an inevitable decline in school culture. Student expectations will be explicitly clear and will be consistently enforced by all members of the Oak Park Prep community. Among other skills, we will teach our students how to shake hands, sit properly, walk in lines, clean up after themselves, make eye contact, and say “please” and “thank you.” While many of these are social graces as much as they are academic ones, we believe that it is critical to empower students with the ability to behave and present themselves as intelligent, strong, and capable people.

⁴ See Element 5 for our Accountability Plan that details our annual and five year goals to reach these targets.

⁵ Founded in 1999, Amistad Academy has been recognized as one of the country's top urban schools of excellence, dramatically closing the achievement gap for students from low-income backgrounds. On the Connecticut Mastery Tests (CMTs) since 2003, Amistad students – who are 97% black and Latino and 84% free/reduced priced lunch – outperformed the state in reading, writing, and math - they even bested many suburban districts.

⁶ The “broken window” theory is a prominent community policing theory stating that the prevention of larger crimes begins with stopping small ones. James Wilson and George Kelling, “Broken Windows,” *The Atlantic Monthly*, March 1982.

Accountability

Accountability is one of the central tenets of charter school legislation. The founders of Oak Park Prep honor and welcome that accountability.

Accountability to the Public

As a charter school, we gain autonomy in exchange for a higher level of accountability for student achievement. We believe that to be a fair and welcome trade-off. Oak Park Prep takes seriously its responsibility for public accountability. Through student achievement indicators, family surveys, external evaluators, and community participation, we will invite the public to ensure that the school keeps its promises and successfully meets the educational needs of our students. Our student performance results are annually published on the California Department of Education's website, but we will further inform school constituents and any interested parties of our progress. Oak Park Prep will be demanding in collecting data to ensure that clear, measurable benchmarks are met. We find this to be a critical component to our school not just to provide data to external parties, but also to drive instruction and systems in the building. Our accountability plan will be a constant measure of how we are performing as a school and a critical tool to inform strategic growth over time for maximum student achievement. Therefore, instead of having a multitude of vague or hard-to-prove goals, we will have a small number of ambitious and easily-measured goals – focused on the student achievement necessary in the middle school to ensure preparation for demanding college-preparatory high schools.

Accountability to Families

We are ultimately accountable to the authorizer for reaching the measures outlined in our Accountability Plan; however, we are just as accountable to our students and their parents and families. As a result, we take our responsibility to parents and families as part of our commitment to public accountability. We must ensure that every day we keep our promise to fulfill our mission for every student enrolled in our school. To do this, we will use regular internal assessments to objectively ensure that our students are learning and understanding subject matter content, and that we are providing the quality instruction and support needed for them to achieve academic success. We acknowledge that families have chosen our school and given us the honor of educating and impacting their children's lives. We do not take that for granted. As a result, we will err on the side of over-communicating with parents about their students. We view parents as partners and will use the Oak Park Prep Agreement⁷ as a way to hold the school accountable to its parents, but more importantly, as an invitation to parents to be close observers of our progress in fulfilling our mission.

Accountability to the Oak Park Prep Community

Lastly, we recognize that there is an internal accountability among all members of the Oak Park Prep community. We are all accountable for achieving our mission, respecting the culture of the school, and upholding and modeling the PREP values. It is imperative that all members of the Oak Park Prep community (teachers, administrators and students) uphold the expectations of the school consistently. These include indicators both from a systems and academic perspective. We must all attend school on a daily basis and in a timely manner. We are all responsible for the quality of instruction and focused pursuit of learning. Students are accountable for mastering subject content and meeting behavioral expectations; teachers are accountable for using

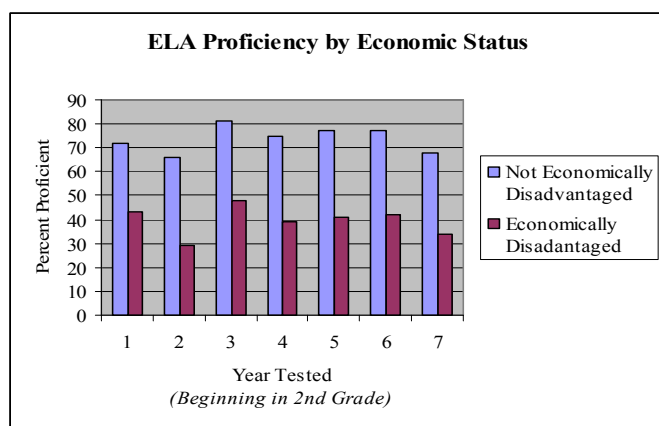
⁷ See Appendix M for Sample Family Contract and Appendix F for Sample Parent Satisfaction Survey

professional development and student data to inform their instruction; and the Principal is responsible for supporting the teachers and students by ensuring access to necessary resources and providing constructive feedback and guidance.

A MIDDLE SCHOOL FOR OAK PARK

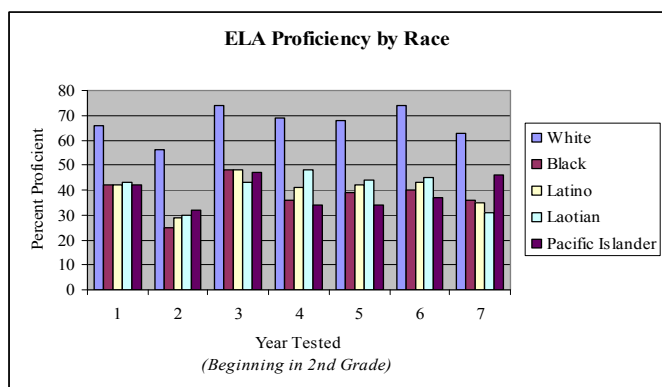
Student Achievement

In 2005, some of the largest gaps between African-American and White scale scores on the National Assessment of Educational Progress (NAEP) for reading were among students attending public school in California.⁸



We further continue to see large gaps between the performance levels of students in the content area of mathematics. These gaps are widest when comparing White scale scores and African-American or Latino scale scores or when comparing scores based on income.⁹

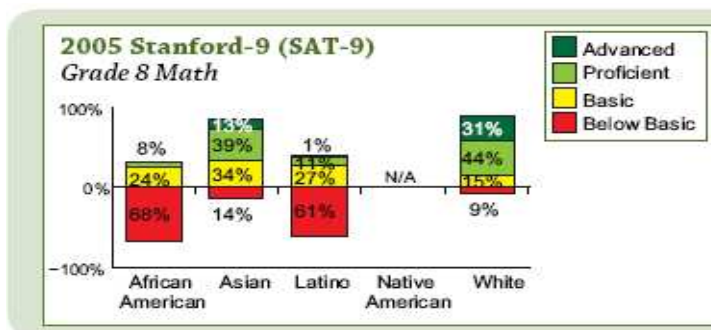
Last year, in SCUSD, fewer than one quarter of eighth graders taking General Mathematics in South Sacramento middle schools were on grade level. Fewer than half of these same students were on grade level in ELA. In state rankings, two of the three middle schools found in South Sacramento were ranked in the bottom 20% of all middle schools in the state of California¹⁰ (Fern Bacon was ranked 1937th, Rosa Parks was ranked 1,815th, Kit Carson was ranked 1762nd and Will C. Wood was 1,594th of 2,145 middle schools). Comparatively, Sutter Middle School, located in a more affluent area of the city, is a middle school ranked in the top 15% of California middle schools.



⁸ <http://nces.ed.gov/nationsreportcard/nde/>.

⁹ Education Watch, California, Key Education Facts and Figures: *Achievement, Attainment and Opportunity From Elementary School Through College*, Education Trust, Fall 2006.

¹⁰ Schooldigger.com



This gap in academic performance between students of South Sacramento and students in other communities is an issue that we can and must address. Families in South Sacramento are faced with incredibly high rates of unemployment (over 12% last year) and low median household incomes (averaging between \$20,000 and \$25,000 per year). Historically, statistics have shown that students living in households at or

below the poverty line are at a greater risk of academic failure than their peers who live in households above the poverty line.¹¹

All students deserve to learn. However, students will not be able to learn at the rate required if they cannot read on grade level. Literacy is the most essential academic skill upon which the majority of all future skill and knowledge acquisition is based. Yet literacy is at risk even before a socio-economically disadvantaged child enters school in kindergarten. Research indicates that between birth and age three, a socio-economically disadvantaged child hears some 30 million fewer words than a child who is economically advantaged.¹² This lack of language exposure and early language development within the household has the typical socio-economically disadvantaged child attending the first day of school with only one half the vocabulary of his/her more affluent schoolmates.¹³ The gaps in vocabulary exposure slow a child's comprehension and learning. In 2009, both African-American and Hispanic students scored significantly below their White counterparts. Further, students from low-income communities scored significantly below their more affluent peers.

Research has repeatedly demonstrated that success or failure in forming a foundation of basic literacy in the early grades is a strong indicator of later academic success. According to the National Research Council, "academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill **at the end of third grade**. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."¹⁴ Although a student's reading competency develops throughout his/her school years, a critical period in reading development occurs between third and fifth grades. An emergence of comprehension difficulties seen at the midpoint of this period is sometimes referred to as the *fourth grade slump*. Some students may read adequately from kindergarten through third grade but begin to show severe signs of reading difficulty when they reach fourth grade.

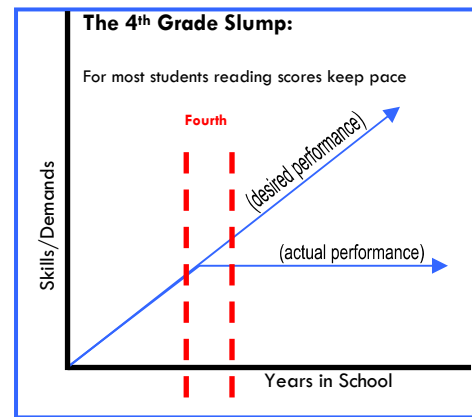
¹¹ Jean LeTendre, "Title I Schoolwide Program: Improving Schools for All Children," *Journal of Education for Students Placed At Risk*, Vol.1, 1996, p. 109-111.

¹² Betty Hart and Todd R. Risely, "The Early Catastrophe: The 30 Million Word Gap by Age 3," *American Educator* (Spring 2003).

¹³ Ibid.

¹⁴ National Research Council, 1998 (<http://www.ed.gov/inits/americanreads/ReadDiff/>).

Literacy expert Dr. Jean S. Chall identified two major stages of reading development – “learning to read” and “reading to learn.”¹⁵ “Learning to read” is primarily a time when students are decoding words (the act of translating language from printed text) contained in simple texts that use familiar language. “Reading to learn” means moving beyond the primary task of decoding to making sense of written text, particularly in expository materials such as content area textbooks and reference books designed to convey factual information. At the fourth grade “reading to learn” stage, texts become more complex and abstract, and contain language and concepts that are more challenging. Teachers begin to set aside the basic readers and storybooks and start to assign longer, more difficult and content-rich reading materials. Prior to fourth grade, students are judged to be competent readers if they can sound out words and follow simple plot. Beginning in fourth grade, students have to move from primarily decoding text to a solid comprehension of text – gathering, analyzing and interpreting information.



Fourth Grade Slump

Source: Alliance for Excellent Education, Policy Brief, June 2006, p.3.

In order to learn from these more demanding texts “the readers must be fluent in recognizing words, and their vocabulary and knowledge need to expand, as does their ability to think critically and broadly.”¹⁶ Because of the lack of vocabulary exposure of many socio-economically disadvantaged students during early language development, in fourth grade, where the purpose of reading begins to take a new form, words are less familiar and difficulty in text comprehension compounds. Simply stated, if students are unable to successfully make the transition to such complex language, to move from “learning to read” to “reading to learn,” their academic success will be severely challenged. While we recognize that Oak Park Prep will serve seventh grade students in its youngest grade, a full three years after the fourth grade slump, successful schools across the country demonstrate that students are able to reasonably grow 1.5-2 years in reading level per year. That growth would allow Oak Park Prep students to enter seventh grade reading at a third grade level and be able to reach grade level targets by the time they leave our school in the eighth grade.

¹⁵ Chall, J.S. (1983). *Stages of Reading Development*. New York: McGraw-Hill.

¹⁶ Chall, J.S., Jacobs, V.A., & Baldwin, L.E. (1990). *The Reading Crisis: Why Poor Children Fall Behind*. Cambridge, Mass.: Harvard University Press.

Capacity and Impact

There are currently a total of 13 charter schools operating citywide, serving approximately 2,400 students.¹⁷ However, there are no stand-alone middle schools, district-run or charter, that serve the students of Oak Park. This forces many families with middle school-aged students to travel outside of their community for middle school. It further leaves families without a choice for an alternate educational option outside of the traditional public school system. Due to the large number of children living in Oak Park and South Sacramento, the need for an additional middle school educational option is evident. Oak Park Prep seeks to meet that need by providing a high-performing middle school to the community. With the lack of middle school options for children and families in these communities, we do not anticipate that our targeted enrollment will have a significant impact on the enrollment of the surrounding schools.

Oak Park and South Sacramento are in need of high quality stand-alone middle schools that (1) are focused *solely* on addressing the needs of middle school students, (2) are committed to outstanding academic achievement, and (3) provide a college-preparatory curriculum for every student. For students to be able to access strong middle school programs that prepare them for demanding college-preparatory high schools, they must have the fundamental literacy skills that underpin a rigorous middle school program. In order to be truly college-ready, students must be able to enter high school prepared to take rigorous and challenging college-prep courses. Therefore, the work to excel in a college-prep high school program must begin in middle school.

As stated above, Oak Park, does not have one public charter or traditional district *stand-alone* middle school. There are five traditional middle/junior high schools in the greater South Sacramento area: Fern Bacon Middle, John H. Still, Rosa Parks, Kit Carson and Will C. Wood; however, all four schools have fallen significantly below AYP targets, and the majority of students in these schools are not currently proficient in reading or math as measured by the California State Test (“CST”).¹⁸ Table 1.1 indicates the current academic status of South Sacramento middle and junior high schools. Review of data from the last five (5) years indicates that poor academic performance is not a fact unique to the 2010 school year, but instead a historical pattern for these schools.

Table 1.1 – South Sacramento middle/junior high schools (as of December 2010)

| SCUSD Public Schools | | | AYP Status (2010) | | Percent Proficient (8 th Grade) | |
|----------------------|--------|------------|---------------------|----------|--|--------|
| School | Grades | Population | API | Met AYP? | Reading | Math |
| Fern Bacon | 7 – 8 | 663 | 647 | No | 34% | 25.67% |
| John H. Still | 7 – 8 | 708 | 692 | No | 36% | 22% |
| Rosa Parks | 7 – 8 | 506 | 624 (-33 growth) | No | 26.5% | 24.66% |
| Will C. Wood | 7 – 8 | 739 | 705 | No | 43% | 41% |
| Kit Carson | 7 – 8 | 412 | 671 | No | 42% | 13% |

¹⁷ Source of current enrollment charter school data: CCSA website (California Charter Schools Association).

¹⁸ All four schools were identified for the 2009-2010 school year as “needing improvement”. CA Department of Education.

This level of academic performance in the middle school years seriously hinders a child's chance of becoming a high-achieving scholar in high school or in college. Without intervention at this critical stage of learning, too many California children are destined to lead difficult lives—lives that are often statistically complicated by poverty. As a result, the need for a school like Oak Park Prep is evident. Students must be given the resources to achieve and provided a school choice to ensure their academic and social achievement.

As a charter school district, we have had tremendous results in our current programs. PS7, our K-8 school, has reflected what is truly possible for students in Oak Park and South Sacramento, and has been subsequently honored at both the state and national level for its accomplishments. Middle school aged students at PS7 have demonstrated that student achievement can be the expectation; at Oak Park Prep, we are hoping to continue the tradition of excellence through a stand-alone middle school, closely reflecting the best practices proven through PS7. We will share the flexibility to select staff who are fully committed to our mission; choose curriculum that builds strong literacy and numeracy; set schedules that best serve the needs of our students; and make budgetary decisions that further our school's goals and objectives.

Our Program

Oak Park Prep's school program is intentionally and strategically designed to prepare students for college by catching them up where they are not on grade level. Oak Park Prep begins its enrollment at this critical educational stage for students with a rigorous academic program focused on literacy intervention, remediation and acceleration. A seventh grade start will allow us to strengthen academic weaknesses earlier in the development of our students and ensure a successful transition of our students to high school. We do this in large part by maintaining a relentless focus on developing literacy skills.

A review of existing schools serving low-income populations finds that a laser focus on basic literacy in the early years of schools, as represented by many of the practices we propose to employ, is a central commonality among high-performing schools.¹⁹ Practices of these high-performing schools, which closely reflect the findings of the National Reading Panel, include: dedicating significant time to teaching reading and writing, explicitly teaching of comprehension strategies, fostering fluency through extensive practice reading, and inculcating a deep love of reading. This strong focus on literacy effectively supports students with disabilities, those with limited English language ability, and those "at-risk" of academic failure. A seventh grade start will allow an extended time with our students to build the necessary skills to ensure such content mastery by the end of eighth grade, and to develop the critical vocabulary that is central to success in each of these disciplines. It is also a natural starting point with the SCUSD's current school structures.

The founders of Oak Park Prep recognize that beginning a school that will only serve seventh and eighth grades and working for such incredible gains will be a challenge. It is not, however, impossible. Independent, prestigious college-preparatory schools begin rigorous academic programs in seventh grade. Many other independent schools and successful charter schools have

¹⁹ In his review of high-performing, high poverty schools, author Samuel Casey Carter concludes that a laser focus on basic literacy and math in the early years of schools was a central commonality among high-performing schools. Samuel Casey Carter, *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, The Heritage Foundation (2000), p. 28.

also found that a middle school allows them to maximize time with their students before high school and therefore maximize student preparation and student performance; further, students in such schools see the most dramatic growth in the first year and a half of being enrolled.²⁰ Given our mission, we believe we must begin in middle school grades in order to ensure that our students are prepared for excellence during their high school careers.

Our Commitment

The founders of Oak Park Prep commit to creating a school that will deliver on the promise of high student achievement. We are committed to creating a school of excellence where teachers deliver high quality instruction, are supported professionally and have the resources needed to be effective educators. We will create and maintain a learning environment that is safe, structured and conducive to learning. We will recruit, hire and develop²¹ a team of talented teachers who will be supported in best practices instruction. We are further committed to partnering with parents in their child's education. We commit to working with and through the community to ensure we are meeting the needs of our students. We recognize the importance of community, partners, and support networks to provide a solid foundation to our school and our students. These groups working in partnership will ultimately be a significant part of Oak Park Prep meeting our mission's goals.

We know that the need to improve the educational opportunities of socio-economically disadvantaged students is urgent. We believe the District shares this sense of urgency as well. To prepare to successfully meet the academic and social needs of our target population, we have and will continue to study the most successful high-performing schools across the state and country that serve similar populations, and have modeled and adopted proven best practices to design a disciplined curriculum and school program that will prepare our students to achieve academic and social success.

For students who are behind, Oak Park Prep will specifically utilize instruction that is designed to develop the necessary skills to reach grade level quickly. For students at or above grade level already, our curriculum will rapidly accelerate their learning. We recognize that some of our students will face challenges specific to the trends that are seen in Oak Park and greater South Sacramento. While some schools believe that such students must receive special allowances and dispensations, we reject this idea. We believe that in a true "no excuses" model, students are not treated differently because they face challenges. In fact, it is our belief that if we make allowances for these students, they will fall further and further behind. If a student does not complete homework or study for a test, making excuses for them time and again will only ensure that the student does not have the opportunity to find solutions that enable them to complete their work. We certainly do not believe that the starting line is equal for all students, but we do believe that it is critical to help students develop solutions to address whatever situation they find themselves.

²⁰ Some of the middle school noted that reflect high student achievement gains in the first year include Excel Academy in Boston, MA and Roxbury Prep in Boston, MA.

²¹ See Element 1 for information on professional development; and Element 3 for information on staff qualifications and recruitment.

Our program is supportive in nature and takes into consideration the social needs and circumstances of our students, but we do not allow outside social factors to influence the high level of academic expectation we have for our students. We believe that schools must challenge students to transcend difficult circumstances through diligence and hard work. As the principal of a high-performing elementary school in Detroit states, “We teach the children that being smart is something earned through hard work. We don’t ask the children, ‘How bad off are you?’ We say, ‘Find out how good you can be.’”²²

ENROLLMENT

We recognize that the challenges of creating a new school and a new organization are great. We believe that a small and intimate initial operation of only two grades and four cohorts of students will allow us to develop curriculum strategically, increase the individualization of our program, and firmly establish our demanding culture of academic achievement and high behavioral expectations. Further, growing slowly is also important for the business functions of financial management, fundraising, and governance.

A small school will allow us to most effectively fulfill our mission. A small school also allows for personalized, targeted instruction. Studies have shown conclusively that once a school reaches a certain size, generally over 400 students, its effectiveness is diminished.²³ (The average South Sacramento middle school enrolls over 600 students.) Findings have also shown that academic achievement and safety are negatively impacted as schools increase in size.²⁴ Smaller schools diminish school violence, raise academic engagement and achievement, and increase attendance and graduation rates – the very issues with which underserved communities across the nation are grappling.²⁵ As a school of 120-180, Oak Park Prep will be able to form a tight community of support and structure, preventing the same challenges faced by large urban schools.

By developing a middle school of initially 120 students, approximately 1/5 the size of neighboring middle schools, Oak Park Prep will have the unique advantage of targeting students at an age that is incredibly challenging both socially and emotionally. It also enables us to create specific academic targets to push all students to their personal bests and quickly bring them up to grade level by high school. Addressing both of these issues will be critical in order to provide the strong foundation to our students that will allow for them to successfully enroll in and complete college-preparatory coursework.

²² Patricia Burke, Principal of Owen Elementary, Detroit, MI, quoted in Samuel Casey Carter, *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, The Heritage Foundation (2000), p. 68.

²³ Kappner, Augusta, S. “Small Schools Offer Real Hope For Communities Of Color.” 2004. www.smallerschools.org.

²⁴ Ibid.

²⁵ Research has repeatedly indicated that small schools are highly effective in ensuring that urban students reach proficiency. According to a recent study by Bank Street College of Education “small schools established between 1990 and 1997 in the Chicago area found that students in these schools had lower dropout rates, completed more courses, made higher grades and showed some improvements in standardized test scores.” Education Commission of the States <http://ecs.org/ecsmain.asp?page=/html/issuesK12.asp>.

As a result of our desire to replicate the success of smaller schools across the country, Oak Park Prep will open in August 2012 with 60 seventh graders, for an initial student enrollment of 60 students. Each year thereafter, Oak Park Prep will enroll 60 new students in grade seven and fill any open seats in grade eight. Once the administration finds the school to be successful and the demand to be greater than the seats available, Oak Park Prep will admit 90 students per year, for a total enrollment of 180 students. At maximum student capacity and full grade enrollment, we can serve a total of 120-180 students through grade eight in 2015.²⁶ However, based upon the experience of charter schools serving similar populations, we anticipate and have planned for a 10% student attrition rate per year as shown on the table below.

Table 1.2: Oak Park Prep Enrollment

| | 2012-2013 | 2013-2014 | 2014-2015 | 20xx-20xx |
|-----------------------------|------------------|------------------|------------------|------------------|
| 7th Grade | 60 | 60 | 60 or 90 | 90 |
| 8th Grade | | 60 | 60 | 90 |
| TOTAL | 60 | 120 | 120-150 | 180 |

We have created a budget and designed a program that absorbs the anticipated attrition (see Budget in the Appendix). Our program, with its accelerated instruction and demanding culture, is designed to ensure that students are thoroughly prepared to compete for placement in the most rigorous and prestigious college-preparatory and magnet high schools, and therefore necessitates this enrollment limit. Research indicates that bringing students in after the earliest grades offered by a charter school - for Oak Park Prep, eighth grade - negatively impacts his/her ability to successfully integrate into all components of a school and thus negatively impacts the school's ability to fully execute its mission for that child.²⁷ Because we are accountable to our students and parents to fulfill our mission, it is critical that our students have the maximum benefit of our academic program. This being said, we will fill empty seats for our eighth grade program from our wait list. These new students will be required to participate in a summer academy and after-school supports to ensure that they are able to fully matriculate into the school and feel strongly that they are part of our community.

²⁶ The enrollment of 50 new 8th grade students assumes that all previous 7th graders were successfully promoted to 8th grade. However, our academic program and requirements for promotion are very rigorous. Therefore, we must take into account the possibility that a percentage of students will be retained in the 7th grade. In the event that this occurs, Oak Park Prep will enroll fewer new 7th grade students so that the total class size for 7th grade will never exceed 55 students. We assume and hope that early interventions will support this process and, as necessary, the use of summer school.

²⁷ Founders of other high-performing charter schools like KIPP, Roxbury Preparatory Charter School in Boston, MA, and NorthStar Academy in Newark, NJ, have found that enrolling students in the later grades has been detrimental to the new student's academic and social success. These school leaders have found that students enrolled in later years experienced a significant social disconnect, and usually have severe academic deficiencies that impeded their acquisition of new skills.

In order to keep the school on firm financial footing and ensure we fulfill our mission, we are prepared to revise our enrollment policy as necessary. We will work diligently as a school to avoid this, however a revision could happen under any of the following circumstances:

- The actual rate of attrition surpasses our estimate and such attrition negatively impacts our programming and fiscal viability.
- We are unable to raise the necessary non-governmental funds called for in our budget projections, or the level of our governmental funding changes dramatically and such events negatively impact our programming and fiscal viability

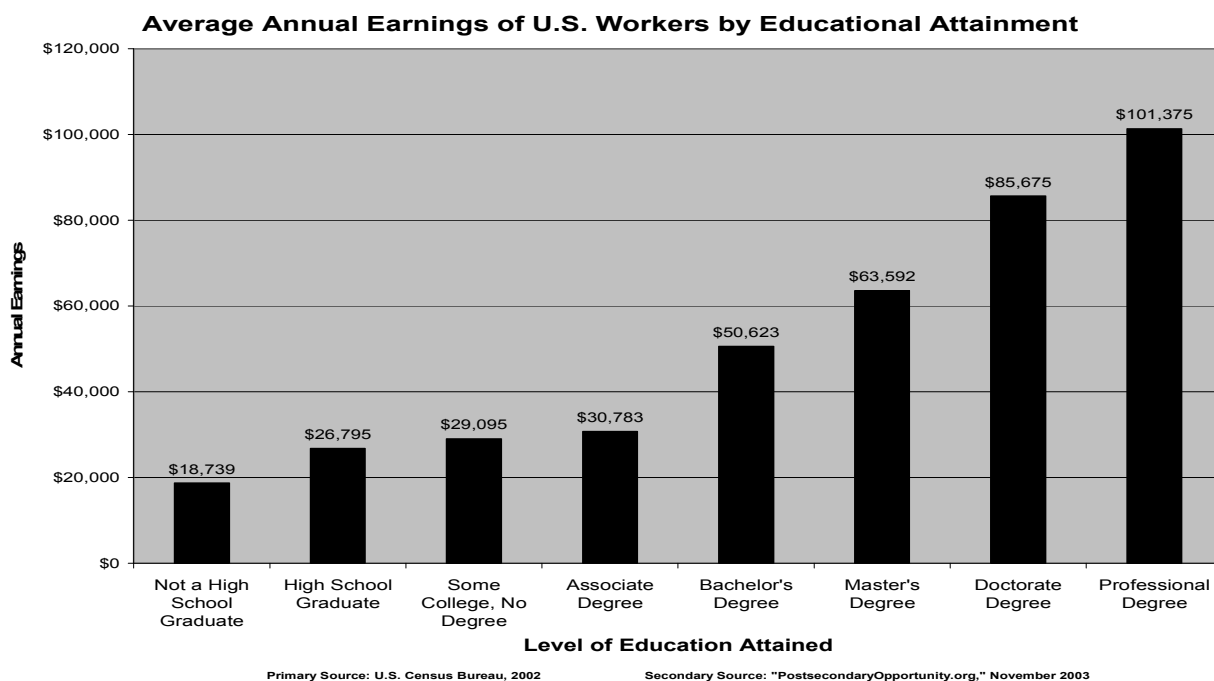
Educational Focus

Oak Park Prep is a college-preparatory middle school with a clear and simple message to students: **you are going to college**. In our society, an outstanding, college-preparatory education has developed into a privilege, not the absolute right that it must become for every student. The focus of our work and our students' success is clear: COLLEGE – by way of being prepared to take and excel in college-preparatory classes in high school. Oak Park Prep is dedicated to ensuring that our graduates have the necessary foundation, academic skills, and knowledge, to enter in and succeed at the most rigorous college-prep classes, including honors, AP, and content-specific options. We anticipate our students being ready and excited to take on internships, school leadership roles, and volunteer in their community. Being college-bound and college-ready is not only ensuring that students have the academic portfolio to succeed, but that they also understand and can handle the additional requirements put on them.

We do recognize that not all students will attend college after high school graduation. Indeed, certain students may decide never to attend. The unconditional nature of our college preparation model comes from a belief that all students must at least have the option– not that they are blocked out of higher education because of the lack of academic preparation. We lament that the familiar refrain ‘college isn’t for everybody’ frequently excuses low expectations. It so often becomes a way to push aside the fact that college should be for everyone who wants it – that our job as educators is not to determine that on behalf of the student, but to advocate college-readiness for every student. We believe in educating students to and above grade level, which should put them in a college-ready position based on state standards. We will then do our best to communicate their options and let them make their own decision.

That being said, we do believe that college has increasingly become less of an option and more of a necessity in the economy. In today’s competitive job market, fewer intellectually challenging or financially rewarding jobs are available to those without college degrees. Oak Park Prep alumni may decide to forego a college degree, yet we hope that every student who makes this decision will do so with the self-assurance that only a college acceptance letter in hand can provide. Regardless of the ultimate decision of an Oak Park Prep graduate, we will fully support and equally educate all of our students throughout their time with Oak Park Prep and equip every one of them with a firm academic background rooted in literacy and mathematics, which will prepare them for their next steps, college or otherwise, after Oak Park Prep.

Our educational focus on and pursuit of college as a goal for our students is based on considerable research about the opportunities provided by a college education and the low college attendance and graduation rates of minority students and students from traditionally underserved communities. College graduates have access to a considerably larger array of career options than non-graduates. At Oak Park Prep we will work to open doors for our students so they can be what they want to be. Without a strong educational foundation, the career opportunities for young people narrow significantly. The chart below provides a powerful reminder that education often equals financial security and those who complete higher levels of education have higher earning potential.



As a charter school operating in South Sacramento, we will serve a large percentage of minority students. College has been an elusive goal for many minority students in Sacramento and other urban centers. We are wholly committed to ensuring that our students gain the tools to be admitted to and excel in top high schools and colleges.

PROGRAM DESIGN

Our program is designed around three key areas: 1) Extended Time in Middle School, 2) Focus on Literacy and Numeracy, and 3) Character and Leadership Program.

Extended Time in Middle School

Oak Park Prep expands the traditional definition of a middle school day to include extended hours that allow for more individualization for our students and provides them with the time to catch-up if they are below grade level. Our program is purposefully and strategically designed to combat the *fourth-grade slump* that exponentially impacts student learning in every subsequent grade. By addressing this issue by the seventh grade, we are providing students with the time to combat this slump before they enter high school, where studies show it is increasingly difficult to overcome with the current resources available to us. With a rigorous academic program focused on literacy intervention, remediation and acceleration and more time, students at Oak Park Prep will achieve.

Focus on Literacy and Numeracy

The South Sacramento community is in need of schools that are focused solely on addressing the foundational needs of middle school students and schools that are committed to high and measurable academic achievement. This requires schools to stringently push literacy and numeracy skills with the end goal being development for college preparatory high school programs, with students solidly on their way to competitive colleges and universities - and not solely preparation on moving to the next grade level.

Character and Leadership Program

Integral to Oak Park Prep's mission is the notion set forth by Dr. Martin Luther King, Jr. - "strong mind and tender heart" - the idea that a complete education includes the development of intellectual competence as well as the nurturing of fine character. Our emphasis on both academics as well as character education prepares students to become informed, concerned citizens who are successful in work and in life. Through our *PREP for Preps* character and leadership education program, Oak Park Prep students will not just develop as intellectuals, but also as responsible citizens. By adopting and practicing Oak Park Prep's PREP values (Preparation, Respect, Enthusiasm, Purpose), we will prepare our students to become leaders and give back to their families and their communities. The goal is for Oak Park Prep students to not merely do "well," but also to do "good." We have the privilege of educating the future leaders of our community and instilling in them the beliefs and traits that make good citizens and good people. Through clear rules and constant positive reinforcement, all Oak Park Prep students will learn to take responsibility for themselves, their school, and their community.

ACADEMIC DESIGN

Student Content and Performance Standards

Academic

The new California and CORE Standards provide the framework for our content standards. We will work strategically and relentlessly so that students *master* all of these clear and rigorous academic standards. Where necessary to ensure students are fully prepared for demanding college-preparatory high schools, we will strengthen our curricula further, exceeding the California State Standards in a manner that is grade-appropriate and simultaneously ensures the mastery of basic skills. In addition to the California and CORE Standards, we will adopt content standards from Arizona, Indiana and Massachusetts - states with standards that are considered among the best in the nation.²⁸

- **English Language Arts.** We will fully adopt California State and CORE Standards and supplement these with the National Assessment of Educational Programs (NAEP) frameworks. Because literacy is the crux of our program and we want to be sure our students are performing at or above the levels of students across the nation, we will also include the National Assessment of Educational Programs (NAEP) frameworks.²⁹
- **Math.** We will fully adopt California State and CORE standards. We will further adopt components of the Massachusetts state math standards which are ranked 2nd in the nation wherever we find that there is content covered in these standards that is not included in our current state standards and that might further support student learning.
- **Science.** We will fully adopt California State and CORE Standards and supplement these with Massachusetts standards for science, a very well respected state for rigorous science learning standards. California's science standards received a rating of 97 out of 100, and Massachusetts science standards received a rating of 94 out of 100.³⁰
- **Social Studies/History.** We will fully adopt the California State and CORE Standards and supplement the same with Arizona's U.S. History standards. In addition, in the seventh grade, we will supplement the world history curricula with Indiana's world history standards. Indiana's world history standards have been recognized as the best in the nation.³¹

²⁸ In its 2006 State of State Standards report, the Thomas B. Fordham Foundation states that California, Indiana and Massachusetts have the top standards in the nation, and "have consistently produced top-flight K-12 standards across the curriculum." *It Takes a Vision: How Three States Created Great Academic Standards* p. 19. Arizona's U.S. History standards have proven to provide elementary and middle school students with a firm foundation on which to build the study of U.S. history. Ibid.

²⁹ NAEP has two major goals: to compare student achievement in states and other jurisdictions and to track changes in achievement of fourth, eighth, and twelfth-graders over time in mathematics, reading, writing, science, and other content domains.

³⁰ Thomas B. Fordham, Ibid.

³¹ Ibid.

Non-Academic

In addition to academics, the school's mission calls for Oak Park Prep to develop the character and leadership skills of its students. Just as we have academic standards that describe student outcomes at each grade level, we will internally develop character education standards that describe the focus and outcomes for each grade level.

Both our academic and non-academic standards will provide our students with the skills and characteristics necessary for success beyond Oak Park Prep.

Supporting all Oak Park Prep Students

Our curriculum will be designed and suitable for all students. While we anticipate a diverse student body with varying learning needs and capabilities, our commitment to our mission and our entire student body will not vary from student to student. We will differentiate instruction as needed, and provide all of the supports, accommodations and modifications necessary to best support the differing needs and capabilities of each individual student, including ELL and special education students. These supports are discussed in greater detail in Element One of the application. The full development and implementation of these supports will be informed by ELL and Special Education experts who will also review the content and performance standards in each subject.

Timeline

We will fully develop our curriculum pursuant to the timetable set forth below and the process described in Element One. We have selected a Principal who will lead the foundation of this school. The Principal will start during the planning year and establish many of the routines, systems, and curriculum expectations to be used during the first operational year. Further, the Principal will participate in external professional development throughout the Fall Term. This development will include excellent school visits of over 25 high-performing urban schools as well as development specific to founding a new school.

| Oak Park Preparatory Academy Curriculum Development Timeline | | | | | | | | | | | | | |
|---|------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|
| | 2011 | | | | | | 2012 | | | | | | |
| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
| Curriculum Planning | | | | | | | | | | | | | |
| Identify and hire curriculum design team | X | X | | | | | | | | | | | |
| Write benchmarks for content standards by grade | | X | X | X | X | X | | | | | | | |
| Write performance indicators for benchmarks | | | X | X | X | X | X | X | X | X | X | X | X |
| Generate scope and sequence for each subject in grades 7 and 8 aligned to standards | | | | | | | | | | | X | X | X |
| Generate scope and sequence for <i>PREP for Preps</i> | | | | | | X | X | X | | | | | |
| Select and order curriculum packages and accompanying textbooks (7 th and 8 th grade) | | | | | | | | | X | X | X | | |
| Curriculum review by ELL and SPED experts | | | | | | | | X | X | | | | |
| Order any additional external instructional materials (7 th and 8 th grades) | | | | | | | | | | X | | | |
| Refine and align internal standards by faculty; design interim and end of trimester assessments | | | | | | | | | | | | X | X |

SCHEDULE

Academic Calendar

In order to accomplish our mission, it is critical that our students are given more time in the classroom. Extended learning time is a successful strategy we will use to ensure that all students master the knowledge, skills, and mindsets necessary to be successful. This includes additional time in the critical areas that will help to determine the achievement of students in their continued education: reading, writing, and mathematics. To accomplish this, Oak Park Prep will operate with an extended school day and year, as well as extended professional development for teachers to target individual student achievement.

| <h1>2012-2013</h1> <h2>OAK PARK PREP</h2> <h3>ACADEMIC CALENDAR</h3> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table> <tr><th colspan="7">NOVEMBER</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table> | | | | | | | NOVEMBER | | | | | | | S | M | T | W | T | F | S | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table> <tr><th colspan="7">DECEMBER</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table> | | | | | | | DECEMBER | | | | | | | S | M | T | W | T | F | S | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | |
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| 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table> <tr><th colspan="7">JANUARY</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table> | | | | | | | JANUARY | | | | | | | S | M | T | W | T | F | S | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table> <tr><th colspan="7">FEBRUARY</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td></tr> </table> | | | | | | | FEBRUARY | | | | | | | S | M | T | W | T | F | S | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | |
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| 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table> <tr><th colspan="7">MARCH</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | | | | | | | MARCH | | | | | | | S | M | T | W | T | F | S | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | |
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <table> <tr><th colspan="7">JUNE</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | | | | | | | JUNE | | | | | | | S | M | T | W | T | F | S | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | |
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| 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table> <tr><th colspan="7">LEGEND</th></tr> <tr><td>184</td><td>School Day</td><td></td><td>First Day of Quarter</td><td></td><td>Assessment Exams</td><td></td></tr> <tr><td>24</td><td>Staff Development - No School</td><td></td><td>Last Day of School</td><td></td><td>Parent Conferences</td><td></td></tr> <tr><td>53</td><td>Vacation/Holiday - No School</td><td></td><td></td><td></td><td>Family Orientation</td><td></td></tr> </table> | | | | | | | LEGEND | | | | | | | 184 | School Day | | First Day of Quarter | | Assessment Exams | | 24 | Staff Development - No School | | Last Day of School | | Parent Conferences | | 53 | Vacation/Holiday - No School | | | | Family Orientation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 184 | School Day | | First Day of Quarter | | Assessment Exams | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | Staff Development - No School | | Last Day of School | | Parent Conferences | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 53 | Vacation/Holiday - No School | | | | Family Orientation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Extended Learning Time

The academic calendar for Oak Park Prep will be significantly longer for both students and teachers than the traditional public school calendar. The first day of school for students will be August 13, 2012 and the last day of school for students will be June 19, 2013. The school doors will open for all students at 7:30AM, with the school day officially closing for students at 5:00PM. Students will receive over thirteen hours of English Language Arts instruction per week in addition to at least seven hours of math instruction per week. This extended time in core subject areas will prepare students for success throughout their academic careers.

Extended Professional Development

Oak Park Prep will also operate a longer year for teachers with over 20 full professional development days throughout the year in addition to shortened days once per week for three hour staff development sessions. This extended professional development time will allow teachers the space to collaborate with peers, analyze student data, construct action plans for individual students, and study best practices to ensure student achievement. Research regarding resource allocation and professional development indicates that extensive professional development time is one of the most critical components put into place by high-performing and improving schools.³² Oak Park Prep will provide teachers with extended time monthly and significant time weekly to address professional development needs, as many teachers typically must engage in these efforts on their personal time and over the summer otherwise.

Daily Schedule

Oak Park Prep will provide its students with a focused and extensive literacy curriculum, targeted numeracy and mathematical skills in both math procedures and problem solving, and access to a standards-based science and social sciences curriculum. Additionally, in accordance with **Education Code Sections 51210 and 51222**, students in grades seven and eight will receive 400 minutes of physical education every ten days.³³

Oak Park Prep will operate with an extended school day to accommodate the academic needs of our students. A typical school day will extend from 7:30 AM when classes begin for students until 5:00 PM for students, allowing for individualization in the afternoons.³⁴ On Wednesdays, dismissal for all students will be at 2:00 PM to allow for professional development and collaborative planning time.

³² Odden, Archibald, Fermanich, & Gallagher. (2002). A Cost Framework for Professional Development. *Journal of Education Finance*. Vol. 28, No. 1.

³³ <http://www.cde.ca.gov/be/st/SS/documents/pestandards.pdf>.

³⁴ Paulson, Amanda. (November 1, 2009). "Will a longer school day help close the achievement gap?" *Christian Science Monitor*. This article highlights the tremendous gains in student achievement that schools with longer school days have developed. These gains significantly outperform surrounding schools, and the article argues that longer school days with more rigorous curriculum may be the reason why.

Extended Time – Value Added Comparison

Extended time is a critical component of ensuring that students are prepared to compete, achieve, and lead in high school and in college.³⁵ **Table 1.3** outlines the time comparison of students at Oak Park Prep with traditional models.

Table 1.3: Time Comparison of Traditional Models vs. Oak Park Prep

| Grades 7 and 8 | | | |
|---|--------------------|--|---|
| Model | Instructional Days | Average Daily Instructional Hours (shortened days averaged in) | Total Annual Hours |
| Traditional Public School | 180 | 5.9 | 1,062 |
| Oak Park Prep | 184 | 8 | 1,472 |
| Model | Total Hours | Total Days** | Approximate Total Years of Traditional School |
| Traditional Public School | 2,124 | 360 | 2 |
| Oak Park Prep | 2,944 | 499 | 2.4 |
| **Based on average traditional school day hours, grades 7 and 8 | | | |
| Over the course of TWO years, Oak Park prep will offer 820 <u>more</u> hours (or 139 more traditional school days). This is approximately 40% of one YEAR <u>more</u> school, than the traditional school model. | | | |

Schedule

This plan reflects students in grades seven and eight Monday, Tuesday, Thursday, and Friday follow a common schedule (with Wednesday shortened to accommodate staff development).³⁶

³⁵ Odden, A. (2009). *Ten Steps to Doubling Student Performance*. Corwin Press.

³⁶ Drawing on a best practice used by many high performing urban charter schools, Oak Park Prep will have a modified scheduled every Wednesday to allow for staff professional development. These staff development sessions will cover data analysis, instructional feedback, collaboration, co-planning time, and school culture and management strategies. All students will formally begin school at the regular time and depart at 2:00pm on Wednesdays.

Figure 1.1: Oak Park Prep Bell Schedule

| - | <u>Seventh Grade</u> | | <u>Eighth Grade</u> | |
|---------------|--|------------------------------------|-----------------------|-----------------------|
| Time | UC Berkeley | USC | UCLA | Stanford |
| 7:00 - 7:15 | DOORS OPEN | | | |
| 7:15 - 7:30 | Morning Activities: Homework Collection, Breakfast, Sunrise Smarty Work | | | |
| 7:30 - 7:45 | | | | |
| 7:45 - 8:00 | | | | |
| 8:00 - 8:15 | | | | |
| 8:15 - 8:30 | ELA: Reading | ELA: Reading | ELA: Reading | ELA: Reading |
| 8:30 - 8:45 | | | | |
| 8:45 - 9:00 | | | | |
| 9:00 - 9:15 | ELA: Comprehension | ELA: Comprehension | ELA: Comprehension | ELA: Comprehension |
| 9:15 - 9:30 | | | | |
| 9:30 - 9:45 | D.E.A.R. | D.E.A.R. | D.E.A.R. | D.E.A.R. |
| 9:45 - 10:00 | | | | |
| 10:00 - 10:15 | Morning Break | Morning Break | Morning Break | Morning Break |
| 10:15 - 10:30 | ELA: Vocabulary, Grammar, Supports | ELA: Vocabulary, Grammar, Supports | Math: Procedures | Math: Procedures |
| 10:30 - 10:45 | | | | |
| 10:45 - 11:00 | | | | |
| 11:00 - 11:15 | Math: Procedures | Math: Procedures | Math: Problem Solving | Math: Problem Solving |
| 11:15 - 11:30 | | | | |
| 11:30 - 11:45 | | | | |
| 11:45 - 12:00 | Math: Problem Solving | Math: Problem Solving | ELA: Writing | ELA: Writing |
| 12:00 - 12:15 | | | | |
| 12:15 - 12:30 | | | | |
| 12:30 - 12:45 | Lunch | Lunch | Lunch | Lunch |
| 12:45 - 1:00 | | | | |
| 1:00 - 1:15 | ELA: Writing | ELA: Writing | P.E. | Social Studies |
| 1:15 - 1:30 | | | | |
| 1:30 - 1:45 | | | | |
| 1:45 - 2:00 | Science | Social Studies | Social Studies | P.E. |
| 2:00 - 2:15 | | | | |
| 2:15 - 2:30 | | | | |
| 2:30 - 2:45 | Social Studies | Science | Science | Enrichment |
| 2:45 - 3:00 | | | | |
| 3:00 - 3:15 | | | | |
| 3:15 - 3:30 | P.E. | P.E. | Enrichment | Science |
| 3:30 - 3:45 | | | | |
| 3:45 - 4:00 | | | | |
| 4:00 – 5:00 | Small Group Support | Small Group Support | Small Group Support | Small Group Support |

Figure 1.2: Teacher Schedule

| - | Seventh Grade | | Eighth Grade | |
|---------------|---|------------------------|-----------------------|-----------------------|
| Time | UC Berkeley | USC | UCLA | Stanford |
| 7:00 - 7:15 | DOORS OPEN | | | |
| 7:15 - 7:30 | Morning Activities: Homework Collection, Breakfast, Sunrise Smarty Work | | | |
| 7:30 - 7:45 | | | | |
| 7:45 - 8:00 | | | | |
| 8:00 - 8:15 | | | | |
| 8:15 - 8:30 | ELA: Reading | Math: Procedures | ELA: Reading | Math: Procedures |
| 8:30 - 8:45 | ELA: Comp | Math: Problem Solving | ELA: Comp | Math: Problem Solving |
| 8:45 - 9:00 | | | | |
| 9:00 - 9:15 | | | | |
| 9:15 - 9:30 | | | | |
| 9:30 - 9:45 | D.E.A.R. | | | |
| 9:45 - 10:00 | | | | |
| 10:00 - 10:15 | Morning Break | Morning Break | Morning Break | Morning Break |
| 10:15 - 10:30 | ELA: Vocab and Grammar | ELA: Reading | Math: Procedures | ELA: Reading |
| 10:30 -10:45 | | | | |
| 10:45 - 11:00 | | | | |
| 11:00 - 11:15 | Math: Procedures | ELA: Comprehension | Math: Problem Solving | ELA: Comprehension |
| 11:15 - 11:30 | | | | |
| 11:30 - 11:45 | | | | |
| 11:45 - 12:00 | Math: Problem Solving | ELA: Writing | ELA: Writing | Social Studies |
| 12:00 - 12:15 | | | | |
| 12:15 - 12:30 | | | | |
| 12:30 - 12:45 | Lunch | Lunch | Lunch | Lunch |
| 12:45 - 1:00 | | | | |
| 1:00 - 1:15 | ELA: Writing | ELA: Vocab and Grammar | Science | ELA: Writing |
| 1:15 - 1:30 | | | | |
| 1:30 - 1:45 | | | | |
| 1:45 - 2:00 | Social Studies | Science | Enrichment | Enrichment |
| 2:00 - 2:15 | | | | |
| 2:15 - 2:30 | | | | |
| 2:30 - 2:45 | Science | Social Studies | PE | PE |
| 2:45 - 3:00 | | | | |
| 3:00 - 3:15 | | | | |
| 3:15 - 3:30 | PE | PE | Social Studies | Science |
| 3:30 - 3:45 | | | | |
| 3:45 - 4:00 | | | | |
| 4:00 – 5:00 | Small Group Support | Small Group Support | Small Group Support | Small Group Support |

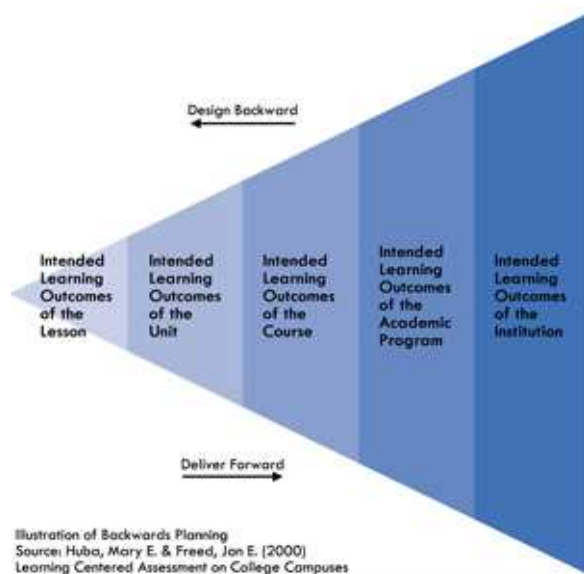
Table 1.4: Teacher Schedule

| Key | Hours Teaching Per Day | Hours of Prep Per Day | Number of Preps |
|----------------|------------------------|-----------------------|-----------------|
| ELA 1 | 5.5 | 3.25 | 3 |
| ELA 2 | 5.5 | 3.25 | 3 |
| Math 1 | 5.5 | 3.25 | 3 |
| Math/Science | 6 | 2.75 | 3 |
| SS | 5.5 | 3.25 | 3 |
| AVERAGE | 5.6 | 3.15 | 3 |

CURRICULUM

Curriculum

Oak Park Prep's academic program rests upon a rigorous curriculum focused on English language arts, mathematics, science and social studies/history, and is designed to dramatically accelerate the learning of our students. As a result, the schedule and the entire program structure are designed to promote maximum success in these courses. All courses align with California State Standards and the CST. Members of the Oak Park Prep community will do whatever it takes to ensure that upon graduation, all of our students, regardless of their level of proficiency upon entry, are academically prepared to enter high school programs with advanced college-preparatory curricula.



with internally developed curricula.

Oak Park Prep will use a dual approach to develop our college-preparatory curriculum: 1) research-proven curricula suitable for students with varying learning needs will be used in tandem with internally developed curricula that is aligned with the California Standards (in selecting curricula, we have identified programs that can be easily adapted for students with special needs or identified as English language learners, align with and/or exceed California Standards, have strong internal assessments, and come with rigorous professional development); and 2) when research-proven curricula do not fully or adequately align to California Standards or fully prepare students for the demands of rigorous college-preparatory high schools, we will supplement these curricula

To accomplish our goals, we will adopt the curriculum development process of Roxbury Preparatory Charter School, the highest performing urban middle school in Boston, MA.³⁷ Teachers will plan their curricula and academic programs with the end goals/objectives in mind. During summer professional development, academic faculty will perform a detailed item by item analysis of assessments, including released CST items³⁸ and Stanford 10 exams, to identify the precise areas of content knowledge and skills our students should master in each course at each grade level. Once thoroughly analyzed and identified, those specific, measurable areas of skills and content will be combined with the California Standards to create the specific, rigorous and measurable internal academic standards of Oak Park Prep for each course in each grade. From these internal Oak Park Prep standards and specified learning outcomes and goals, teachers will generate a Curriculum Alignment Template (CAT) for each course. The CAT includes the Oak Park Prep internal standard, alignment to the California Standards, student learning goals/outcome for each standard, teaching activities to reach these standards, thinking skills covered,³⁹ and assessments. These same CATs are then used to create interim assessments and year-end comprehensive assessments for each class. Using the Roxbury Prep modeled CAT, teachers ensure that every California Standard and Oak Park Prep standard is addressed with a class lesson, and that every class lesson addresses at least one standard, guaranteeing a high degree of accountability to teaching the standards and ensuring students master all of the necessary content and skills at each grade level. Oak Park Prep's general curriculum outline is presented below with a more detail narrative thereafter.⁴⁰

³⁷ Roxbury Preparatory Charter School, a public charter school that serves 195 Black and Latino students in grades 6 through 8 (70% of whom qualify for the federal free and reduced price lunch program) is one of the highest achieving charter schools in the nation according to the U.S. Department of Education's Office of Innovation and Improvement. See *Students in Roxbury Master the MCAS*, Press Release, Dated September 28, 2005.

³⁸ In the event that prior CST exams are not available, we will use the most recent available version of the Massachusetts Comprehensive Assessment System exams.

³⁹ In this column, educators indicate how the tasks are categorized on Bloom's Taxonomy of educational objectives. All Oak Park Prep teachers will ensure that there is a balance of higher-order and lower-order thinking skills. Generally, the performance tasks will range in emphasis from lower-order thinking skills (LOTS) to higher-order thinking skills (HOTS). Oak Park Prep is dedicated to producing critical thinkers—students who not only acquire, comprehend, and apply knowledge, but also analyze, synthesize, and evaluate it. We recognize that this cannot occur without providing students with opportunities to engage both simple and complex material on a variety of levels. Through carefully logged lesson planning, teachers will ensure that they are guiding students toward developing both lower-order and higher-order thinking skills. Questions, activities, and assessments will be crafted to very explicitly encourage critical thinking on numerous levels.

⁴⁰ The topic labels given for each grade do not represent separate courses, but are listed to provide a framework for the year's content.

| Subject | 7th Grade | 8th Grade |
|--|--|--|
| Mathematics | Pre-Algebra Dual focus on procedures (computation) and problem solving (application). Algebra and Geometry integrated | Algebra I Geometry (as needed) |
| Reading and Writing | <u>English Literature I:</u> Reading and textual analysis of literature in a number of genres, Spelling, grammar, punctuation, paragraph writing, essays, research paper, editing/revising; Support in guided reading, phonemic awareness, phonics, fluency, vocabulary, comprehension Support in: Spelling, grammar, punctuation, paragraph writing, editing/revising | <u>English Literature II:</u> Build upon Eng. Lit I. Reading and textual analysis of literature in a number of genres, Spelling, grammar, punctuation, essays, research paper, editing/revising |
| History and Geography | Systematic study of World History from ancient civilizations to modern times Focus on collegiate interpretation of geography. | Colonialism – Reconstruction in U.S. History and Government Focus on U.S. geography and resources |
| Life, Physical and Biological Science | Focus on life science and general biology, earth and physical science concepts, Scientific inquiry, experimentation and design | Focus on physical science, general chemistry and physics, life and earth science concepts, Scientific inquiry, experimentation and design |

7th Grade**Mathematics
(Pre-Algebra)**

Compare and order positive and negative fractions, decimals, and mixed numbers; solve problems involving fractions, ratios, proportions, and percentages; utilize algebraic expressions and equations; apply the order of operations; solve, graph and interpret simple linear equations; analyze and use tables, graphs, and rules to solve problems; investigate geometric patterns; convert units of measurement, identify properties of angles and two and three-dimensional shapes; determine pi, area and circumference; analyze data sampling; theoretical and experimental probabilities; problem solve; think critically; compute the perimeter, area, and volume of common geometric objects.

Read, write, and compare rational numbers in scientific notation; convert fractions to decimals and percents; differentiate between rational and irrational numbers; apply exponents, powers, and roots and use exponents in working with fractions; understand pre-algebra concepts; use algebraic terminology, expressions, equations, inequalities, and graphs; interpret and evaluate expressions involving integer powers and simple roots; graph and interpret linear and some nonlinear functions; apply the Pythagorean theorem; use mathematical reasoning; problem solve; think critically.

**English
Literature I
(Writing
Included)**

Determine unfamiliar word meanings through use of Greek and Latin roots and affixes; determine meaning of figurative language; read aloud with pacing, intonation, and expression; use textual evidence to identify author's purpose; utilize print and electronic dictionaries and thesauri; identify textual organizational structures; determine figurative language meanings; analyze how tone and meaning is conveyed in poetry; identify and analyze characteristics of various types of nonfiction texts; identify characteristics of different forms of prose; identify and use structural features of popular media; analyze compare-and-contrast texts.

Identify and utilize eight basic parts of speech (adding interjection to previous list); use common phrases, clauses, simple, compound, and compound-complex sentences; use correct punctuation, capitalization, spelling, and subject-verb agreement; write expository compositions, research reports, speeches, responses to literature, and narratives employing specific details; revise writing to improve level of detail; employ various textual organizational structures; create outlines and logical notes; utilize books and the Internet to complete research projects; apply research steps for completing projects; create multimedia presentations; deliver formal presentations.

Use knowledge of affixes and roots to determine the meaning of content area words; use textual evidence to support facts and opinions; build upon previously developed skills analyzing various nonfiction texts; employ character analysis; identify, analyze, and provide textual evidence of themes; identify various genres of fiction; analyze character and plot development; write summaries, persuasive essays, autobiographical narratives and poems; apply research steps for completing projects; effectively utilize English language conventions; support all statements and claims with anecdotes, descriptions, facts and statistics and specific examples; use note taking, outlines, and summaries to impose structure on drafts; revise writing to improve organization and word choice; critique works in oral presentations; deliver well-organized formal presentations that demonstrate command of standard American English.

| | |
|------------------------------------|---|
| World History and Geography | <p>Identify purposes and uses of maps, globes, aerial photographs, and atlases to analyze people, places, and environments; construct maps using symbols to represent features; locate continents, bodies of water, mountain ranges, countries, cities on a map; determine the impact of geography on different peoples; describe impact of extreme natural events on human and physical environments; discuss geographic knowledge and skills related to current events; use geographic concepts and skills to find solutions to local, state, or national problems; compare and contrast how social institutions influence individual behavior in different societies; describe how social status help(ed) to determine individual roles in various societies; examine the impact of cultural change brought about by technological inventions and innovations; use a variety of sources to identify examples of present conflicts between cultural groups; analyze historical and geographical background.</p> <p>Understand the origins of modern humans from Paleolithic Age to agricultural revolution; determine the impact of agricultural development; identify the peoples, cultural advancements, scientific contributions, government, and religious traditions of Mesopotamia, Egypt, Kush, Indus Valley Civilization, Northern China, Olmecs, to 1000 B.C.E., Ancient Hebrews, Ancient Greece, Rome, and Indian Subcontinent to 700 C.E.; describe development of sub-Saharan civilizations in Africa; explain importance of early trade routes; identify roles and contributions of individuals; compare historical origins, central beliefs, and spread of major religions; trace steps in the development of written language; describe transition from Roman Empire to Byzantine Empire; analyze various historical interpretations; understand Earth's grid system; create maps of the past.</p> |
| Science | <p>Understand how topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment; explain the meaning of radiation, convection, and conduction; recognize and describe that the currents in the air and ocean distribute heat energy; investigate and describe how pollutants can affect weather and the atmosphere; discuss how plate tectonics explain important features of the Earth's surface and major geologic events; recognize how organisms in ecosystems exchange energy and nutrients among themselves and with the environment; formulate a testable hypothesis; design and conduct an experiment specifying variables to be changed, controlled, and measured; draw conclusions based on data or evidence presented in tables or graphs; make inferences based on patterns or trends in the data.</p> <p>Recognize that all living organisms are composed of cells; describe that a typical cell of any organism contains genetic instructions that specify its traits; recognize that biological evolution accounts for the diversity of species developed through gradual processes over many generations; study the structure and function in living systems; understand that evidence from rocks allows us to understand the evolution of life on earth; recognize that organisms in ecosystems exchange energy and nutrients among themselves and with the physical environment; communicate the steps and results from an investigation in written reports and verbal presentations; discuss types of technology that are developed and in use.</p> |

| 8th Grade | |
|---|--|
| Mathematics (Algebra I) | Identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers; solve equations and inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable; understand the concepts of parallel lines and perpendicular lines and how those slopes are related; add, subtract, multiply, and divide monomials and polynomials; solve a quadratic equation by factoring or completing the square; apply algebraic techniques to solve rate problems, work problems, and percent mixture problems; problem solve; think critically. |
| English Literature II (Writing Included) | Know the meanings of common foreign words used in the English language; understand shades of meaning in words; identify speaker's purpose and point of view; compare and contrast texts covering the same topic; build upon previously developed skills analyzing various nonfiction texts; evaluate structural elements of the plot; analyze how setting relates to problem and resolution; identify significant literary devices that define a writer's style; write multi-paragraph essays with thesis statements, logical organization, detail, rhetorical devices, transitions, and varying sentence structure; write short stories or narratives; support conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices; write stories and scripts with dialogue; analyze electronic journalism; revise writing for word choice, appropriate organization, consistent point of view, and transitions; deliver formal presentations that convey ideas clearly and relate to the background and interests of audience. |
| US History and Geography | Analyze migration of Europeans to the Americas from colonial times to World War I; recognize the impact of European migration on indigenous peoples and later on US citizens; understand the integration of enslaved Africans into European migration; describe development of the American constitutional democracy; identify U.S. Constitution and powers of the federal government; analyze the foundation of American political system; identify the rights, responsibilities, and roles of citizenship; understand the politics, geography, culture, and economy of new nation; describe early U.S. foreign policy, state developments in the early 1800s, and issues of slavery; analyze factors leading to Civil War; determine significance of individuals or groups in the Civil War; describe impact of events and movements that influenced Reconstruction; discuss American economic response to the Industrial Revolution; understand progressive reforms resulting from Industrial Revolution; create and utilize time lines; analyze various historical interpretations; understand Earth's grid system; create maps of the past; analyze current events. |
| Science | Recognize that elements have distinct macroscopic properties and atomic structures; describe chemical reactions; discuss density and buoyancy; explain the relationship amongst motion, velocity and force; recognize that the structure and composition of the universe can be learned from studying stars and galaxies and their evolution; use and analyze the organization of the Periodic Table; test hypotheses that pertain to the content under study; write clear step-by-step instructions for conducting investigations. |

Core Curriculum

English Language Arts

Students in the seventh grade will have three (3) hours of English Language Arts instruction daily. Our reading program is modeled after the Achievement First reading program, a successful program first developed and tested at Amistad Academy (and now extensively used throughout many high-performing charter schools) that effectively catches students up in reading level and ELA competencies. We will further utilize the best practice strategies advocated by Doug Lemov through his professional development on literacy development and instruction. All of the curricula that we anticipate using have been proven to produce exceptional results in urban and suburban schools, and are suitable for students with special needs, are more advanced or designated as English language learners. In addition, all of these curricula meet and exceed the California State and CORE Standards. In the area of early literacy – a key focus of NCLB legislation – all of the programs we propose using meet the federal guidelines as research-proven curricula.

Fluency

In order to ensure that all our readers are fluent, Oak Park Prep will test all students on fluency upon entry and prior to the start of each school year. For those students who demonstrate the need for fluency practice we are considering using both the Fountas and Pinnell and STEP reading assessment programs. Further, we will consider using the Corrective Reading Decoding Program. Written for students who have difficulty reading accurately and fluently, the Corrective Reading Decoding program provides a unique blend of teacher-directed instruction and high-frequency practice to accelerate decoding. This proven intervention program progresses from teaching letter sounds and blending to reading passages typical of textbook material. Detailed data on performance will allow students to monitor their own improvement and experience success.

Reading Comprehension

To ensure that our students are strong in comprehension, we will use multiple programs and pull what works best from each. From there, we will develop an internal curriculum that best fits the needs of our specific population of students.

Vocabulary

We will embed strong vocabulary strands and teachers will use these programs to build the vocabulary skills of our students. We further adhere to the philosophy that vocabulary is best built through independent reading. Fifteen minutes of every day in the seventh grade will be dedicated to “Drop Everything and Read” (DEAR) during our reading block. This time will increase to thirty minutes in eighth grade. We will always respect the sanctity of this reading time, thus solidifying the concept that reading is essential to success in life. In addition, all students will be expected and required to carry their independent reading book throughout the school day, and keep it on their desks in all classes. We will teach students as part of student orientation that any available time – when they have finished a class activity early or have completed a quiz – is an opportunity to enjoy reading. In addition, students will be required to read their independent reading books for at least 20 minutes per night as part of their homework and complete a reading log documenting his/her reading for the evening. The reading logs must

be signed by the student's parent and will be collected with daily homework. All independent reading will be books selected by the students, but must be books on their grade level or at a "push" level. Lists and books will be made available to students regularly and teachers will hold students accountable for reading appropriate texts.

Bill Honig, a respected expert on early reading, cites very compelling research on the subject:⁴¹

- Students who score in the top five percent on reading tests read 144 times more than students who score in the bottom five percent.
- By the fifth grade, if students want to make grade level progress, they should be reading more than 1.1 million words a year outside-of-school (25 to 35 books or the equivalent) which should take 15 to 30 minutes a night; this is in addition to the 1.7 million words in school text. Instead of reading the necessary 2.8 million words, the average fifth grader reads only about 900,000.
- Although teaching vocabulary strategies (e.g. word families, scaffolding, etc) helps retention rates, the vast majority of new words *can be learned only through reading*. To reach these levels, students need to read the recommended 25 to 35 books a year after the first grade.

Comprehension

As students become more fluent readers, the focus of reading classes increasingly shifts to comprehension and textual analysis in the eighth grade. Oak Park Prep teachers will build student comprehension skills in two different ways: through (1) literature, and (2) in-depth analysis of text. In seventh grade, students will have a Reading course that focuses on increasing reading levels and supporting students to become stronger readers. Students will then have a comprehension course that teaches skills for understanding texts as well as the specific content standards. The third block of English is specifically geared towards improving the vocabulary and grammar of students to further support comprehension. As students progress through the grades, they have more access to higher levels of instruction. This occurs as students have a Reading course in eighth grade that focuses on the literature and a comprehension course that focuses on the text analysis. Overall, the Jamestown Signature Reading series is designed to: (a) improve students' comprehension, vocabulary, content area reading, and meta-cognitive strategies, (b) encourage reading growth with graduated readability in each book, and (c) help students apply skills and strategies to new reading situations.⁴²

Writing

In addition to the five key components of strong reading instruction, we will offer a rigorous writing curriculum that is designed to have students produce writing with excellent organization, elaboration, and flow in multiple genres. The focus of all writing classes will be clarity of expression. Because the best way to improve one's writing is *by* writing, students will write every day in class and at home. We are considering using Writer's Workshop. Writer's Workshop format includes story planning (possibly with peer conferencing), revision, teacher editing, and direct instruction in the mechanics of grammar. The goal for Writer's Workshop is to challenge students to expand their ideas in the revision process not simply to 'correct' the

⁴¹ *10 Components for a Comprehensive Reading Strategy*, Bill Honig, American Association of School Administrators, September 1997.

⁴² www.glencoe.com/gln/jamestown/reading_skills/signature_reading

previous ones, to help students become aware of writing for different audiences, create focus within a topic and try to see the piece of writing from a distance. One important additional goal is for teachers to be sure revision strategies are well developed so students may use them comfortably in middle and high school. Students will learn step-by-step how to create strong sentences, paragraphs, and papers using templates and teacher modeling until they are confident enough to tackle the task without scaffolding.

English Literature

In grade seven, students will be prepared to tackle ambitious texts, and begin the critical development of textual analysis. Students will read literature in a number of genres - including novels, short stories, poetry, drama, memoirs, and various other non-fictional texts including speeches and expository narratives. Using the suggested reading lists of the California for English language arts, students will read texts from a myriad of writers such as Lloyd Alexander, Richard Wright, Mark Twain, William Shakespeare, Virginia Hamilton, Langston Hughes and Toni Morrison. Students will acquire knowledge of a range of literary works reflecting a common literary heritage and exposing them to authors, poets and illustrators from America and from around the world. Knowledge of these authors, illustrators and works in their original, adapted or revised editions will contribute significantly to our students' ability to understand literary allusions and participate effectively in our common civic culture. In selecting class readings or suggesting books for independent reading, teachers will ensure that their students are both engaged and appropriately challenged by their selections. We will also use text from awards lists such as the Coretta Scott King Medalists, Newbery Medalist and ALA Notable Books. Some texts in the literature courses will also be chosen to effectively coordinate with the content students are learning in history and science, and thus provide opportunities for students to make deep connections across the disciplines.

We recognize that this development will come in steps, as noted above. We will begin by providing students with the strategies they need to be successful readers and then integrate increasingly difficult texts they can work with.

English Literature classes at Oak Park Prep will also involve extensive writing and explicit instruction and individualized support regarding such writing requirements. We are considering using the Power Writing Plus Program, but will certainly include Writer's Workshop. Power Writing Plus is a highly structured writing program that provides students with a concise formatting structure to organize and convey their thoughts, and thus provides a strong platform on which teachers can design their lesson plans and build their students' writing skills. Traditional Power Writing is based on a numerical approach to the structure of writing. It replaces the ambiguity and abstraction of writing terminology with a numbered structure that students can understand more easily. This numerical structure provides the basis for all forms of writing: expository, persuasive, narrative and descriptive. Power Writing solves the writer's frequent problem of how to say it and in what order. Equally important to Power Writing is the sequential teaching process that builds in steps upon the mastery of each concept. Students are taught how to organize their thoughts before their writing begins. Structured writing follows organized thinking. These concepts are taught with grade-appropriate exercises to assure that students possess the skills to expand complexity in their thinking and writing.⁴³ Emphasis will

⁴³ www.thewritingsite.org/resources/approaches/power/default.asp.

be placed on the development of students as writers who are able to articulate thoughts and ideas using multiple styles of writing including journal articles, research papers, technical writing and essays. By the end of the eighth grade, students will be able to produce top-quality narratives, expository essays, and persuasive essays, research papers, and literary analysis essays.

Social Studies/History

Our goal is to instill in students the historical skills and knowledge necessary for them to become lifelong students of history. We are considering following the comprehensive and challenging Core Knowledge Sequence, developed by E.D. Hirsch at the University of Virginia. Hirsch and his team completed a comprehensive analysis of the key information students needed to know to be literate, culturally-aware citizens, and it is mapped in a clear, grade-level specific curriculum that can be aligned with California, Arizona and Indiana standards. The social studies/history curriculum will be presented in a way that is engaging and challenging. Teachers will expect students to master the key concepts and vocabulary, and they will also teach students to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies class will be a fast-paced, multi-modal class in which students hone their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations. For texts, we expect to use the Houghton Mifflin Social Studies curricula for all grades. The Houghton Mifflin curriculum has been shown to motivate middle school students to become active and informed citizens in alignment with state standards and maximizing teaching time. The curriculum provides a teacher with the flexibility needed to design engaging lessons, even as it delivers the infrastructure to provide the content and skill development middle school students need. The curriculum provides readable, accessible content that aligns with state standards and easy-to-use multiple resources meet the needs of all learners in the classroom.⁴⁴ We will also consider infusing History Alive into the curriculum to give a comprehensive look at the content.

Mathematics

The Oak Park Prep mathematics curriculum will produce students who have mastered middle school mathematics and Algebra I by the end of their 8th grade year. Therefore, students will have double periods of math each year to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. Modeled after the mathematics curriculum of Roxbury Preparatory Charter School, the mathematics courses will have a dual focus: procedures (computation) and problem solving (application). The procedures class instills and reinforces basic math skills, rules, and operations that many students lack and infuses new concepts and skills. Problem solving teaches students how to apply this procedural knowledge to complex, multi-step problems—often with “real world” significance. The distinction between procedures and problem solving is clear - one provides the concepts and skills while the other provides problem solving applications. Students are taught math vocabulary, so that across classes and teachers there is continuity in terms, definitions, explanations, and concepts throughout their middle school education. Math teachers agree on common definitions of terms identified during department meetings, and build these into a math vocabulary notebook that students create, use, and continue to revise as the year progresses.⁴⁵

⁴⁴ <http://www.hmco.com/company/newsroom/newsroom.html>.

⁴⁵ <http://www.roxburyprep.org/docs/numeracy.htm>.

We are also considering drawing from the most recent version of the California enVision Mathematics curriculum, a highly effective curriculum that gives students an exceptionally strong foundation in the basic skills, procedural computation, and conceptual understanding, and supplementing that curriculum as needed through our CATs system of curriculum development. enVision Math will provide valuable resource materials to our math teachers, as it provides a thoroughly researched skills-based mathematics with two unique aspects: explicit instruction and a distributed approach to instruction, practice and assessment. It is also fully aligned to the new Common Core Standards.

Science

The goal of Oak Park Prep's science curriculum is to develop scientific literacy and the skills necessary to design and carry out science investigations. Our science curriculum provides a rigorous scientific background. We are considering using Full Options Science Systems (FOSS) as a foundational program in our science curriculum. Students will develop and master scientific knowledge and skills in the major scientific disciplines: earth and space sciences, physical science, and life science. FOSS is a research-based science curriculum with materials that provide meaningful science education for middle school students and prepares them for life in the 21st century. The FOSS program also provides readings in science – FOSS Science Stories - thus adding power to the curriculum. Through the printed word students can extend their experience beyond the limits of the classroom and the FOSS curriculum; they can enhance their understanding of concepts by exposure to related ideas; and they can share in the lives of real and fictitious people who played roles in scientific discovery or applied scientific ideas to life situations. The hands-on activities will allow students to understand and apply the scientific method in engaging ways and the reading series will continue to support the school's mission of strong literacy skills across the content areas. As with all other curricular areas, we will continue to develop additional curriculum to supplement this research-proven model to ensure that our students are receiving a rigorous middle school science curriculum and are fully prepared to enter a more advanced course of study of the sciences at the high school level.

Non-Core Curriculum

Physical Education and Health

Because physical fitness is a key component of a healthy lifestyle that supports individual success in all areas, physical education will be an essential element of the curriculum at Oak Park Prep. Since students will arrive at the school with widely varying levels of fitness, the focus of the physical education program will be on personal goal setting, effort, and improvement. As the students progress through the years, their physical education classes will also introduce the rules, strategies, and skills for specific team sports, such as basketball, soccer, and volleyball. Additional extra-curricular opportunities to participate in these sports will be available to those students who choose them.

In the seventh grade, students will have access to physical education and health instruction through our enrichment program.⁴⁶ In the eighth grade, we will provide a physical education and

⁴⁶ The budget for the first two operational years will not allow the school to hire a full-time teacher for PE instruction. The design of the enrichment program allows students to rotate through activities each trimester. This allows us to

health program four times a week as a part of the regular school day. We are considering using the award-winning CATCH PE program. CATCH PE is a developmentally appropriate physical education program which develops health related fitness, skill competency, and cognitive understanding about the importance of physical activity for all children. CATCH PE instruction provides a variety of learning experiences which address the wide-range of student ability in physical education class. CATCH PE content enhances movement skills, sports skills, physical fitness, social development, and subsequently promotes lifelong physical activity.⁴⁷

The United States is now facing an epidemic of childhood obesity. In order to combat this, Oak Park Prep will serve healthy breakfasts, lunches, and snacks, and we will also have a recess daily (right after lunch) in which students get aerobic exercise in a structured but fun environment.

Computer Technology

In 7th grade, students will be allowed to either type or hand-write most of their assignments. However, as the 8th grade year progresses, students will be required to submit an increasing percentage of typed assignments. In 8th grade, all long-range assignments (reports, papers, history assignments, labs and English literature assignments) must be typed. To ensure that students are able to submit assignments that are properly typed, beginning in 7th grade, all students will take computer technology twice a week.⁴⁸ The course content will advance each year, with students initially learning basic word processing, graphing, and spreadsheet skills. They will also use the internet to perform research for papers and projects. The content of this curriculum will be closely linked to the other courses discussed above.⁴⁹

Non-Academic Instruction

PREP for Preps – Character and Leadership Development

PREP for Preps address the non-academic component of our education program, which focuses on the character and leadership development of students. These classes will be held twice a week in both grades and infused into our weekly community circle. The curriculum will be designed internally by our faculty to ensure that it meets the specific needs of our students; it will draw, however, on both off-the-shelf programs, such as Heartwood Ethics (a literature-based program), and school-developed programs, such as the ones employed at Marva Collins Preparatory School, Amistad Academy, Roxbury Prep, Excel Academy, and Boston Preparatory Charter School. In the seventh grade, the focus will be on developing students' understanding of the PREP values and what it means to be a student at Oak Park Prep. It is in this class that daily expectations for student behavior and development will be explicitly taught. Each class will build upon the previous one, introducing new skills and concepts of leadership and character and

provide PE and health instruction to all students using existing teachers and without having to hire a full time PE teacher in operation years one and two.

⁴⁷ www.catchinfo.org

⁴⁸ Although not reflected on the daily schedule for the seventh grade, the schedule will be adjusted for students in the 8th grade to take computer technology 2 days per week.

⁴⁹ We acknowledge that many of our students will come from homes where there is not access to technology. As a result, we will make time in the daily schedule, during lunch and after school for students to have access to computers to complete any projects.

creating a common character vocabulary within the school. The chart below indicates the expected outcomes of students after completing each grade level *PREP for Preps* class.

| 7 th Grade | 8 th Grade |
|--|--|
| <p>By the end of 7th grade at Oak Park Prep students will be able to:</p> <ul style="list-style-type: none"> • Take an active role in directing their own learning. • Facilitate discussions & reflections on our character values in advisory, in classes, and at Community Meetings and Preppy and Proud. • Promptly greet school visitors and help direct them to the appropriate location. • Address all adults and students in the building with a civil and respectful tone at all times. • Take responsibility for their individual and group behavior. • Embrace the responsibility for maintaining welcoming and safe school environment. | <p>By the end of 8th grade year at Oak Park Prep students will be able to:</p> <ul style="list-style-type: none"> • Take leadership roles in organizing event days celebrating the school's values and diversity. • Take active roles in directing their own learning. • Serve as ambassadors to school visitors. • Monitor and encourage their peers to use respectful language at all times. • Embrace the importance of a safe and welcoming community and understand their roles in supporting such an environment. |

Inclusive and Suitable Curriculum for All Students

We anticipate that we will have a diverse student population with varying learning styles and learning needs. Our proposed curriculum will be developed and implemented to ensure that every student, regardless of learning style, level of proficiency, English language learner or special education status, can participate fully and thrive academically. We have selected curricula that can be extended and adapted for use with students who need intense remediation, English language learners, students with disabilities, and more advanced students. Our schedule of frequent assessments helps us identify those students who have achieved mastery and require more challenging work, as well as those students who are struggling with a skill/content area and need additional support or an alternate way to master a skill/content area. Our use of flexible ability grouping allows appropriate curricular adjustment by teachers to meet students' needs. We will ensure that all of our students, regardless of their learning needs, are prepared to achieve academic success.

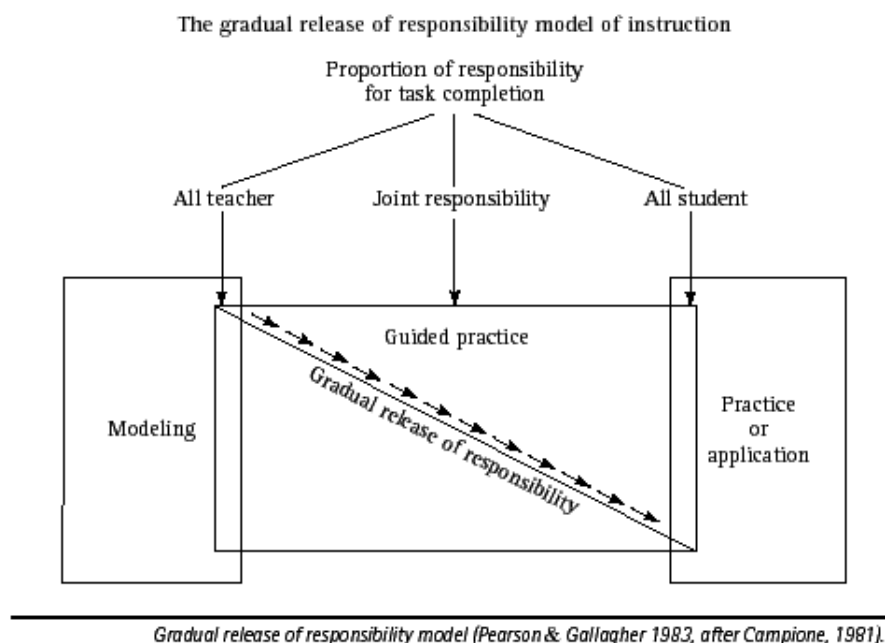
INSTRUCTIONAL METHODS

Teachers at Oak Park Prep will implement multiple methods of instruction in order to convey skills and content knowledge for each course. Each of these methods is listed below.

Gradual Release of Responsibility for Learning (commonly referred to as “I-WE-YOU”)

Perhaps the most powerful pedagogical strategy teachers will use is the consistent, clear modeling of both new behaviors and new academic skills. Teachers will accomplish this by utilizing the Gradual Release of Responsibility model (depicted below), commonly referred to as the “I-WE-YOU” instructional process. In the “I” stage, the teacher models the behavioral or academic skill by having students watch while he/she works through the new skill step-by-step. Teachers then allow the modeling to shift to the “WE” stage. Teachers might allow the students a chance to work through each step of similar problems, reinforcing the same skill. Teachers then slowly let students take more and more of a role in practicing the skill. Finally, when the teacher is confident that students can handle the task/skill on their own, the class moves to the “YOU” stage. Teachers then support and check for understanding as students work independently to master the skill. The “I-WE-YOU” process will be used in each class throughout the day.

The key to the success of the “I-WE-YOU” technique is the teacher’s judgment on when to move from one step to the next. Teachers should only move to the “WE” stage (guided practice) when students have had ample teacher modeling, and in the most important piece of teacher judgment, students should only move to the “YOU” portion (independent practice) when the teacher is confident that the students can successfully complete the task independently. This prevents students from being required to demonstrate independent thinking and learning before they have had enough practice and feedback to be successful.



Flexible Ability Grouping of Students to Differentiate Instruction

We believe that flexible ability grouping is the most effective and strategic way to differentiate instruction for students at different academic levels, and as a result, all students will be placed into one of three flexible ability groups for math and reading based on the baseline data generated from diagnostic testing during the student orientation period.⁵⁰ Flexible ability grouping will be a mechanism designed to differentiate classroom instruction (i.e., pace at which a subject matter is taught, amount of review spent on one lesson versus another) for students of varying ability levels; however, all students, regardless of their grouping, will be required to master the same curricula content and the same outcomes are expected for all students, and all students must pass the same end-of-year comprehensive examinations. Research has shown that when ability grouping is utilized in a flexible manner, with appropriate curricular adjustment, and with consistent expectations and assessments across groupings, significant achievement gains can be realized.⁵¹

As students develop skills and master content, they will be able to transfer to different ability level groupings throughout the year.⁵² Our model of frequent assessments allows teachers to monitor student progress across ability groups and make appropriate curricular and grouping decisions based on concrete data. This allows us to quickly identify students who initially test at low levels but who show rapid academic progress to transfer to the group that will maximize his/her continued academic growth. Conversely, it also allows us to quickly identify students who are struggling and need to transfer to another group to solidify their foundation of basic skills. The flexibility of class groups will minimize student distractions and low achievement due to boredom and/or lack of challenging material or understanding. **It is important to note that flexible ability grouping is *not* meant to be in lieu of or supersede any supports, accommodations or modifications Oak Park Prep will make or be required to make for its students with disabilities.**

It is also important to emphasize that flexible ability grouping is not the same as “tracking” – an often destructive system used in many public schools to label students and pre-determine their academic achievement. As used in traditional public schools, “tracked” students are placed into separate curricular programs, with different curriculum, different exams and different expected outcomes. Often times a student is given a label in junior high school that he/she will carry through the remaining school years. Therefore, we will be very intentional about not disclosing grouping designations to students or any member of the faculty except for teachers and the administrators directly involved with or responsible for instruction. We will treat each group the same, with the same expectations of proper behavior and hard work inside and outside of the classroom.

⁵⁰ This model is based upon best practices observed and studied at Roxbury Preparatory Charter School in Roxbury, MA.

⁵¹ Tieso, Carol L. (2003). “Ability Grouping is not Just Tracking Anymore.” *Roeper Review* Vol. 26.

⁵² Transfers between different groupings, if any, will be made at the end of each trimester based on data generated from the end of the trimester comprehensive exams.

Reading Across the Curriculum

Literacy serves as the crux of our academic program. As a result, we will ensure that a focus on literacy permeates across the curriculum. Emphasizing reading across the curriculum will accomplish two things: (1) provide additional time to develop reading comprehension skills and produce avid readers; and (2) develop readers who are able to easily access content regardless of the subject matter. This will ensure that students become familiar with a variety of texts (fiction, non-fiction, technical, newspaper and journal articles) and the way ideas are expressed in different genres. They will develop reading comprehension skills through practical application rather than in isolation. This will have a lasting impact on their ability to learn both inside the classroom and in real world situations. Teachers will be provided with professional development on implementing reading across the curriculum during Summer Institute, with reinforced professional development during early dismissal Wednesdays.

Format Matters

Not only do we expect that students answer questions correctly, we expect that they answer well. At Oak Park Prep, students are required to ask and answer questions and address faculty and colleagues in complete sentences, using proper grammar, with strong, articulate voices. At Oak Park Prep, including in each classroom, a student will be corrected on his/her format if an answer or question is given using incomplete sentences and/or improper grammar. How students communicate their knowledge is just as important as the knowledge itself. For example, if a teacher asks the class “Why does Maya Angelou entitle her memoir *I Know Why the Caged Bird Sings*?”, a student who answers “Because XYZ” will be redirected to answer the question using the correct format of a complete sentence - “Maya Angelou entitled her memoir *I Know Why the Caged Bird Sings* because XYZ . . .”. The focus on format helps students build habits and communication skills that are necessary for success in college and beyond. While some educators believe that such a focus on speech format has been viewed as unnecessary and interfering with a student’s learning, at Oak Park Prep we reject such sentiments. Language can be a great barrier to one’s success, even for native speakers of the English language. For a large number of low-income, minority students in particular, the inability to express themselves using proper grammar and complete sentences with strong, articulate voices has inhibited their success inside and outside of school. All children bring with them home and social language, whether or not it is English. However, all children must learn academic English for future success in education and work. In order to fulfill our mission we have to ensure that our students are fully prepared to communicate and properly express themselves to others regardless of the environment or audience.

Writing Across the Curriculum

For Oak Park Prep students to excel in high school and college, they must be able to write with fluidity. This can only be accomplished by giving students numerous opportunities to write. Oak Park Prep will provide students with such opportunities by emphasizing writing across the curriculum. The high expectations for writing will be the same whether students are in literature class or science class. Specifically, in science class, when completing a lab experiment, students will write a short paper and/or accompanying essay on the lab experiment explaining how they performed the experiment, the specific findings from the experiment and how the findings might

or might not affect their every day life. In social studies/history and math, students will keep a journal to write reactions in their own words to information received in class or from reading (see sample journal entry below). In addition, in all classes, students will keep a vocabulary log of all the key content area terms. Teachers across all content areas will share vocabulary lists and in all classes, teachers will require daily “exit tickets” to check for understanding on the day’s topic. An "exit ticket" is a short piece of writing done at the end of a lesson or at the end of a class period. Before class begins, students are told what their “exit ticket” topic will be, and they are reminded of the topic throughout the class. When students leave class or finish a class lesson, they turn in their "exit ticket" responses to their teachers. Not only will the “exit ticket” provide an additional practice of writing for the students, teachers will also quickly read through the responses to formatively assess learning and to determine what information might need to be re-taught or revisited the next day or during the week. Emphasizing writing across the curriculum will give students the opportunity to become fluid in a variety of writing styles and will help to further develop student vocabulary in all subject areas. Teachers will be provided with professional development on implementing writing across the curriculum during Summer Institute, with reinforced professional development on early dismissal Wednesdays.

Sample journal entries

Sample Journal entry #1: Reflect on your participation in class today and complete the following statements:

I learned that I...

I was surprised that I...

I noticed that I...

I discovered that I...

Without Apology

Knowledge and learning are not boring, or only useful for testing purposes, so an Oak Park Prep teacher will not apologize for teaching demanding material, either explicitly or implicitly. An Oak Park Prep teacher will not assume that material is boring because of the demographics of his/her students or the subject-matter content, and will not “dumb down” material to make it more fun. Instead, an Oak Park Prep teacher knows that if material is taught with skill and enthusiasm, students will find lessons engaging and learn the skills and content they need to succeed in college. So, rather than ever saying “I know this Shakespeare sonnet is boring, but we need to cover it,” an Oak Park Prep teacher will introduce Shakespeare’s sonnets by reading an interesting line or two, or by introducing Shakespeare and his place in the canon, and describing the impact his writing has made and still has on popular culture.

Common Blackboard Configuration

All teachers will use the common Blackboard Configuration (BBC) endorsed by educational expert Dr. Lorraine Monroe. The BBC reinforces consistency of academic expectations by (1) providing a means to hold teachers accountable for the content taught and the methods used to teach it, and (2) providing students with clear communication about the expected outcomes for learning for each class. The BBC is a school-wide systematic structure for planning and delivering lessons. The **Aim** listed on the board will indicate a broader learning objective for the material being taught for the day, and will correlate directly with content and performance standards. The **Objective(s)** will provide the specific goal(s) for that particular class. The objective(s) must be measurable learning goals that are directly connected to standards developed in the curriculum. **Q²** (Quick Questions) is a silent, pen to paper 4-5 minute activity that focuses students immediately on class work and allows the teacher to quickly assess student understanding of a specific topic. Teachers will have carefully planned **Agendas** for each class so that consideration is given to how every minute of the class is spent. The Agenda will also allow students to have a clear understanding of the expectations for that day. **Homework** is required in all academic classes each day, and provides full opportunity for students to practice and reinforce the skills and content knowledge taught.

| MODEL BBC |
|---|
| 8 th Grade Literature |
| January 8, 2009 |
| Aim: Determine how central characters' qualities influence the development of the conflict. |
| Objectives: SWBAT* identify all central characters in the play. |
| SWBAT identify qualities of each character based upon the reading. |
| SWBAT identify developing conflict. |
| SWBAT identify all factors contributing to the development of the conflict. |

To assist teachers in using the BBC, and to keep all members of the Oak Park Prep community (including parents) accountable and informed about weekly instruction expectations, each teacher will be required to complete a Weekly Syllabus outlining the board configuration plan for each class period. Students will receive a copy of all weekly syllabi to keep in their notebooks. The weekly syllabi will also be sent home to parents every Friday for signature, and will keep families informed of upcoming classroom lessons, assignments, quizzes, and tests. Teachers will be responsible for filing and maintaining the syllabi. At the end of the school year, weekly syllabi will be archived by the Principal to serve as a resource to current and future teachers. A sample of the Weekly Syllabus Template has been included in the Appendix.

Additional Proven Instructional Techniques.⁵³

We will also use a variety of academic, behavioral, and advanced instructional techniques that reinforce student expectations. These techniques have been used by effective teachers in high-

⁵³ Intentionally using these techniques as part of a school's programming and culture was inspired by Doug Lemov, President of School Performance, Founder of Rochester Prep in Rochester, NY, and Founding Principal of the Academy of the Pacific Rim in Boston, MA. Mr. Lemov is a leader among training school leaders in school design, curriculum and assessment and use of student data.

performing schools across the United States and can be categorized in three areas: behavioral, academic, and advanced (the expectation that all students achieve). Listed below are examples of proven instructional techniques that will be employed by all members of the Oak Park Prep community:

| TECHNIQUE | TYPE | DESCRIPTION |
|--------------------------|----------------------------------|--|
| Sweat the Details | Behavioral | Approach that encourages teachers to enforce compliance with every expectation, including aspects that may seem minor. |
| Do It Again | Behavioral | Technique in which a teacher instructs students to complete a procedure or process that has been practiced and demands that students repeat the process if it is not done well or by all students. |
| 100% | Behavioral & Academic | Behavior: Method in which a teacher demands everyone's full participation to complete a task or activity associated with learning and will not continue instruction until all students have complied. Academic: There is a difference between right and partially right. When responding to an answer in class the teacher holds out for an answer that is 100% right. Students should not be told an answer is correct when it is not. |
| Stretch It | Academic | Many teachers respond to a correct answer by saying "good" or "right." With this technique a teacher can push students to higher standards by asking them to "stretch" their answer by explaining how they arrived at an answer or asking them to answer a more complex question that builds on that same concept or standard. |
| Ratio | Academic | Method in which the teacher purposefully minimizes the time spent talking to afford more opportunities for the class to lead instruction by answering questions as a group or individually. |
| No Opt Out | Academic | Process in which a student who answers incorrectly is not able to give up on the learning process. We have high expectations for student performance and a teacher should not accept "I don't know" for an answer. Instead the teacher should prompt the student to answer a clarifying question, or push the student to attempt to answer. If the student genuinely does not know the answer the teacher will call on a fellow classmates to assist, and then the student will be asked the same question or be given a similar question to answer correctly. |
| Warm/Strict | Advanced | Strategy that combines a caring tone with a 'no exceptions' standard of behavioral expectations. Often used by teachers to build culture and set the tone inside their classrooms. |
| Precise Praise | Advanced | Technique used by teachers to reward students with praise using <i>very</i> specific examples that are meaningful and genuine. For example: "Lisa you did a great job using three distinct adjectives to describe the main character." |

Results of our Instructional Methods

As a direct result of the instructional content and methodology we have chosen our students will have:

- More time on task – if students need to learn more, they need more time to learn it
- Demanding curriculum – if all students are going to college, all students must take college prep classes
- Social competency
- Competitive test scores
- Exposure to a variety of cultural experiences
- Preparation for admission into a top independent or local magnet college-preparatory high school
- An opportunity to thrive academically
- Individualized attention

Supporting Students with Special Needs

We recognize that students will come to Oak Park Prep with varying needs and accommodations. We have been purposeful in creating a school that values and supports every child who enrolls, regardless of any special needs. Oak Park Prep is committed to supporting all of its students and providing them with a quality, college-preparatory education.

Instruction for Gifted/Talented Students

Oak Park Prep's structured learning environment and academic program are both designed to promote overall student achievement. Whether a student enters Oak Park Prep two to three grade levels behind or with advanced academic standing, we see all of our students as gifted/talented, and each student will receive the support needed to reach great heights in academic achievement. Mastery is one of the PREP for Preps values so all students understand that intelligence is rewarded and that we have high expectations for student performance. Simultaneously we understand that just as some of our students will need intense remediation, some will need additional academic challenges.

Using our assessment process, we will identify our more advanced students and ensure that the curriculum and pace of instruction is engaging and challenging enough to accelerate their learning. The use of flexible ability grouping will allow such accelerated pace of instruction and advancement to take place without other students feeling left behind and unsuccessful, or the more advanced students feeling unchallenged and bored. We have specifically considered curricula that can be extended to meet the needs of our more advanced students. Students who are reading above grade level will participate in a reading seminar of advanced texts and textual analysis in place of the decoding class. Students who excel in math and science may receive special projects in place of subject material that has already been mastered. Different reading, of a higher grade level or including primary sources, may be assigned in social studies/history. Just as individualized instruction after school may be used for students who are struggling, this individualized instruction time will also support those students who need acceleration beyond the core curriculum. Enrichment period will provide other intellectual pursuits which may include chess, mock trial, debate, geography bees, or science experiments.

If these accommodations are insufficient, the Principal will work with teachers to provide additional support for more advanced students. Oak Park Prep is committed to the best education for every child. If it proves necessary to accelerate a student into the next grade or provide other accommodations, the school will do whatever is necessary to meet the learning needs of the child.

Instruction for Limited English Proficient Students

While we do not anticipate a large population of non-English speakers because of our proposed location, we are committed to providing a challenging and high quality education for all of our students. Therefore, even if we have one student with limited English proficiency or no English proficiency, we will support that student in moving towards reaching and surpassing our high standards, and we will equip him/her with individualized support necessary for his/her academic success. We will serve any and all students with limited English proficiency (English Language Learners or “ELL”) using structured English language immersion so that they receive appropriate support and achieve proficiency in the academic English language as quickly as possible. Our ELL program is designed exclusively to meet our mission. If students are to leave our school and enter, excel in, and graduate from the strongest college-preparatory and magnet high schools, they must read, write, and speak English fluently. Effective delivery on this mission requires that we teach our students English.

The school will serve English Language Learners based on the U.S. Department of Education’s six steps of progression through an ELL program: 1) enrollment in school, 2) identification of potential ELLs, 3) assessment determining need for ELL services, 4) provision of appropriate ELL services, 5) transition from ELL services, and 6) monitoring ability to participate meaningfully.⁵⁴ In implementing our ELL program, Oak Park Prep will comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

The instructional staff of Oak Park Prep will adhere to the following plan with ELL students:

- Upon enrollment into the school, all students will receive a home-language survey of languages spoken in the home.
- Students whose dominant language is not English will receive assessment of English proficiency including the Language Assessment Scales (LAS).
- Oak Park Prep will report the number of ELL students attending the school to the district and the state.
- Educational Programs will be responsive to these specific needs and in compliance with state and federal guidelines.
- Oak Park Prep will make adjustments to this plan as needed, in the best interest of each student’s achievement.

The primary objective for all services delivered to ELL students at Oak Park Prep is to provide a structured support system to help students gain English proficiency. We want all students to gain full access to the curriculum as soon as possible and will adopt the best and most proven

⁵⁴ www.ed.gov/offices/OCR/ELL/cprogression.html

strategies to help them do so. The curriculum and support provided to these students will be selected primarily on the basis of quickest acquisition of English.

Students with limited proficiency in English will achieve proficiency in the English language through the use of Oak Park Prep's services and teaching methods. We will ensure that ELL students are not excluded from curricular and extra curricular activities based on an inability to speak and understand the language of instruction, and that ELL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from Oak Park Prep in their native language. Parental outreach may also be conducted through home visit by a school representative and an interpreter.

Identification of ELL Students

We will use the following process for identifying students who are ELL: (1) Home Language Surveys will be used to screen all new enrollees for potential limited English proficiency; (2) If the home language is other than English or the student's native language is other than English, appropriate Oak Park Prep faculty or a hired interpreter will conduct an informal interview in the student's native language and English; (3) If the student speaks a language other than English and/or the student speaks little or no English, we will administer W-APT and ACCESS for ELL's. Results from these assessments will be used to inform instruction and ensure all students are able to access the academic content and master performance and content standards.

Teachers will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. All teachers will receive professional development training in techniques for detecting whether a student has English language deficiencies and in communicating with students designated as ELL students. Any student suspected of having limited English proficiency will be tested to determine what level of services, if any, are necessary.

English Immersion Program and Services

All ELL students will receive the same academic content as those students who are native English speakers. Oak Park Prep will use the Sheltered English Immersion (SEI) protocol. All instruction at Oak Park Prep will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student. This does not mean that the content will be “watered down.” Instead, teachers will incorporate a variety of strategies to make the content more comprehensible. For example, use visuals and diagrams, provide many opportunities to practice key vocabulary, and utilize graphic organizers. General education teachers of English language learners will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELLs to participate fully in the educational program. Staff will participate in professional development opportunities in these areas as they become available through the Office of Bilingual Education. Students will never be prevented from speaking in their native language, either inside or outside of the classroom. We will create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

Research has shown that immersion is increasingly considered more effective at teaching English to students, compared to bilingual education, as indicated by the following:

- In a *Business Journal of Raleigh/Durham* (December 26, 1997) article entitled “Immersion v. Bilingual Education,” John Hood, President of the John Locke Foundation, a North Carolina based think-tank wrote, “A review of 300 studies of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83% comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse.”
- Cara Morlan of the Independence Institute, a nonprofit, nonpartisan Colorado think-tank, wrote, “In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs. These students are then the immigrant group that does the worst in school, has the highest dropout rate, the lowest test scores and the lowest college admissions.” Ms. Morlan found that only 5% of these students were being found to gain proficiency in English each year.⁵⁵

We plan to provide all necessary faculty and specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students. We will directly provide or outsource appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Oak Park Prep will be prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment of a certified aide, teacher or qualified consultant under contract who speaks that child’s native language. Pull-out instruction will focus on increasing basic English - including vocabulary, grammar, reading and writing - so that students can perform and participate in their regular classes. When possible, in order to minimize disruption to the student’s daily schedule, these services will take place outside of normal class time. Our extended day schedule provides ample time that can be used for additional intensive English language instruction. We will actively recruit at least one full-time teacher who speaks the foreign language that is most common among our students. We believe that in order to have meaningful relationships with parents and students who do not speak English as a first language, we must be proactive in our communication styles and techniques. This may require us to be creative through the involvement of translators, community organization support, or friends of Oak Park Prep. We will make sure that all home-school correspondences are translated using a document service company. During the planning year, we will secure ELL experts to help design and review our ELL services.

All Oak Park Prep students, including ELL students, will receive instruction using methods proven to be effective for developing English proficiency. Students will be taught academic language explicitly and this language will be fully embedded in the culture of the school so that it is reinforced in every classroom regardless of the subject area. Initially EL students will be able to use some native language and/or colloquial speech for personal narratives while developing their English skills. Vocabulary building exercises will be incorporated into all

⁵⁵ *Structured Immersion, An Alternative to Traditional Bilingual Education* (Independence Institute, *Issues Backgrounders* 2000-4, July 26, 2000).

classes so that students learn academic vocabulary in the content-specific context making it meaningful and relevant.

As a team, teachers will set writing goals for ELL students which are monitored and assessed frequently. Assessments evaluated as a measure of meeting these goals will primarily be informal assessments (such as writing samples from a journal or class assignment rather than a unit exam). Work from both non-native English speakers and native English speakers will be samples for instructional assessment. Team meetings will focus on a specific assessment which has previously been agreed upon and implemented by all teachers.

Exit Criteria

The proficiency of an identified ELL student receiving pull out services will be measured at least twice a year to determine whether continued special services are warranted. All pull-out and special services will continue until a student attains fluency in English language proficiency as measured by the *ACCESS for ELLs*. In addition, we will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student continues to struggle in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No students will be exited from the ELL program unless they can read, write, and comprehend English well enough to participate fully in Oak Park Prep's academic program.

Accountability and Evaluation of the ELL Program

In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation will occur. To determine the need for programmatic modifications, Oak Park Prep will evaluate the progressive growth of its ELL students on standardized assessments and non-standardized assessments in comparison to that of non-ELL students. Oak Park Prep will also track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. Oak Park Prep will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

English Language Learners and English Language Development (ELD)

Oak Park Prep fully appreciates and remains incredibly sensitive to the challenges that English Language Learners face and will do everything we can to support their needs. We will combine the support structures already in place within the traditional classroom with strategies and lessons in which English Learners are incredibly engaged. We will specifically teach ELD standards and requirements within Literacy Blocks 1 and 2 in our daily schedule. ELD will be taught in small groups based on student need.

In addition to SDAIE strategies mentioned, students will receive specific ELD instruction. This instruction will include all of the standards, as outlined by the California Department of Education (<http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>). These standards

outline specific strategies that teachers should utilize and explicitly state what students need to know to be able to master English Language Arts. The CDE states: “Teachers are to monitor the students’ acquisition of English and provide correction so that students working at the advanced ELD level and students in all other grades working at the early advanced level will have internalized English-language skills to such a degree that the teacher will often observe the students correcting their own grammar, usage, and word choices in speaking, reading, and writing.” We absolutely commit to this level of instruction for a minimum of 30 minutes per day with students. This instruction will occur during Literacy Blocks 1 and 2 in our daily schedule and also during the Small Group Support component of the day.

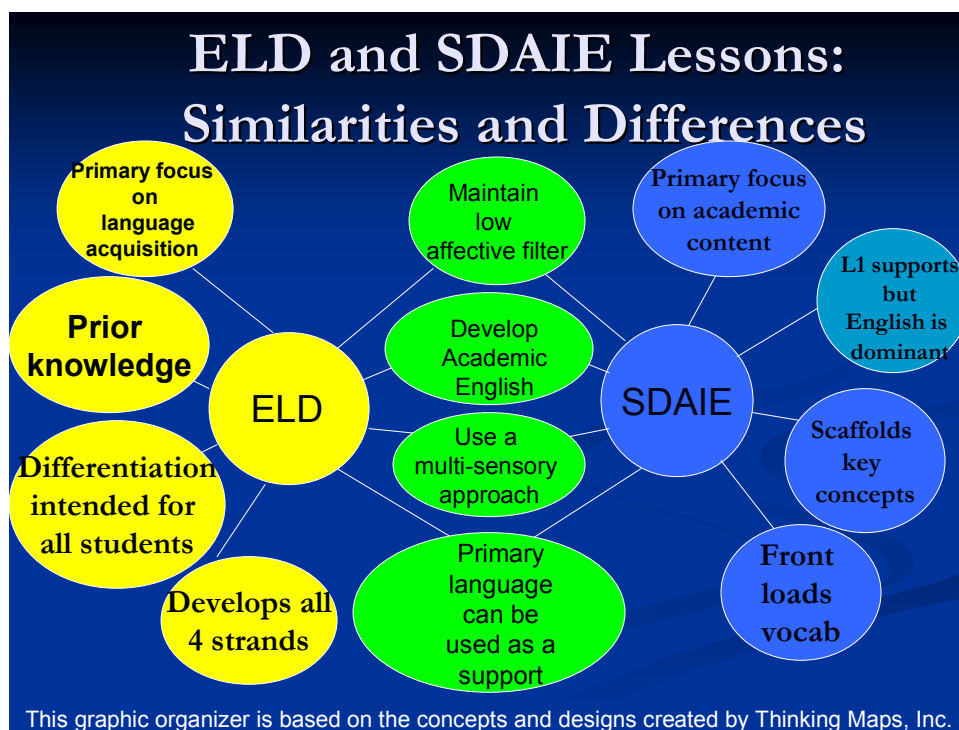
There are at least four general contexts in which language intervention can be provided: individual, small group, classroom and caregiver training. Four language-teaching strategies have been demonstrated to improve children’s language abilities. These are: prelinguistic milieu teaching, to help children make the transition from pre-intentional to intentional communication; milieu teaching, which consists of specific techniques embedded within a child’s ongoing activities and interactions; responsive interaction, which involves teaching caregivers to be highly responsive to the child’s communication attempts; and direct teaching, characterized by prompting, reinforcing and giving immediate feedback on grammar or vocabulary within highly structured sessions. In all cases, it is important to set the stage for language learning by creating opportunities for communication, following the child’s lead, and building and establishing social routines.

In addition to SDAIE strategies listed in above sections, lessons for ELD will also occur in line with the context provided above:

- An emphasis on developing Academic English vocabulary and language structures
- Accessing prior knowledge
- Incorporating and valuing the home culture
- Providing many opportunities for students to practice all four ELD strands

These methods may include: word walls, index flash cards, choral reading and response, sentence scrambles, vocabulary matching tea parties, mapping, visuals, the use of questioning strategies based on student production levels, labeling text and pictures, modeling correct language, allowing processing time, and having picture talks.

We will also consider the specific differences between SDAIE and ELD instruction and in student characteristics as outlined by Johns Hopkins University (below):



As mentioned, there are several development stages in learning a language, which includes speaking, reading, listening, and writing. Each of these will be utilized within a lesson to ensure that students meet content standards.

English Learners will be re-classified as Fluent English Learners when they: 1) demonstrate fluency on the CELDT, 2) reach a proficiency score on the ELA portion of the CST, 3) demonstrate authentic fluency in class through the four areas listed above and 4) are identified by their regular teachers as fluent. Much of this evidence will be found in student work and through encouraging active participation in class. Students who are re-classified will continue to be monitored using the same criteria to ensure that no additional support is necessary. This monitoring will be done by a qualified teacher in conjunction with the school leader.

*Details on the Instructional Methods to Be Used to Deliver Services to English Language Learners*⁵⁶

Oak Park Prep will be methodical in identifying students' abilities in all language areas (reading, writing, listening and speaking) in order to track their progress and ensure they are improving in

⁵⁶ Program as influenced by: Calderon, M. (2007). *Teaching reading to English language learners, grades 6-12*. Thousand Oaks, CA: Corwin Press. Capellini, M. (2005). *Balancing reading and language learning*. Portland, Maine: Stenhouse.; Chen, L. & Mora-Flores, E. (2006). *Balanced literacy for English language learners, K-2*. Portsmouth, NH: Heinemann.; Fillmore, L. & Snow, C. (2000). *What teachers need to know about language*. Washington, D.C.: US Department of Education. Gersten, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practical guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute for Sciences, and the US Department of Education.; Gibbons, P. (1993) *Learning to learn in a second language*. Portsmouth, NH: Heinemann.; Goldenberh, C. (Summer 2008). Teaching English language learners: What the research does – and does not – say. *American Educator* 32, no. 2.; Gottlieb, M. (2006). *Assessing English language learners*. Thousand Oaks, CA: Corwin Press.

their skills. Once we establish a baseline of each student's ability, we will adapt instruction in each of the four strands to provide the support where it is needed. We will develop rubrics based on performance expectations that are standards-aligned and conduct schoolwide assessments in each language strand throughout the year. In all classrooms, teachers will modify instruction by creating an inquiry-based environment. Students will be able to conduct experiments and show mastery by categorizing, matching, and recording observations that they may not be able to do through text. This will build their proficiency in language at a developmentally appropriate pace. Additionally, teachers need to be aware of the language levels of their ELL students and include language development activities within their content areas. By pushing-into content area classes, floating teachers will also be able to provide valuable support with academic language and difficult concepts.

We will use the Tiered Thinking Across Stages of Second Language Acquisition Approach, which uses Bloom's Taxonomy to categorize what ELL students should be able to do at each level of language development: Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency. For example, if a teacher is teaching about photosynthesis and plant life, that teacher might use the following strategy with a student who is in Early Production: contrasting the features of two types of plants using phrases like "The ____ has _____. The ____ does NOT have _____." With a student who is at the Speech Emergence level, however, the teacher might use comparative language such as "This leaf is bigger than _____. This is the tallest _____." The Speech Emergence student will be more able to comprehend the comparative statements whereas the Early Production student needs contrasting statements. This approach allows ELL students to access the core curriculum.

Additionally, we will use the following research-based techniques:

- Supporting literacy and language skills in the first language provides a base for successful literacy development in the second language (Snow, Burns, & Griffin, 1998).
- Teachers of Spanish-speaking students who are learning English found that common visual language is effective in enabling students to transfer their patterns of thinking from Spanish into English. (Hyerle 1996).
- Modifying the language of test questions (for example, to avoid jargon or unnecessarily complex sentence construction) can increase ELL performance by up to 20 percent (Abedi & Dietel, 2004).
- Culturally congruent teaching methods and curriculum contribute to improved learning and outcomes, especially for bilingual and American Indian students (Reyhner, 1992; Stokes, 1997; Tannenbaum, 1996).

Implementation of those techniques would include:

1. Develop reading skills. Give language learners many opportunities to read and write in meaningful contexts, in their first and second languages. Draw on effective strategies for increasing literacy skills. Integrate technology to support writing instruction and motivate students to use written language to communicate. Encourage students to develop literacy skills in their native language, then transfer these skills to learning English.

2. Work from strengths. Build on what students already know. Draw on their background experiences and encourage connections between academic concepts and students' own lives. Help students see the value of being able to communicate in multiple languages.
3. Connect with students' families and culture. Use culturally congruent teaching methods. Incorporate culture and native language, introduce multicultural literature, and draw on the expertise of community members. Give ELL students opportunities to teach others about their first language and home culture.
4. Use engaging instruction. Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners. Give students opportunities to talk about shared learning experiences. Hands-on, experiential learning experiences will develop understanding. Help ELL students connect words with meaning by using nonverbal clues and nonlinguistic representation of ideas, including multimedia, manipulatives, simulations, and modeling.
5. Vary assessment strategies. Use wide-ranging assessments, including observations, portfolios, and performance assessments.

Some additional instructional strategies that we will use include:

| | |
|--|---|
| <p>Checking students' comprehension of the content:</p> <ul style="list-style-type: none"> ○ Use sentence strips ○ Set up dialogue journals between teacher and student ○ Plan activities using role play and drama ○ Use student reading log ○ Use Cloze exercises ○ Write summaries ○ Encourage students to write headlines ○ Write character diaries ○ Have students present information with illustrations, comic strips, or other visual representations ○ Allow students to provide answers and explain processes instead of you telling them | <p>Helping ESL students adjust to the classroom:</p> <ul style="list-style-type: none"> ○ State / display language, content and metacognitive objectives ○ List instructions / process steps and review orally ○ Present information in varied ways (oral, written, demonstrations, with tangible objects) ○ Frequently summarize key points ○ Repeat and paraphrase important terms ○ Provide Word Wall with vocabulary for unit/ chapter ○ Have students maintain notebook ○ Have student maintain learning log for metacognitive strategies ○ Allow sufficient response time |
| <p>Adjusting teaching style:</p> <ul style="list-style-type: none"> ○ Develop a student centered approach ○ Speak a little more slowly (not louder), use shorter sentences, and avoid idioms ○ Increase the percentage of | <p>Motivating students and providing background knowledge:</p> <ul style="list-style-type: none"> ○ Use Semantic Webbing and graphic organizers ○ Use Anticipation Reaction Guides ○ Have students brainstorm, then record responses on overhead |

| | |
|---|---|
| <p>inferential and higher order thinking questions</p> <ul style="list-style-type: none"> ○ Provide correction for language errors by modeling, not overt correction ○ Use cooperative learning ○ Incorporate peer tutoring ○ Use the Writing Process ○ Explicitly connect learning to students' knowledge and experience ○ Take time to preview and explain new concepts and vocabulary before starting instruction ○ Use questionnaires / interviews | <p>before starting lessons</p> <ul style="list-style-type: none"> ○ Use realia, maps, photos, and manipulatives ○ Do activities where students can interact and move around ○ Have students do hands-on activities ○ Do demonstrations ○ Use CDs, cassettes and videotapes with books ○ Use a variety of groupings so that ESL students can interact with different classmates ○ Provide students with outlines of lessons and questions that will be asked beforehand so they have an opportunity to process information and participate more readily ○ Use the overhead projector every day to model highlighting text, identifying main ideas or new vocabulary or to show pictures. |
|---|---|

Finally, Oak Park Prep will comply with all provisions outlined in Title III – Language Instruction for Limited English Proficient and Immigration Students. This includes a letter for parent notification (notifying of English proficiency status and program placement) and reporting requirements.

Students with Disabilities

Oak Park Prep will provide students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE). We will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Likewise, we will fully comply with additional regulations and policies of California. Oak Park Prep will operate as a Local Education Agency (LEA) and will not contract with the California Public School System for special needs services. Oak Park Prep will submit an annual report to the SCUSD and the California detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting.

Special Education Program Structure (including instruction and support of students with special needs)

Our special education program will be spearheaded by the certified Director of Special Education for St. HOPE Public Schools who will be directly responsible for ensuring that Oak Park Prep is in compliance with all applicable special education laws and requirements.

Experienced and certified special education teachers will be employed to ensure that the unique needs and learning styles of all students are being met. Whenever possible, we will educate all students within the regular education classroom, unless the nature of the disability requires a student's removal. In exceptional circumstances, when it is critical to a student's academic progress, the school may utilize pull-out services to aid the student's academic success. Education Specialists will coordinate the direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the SPED Director, SPED teachers and/or the Principal on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans ("IEPs"). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services will be provided (either by Oak Park Prep certified staff or specially contracted expert professionals) for those with special needs. Our special education staffing structure through full enrollment is outlined below.

| Operational Year | Anticipated SPED Population | Projected Staffing Needs |
|-------------------------|------------------------------------|---------------------------------|
| 2012-2013 | 5 students | 0.5 SPED Teacher |
| 2013-2014 | 10 students | 1 SPED Teacher |

Given the challenges that other charter schools have faced, we have identified specific resources in the community for technical assistance in the implementation of systems and training for all teaching faculty, particularly in regards to the successful implementation of accommodations and modifications in a strong inclusion model with pull-outs as needed. These resources include: (1) Special Education Cooperative; and (2) End to End Solutions for Special Education in California. Such organizations will allow Oak Park Prep access to additional special education service providers such as speech and language therapists, occupational therapists, and counselors as needed.

Identifying Students with Special Needs

When students are admitted to the school, we will follow up with the previous schools to determine whether the students have IEPs and ensure these records are transferred to Oak Park Prep prior to the beginning of the school year. Parents and teachers of students with special needs will attend a meeting led by our Director of Special Education to determine appropriate services to be delivered at Oak Park Prep. We will comply with all laws and provisions regarding students with IEPs. We will implement IEPs as written, and if a child's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the IEP team will convene for a review of the IEP.

Throughout the school year, Oak Park Prep's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher will review the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Principal and Director of Special Education will monitor student assessment data at regular intervals. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the

Director of Special Education, in consultation with the Principal, will develop a pre-referral strategy that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six (6) weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

Evaluating Students with Special Needs

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers, parents, guardians or special education faculty believe a disability may exist, the student will be referred, by the assigned team in writing, for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional faculty member of Oak Park Prep. Such referrals will (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice described in 34 CFR §300.504 will be given to the student's parents. The Special Education Coordinator and the Principal will convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. Oak Park Prep will then conduct such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parents, the Special Education Coordinator, the student's advisor, and other appropriate faculty. At that time, a decision will be made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP for that student will be developed. All IEPs will be evaluated and revised as needed at least annually. All assessments and evaluations will be repeated at least once every three years.

Section 504

Section 504 requires schools receiving federal funds to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. Oak Park Prep will adhere to all obligations under IDEA (Individuals with Disabilities Education Act) and Section 504. We will immediately evaluate and identify any students protected under Section 504. This includes any student determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities, 2) have a record of such impairment, or 3) be regarded as having such impairment.

The Director of Special Education will serve as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served.

Accommodation Strategies for Teaching Special Education

- Always ask questions in a clarifying manner, then have the students with learning disabilities describe his or her understanding of the questions.
- Use an overhead projector with an outline of the lesson or unit.
- Reduce course load for student with learning disabilities.
- Provide clear photocopies of your notes and overhead transparencies, if the student benefits from such strategies.
- Provide students with chapter outlines or study guides that cue them to key points in their readings.
- Provide a detailed course syllabus before class begins.
- Ask questions in a way that helps the student gain confidence.
- Keep oral instructions logical and concise. Reinforce them with a brief cue words.
- Repeat or re-word complicated directions.
- Frequently verbalize what is being written on the chalkboard.
- Eliminate classroom distractions such as, excessive noise, flickering lights, etc.
- Outline class presentations on the chalkboard or on an overhead transparency.
- Outline material to be covered during each class period unit. (At the end of class, summarize the important segments of each presentation.)
- Establish the clarity of understanding that the student has about class assignments.
- Give assignments both in written and oral form.
- Have practice exercises available for lessons, in case the student has problems.
- Have students with learning disabilities underline key words or directions on activity sheets (then review the sheets with them).
- Pace instruction carefully to ensure clarity.
- Present new and or technical vocabulary on the chalkboard or overhead.
- Provide and teach memory associations (mnemonic strategies).
- Support one modality of presentation by following it with instruction and then use another modality.
- Talk distinctly and at a rate that the student with a learning disability can be follow.
- Technical content should be presented in small incremental steps.
- Use plenty of examples, oral or otherwise, in order to make topics more applied.
- Use straight forward instructions with step-by-step unambiguous terms. (Preferably, presented one at a time).
- Write legibly, use large type; do not clutter the blackboard with non-current / non-relevant information.
- Use props to make narrative situations more vivid and clear.
- Assist the student, if necessary, in borrowing classmates' notes.
- Clearly label equipment, tools, and materials. Color code them for enhanced visual recognition.
- Consider alternate activities/exercises that can be utilized with less difficulty for the student, but has the same or similar learning objectives.
- Announce readings as well as assignments well in advance.

- Offer to read written material aloud, when necessary.
- Read aloud material that is written on the chalkboard and on the overhead transparencies.
- Review relevant material, preview the material to be presented, present the new material then summarize the material just presented.
- Suggest that the students use both visual and auditory senses when reading the text.
- Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text.
- Encourage students to practice using technical words in exchanges among peers.

Professional Development of Faculty

Professional training and development for faculty involved with the education of students with disabilities will include the following: the referral process to the Director of Special Education, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities. In addition, as part of our summer orientation for teachers, training will include specific focus on supporting our special education students, and ongoing weekly faculty development will allow for support of teachers providing accommodations and modifications in support of students' IEP goals.

Strategies for providing intensive academic support

The founders of Oak Park Prep are well aware of the hard work and dedication that achieving the level of academic achievement we expect will require. We believe that success is a direct result of hard work and effort, and that hard work and effort must be developed and supported through all components of the school's academic program and student supports. Simultaneously, we realize that a large percentage of students who enroll in our school will enter with skills that are substantially below grade level. Our focus on core mastery of skills in the seventh grade, a longer school day and year, and emphasis on structure and organizational skills is a direct response to this reality. Our academic programming in the seventh grade is designed to provide intensive remediation in core subjects and skills that many of our seventh grade students may lack. This school design serves as a long-term solution to an immediate problem. However, we are aware that even with our school design some students will require even more targeted intervention. Our program incorporates several additional academic supports for such students. All students are expected to achieve on a high level, and our responsibility is to give them the supports and maintain the requirements that they will need to succeed in school and in life. There will be no stigma to such support, but rather we will work to ensure that this is seen as part of the path to college. These supports include:

- Longer school day and school year
- Flexible Ability Grouping
- Literacy interventions and remediation
- Homework and Homework Center
- Tutorials
- Summer Academy
- Mentoring through community partnerships
- Universal breakfast and lunch

Longer School Day and School Year

As discussed in greater detail earlier in Element 1, we will have an extended school year and school day, which totals an additional 410 hours of instructional time per year when compared to the traditional school year of SCUSD. An extended school day and year are critical to strengthening academic weaknesses, accelerating student performance and providing the time necessary to successfully meet the school's mission with all students. This extended instructional time provides an opportunity for our intensive focus around literacy and mathematics and additional opportunities for providing students with academic support.

Flexible Ability Grouping

Using flexible grouping for reading and mathematics, as described in detail in Element One, we will ensure that students who are significantly below grade level and struggling academically are receiving the support and appropriate curricular adjustments necessary to ensure significant achievement gains can be realized. We chose flexible ability grouping for reading and mathematics because we believe that those areas are the cornerstone of academic achievement and once those skills are mastered, they will translate into other content areas resulting in increased academic achievement.

Literacy Interventions and Remediation

Students who are having extreme difficulty with literacy will participate in an intensive six week intervention program during the Small Group Support section of the daily schedule. We anticipate using the Literacy Links⁵⁷ or Corrective Reading⁵⁸ intervention programs. Literacy Links is a highly effective program that directly teaches sound-symbol relationships and gives both students and teachers the language and knowledge necessary for success in later reading. Corrective Reading provides intensive intervention for students who are reading one or more years below their chronological age. Both programs have extensive research bases that show their dramatic success rates in both urban and suburban contexts.

We will also use The Wilson Reading System⁵⁹ with our struggling readers. Wilson Reading System is a highly structured reading and writing program that helps struggling readers learn the structure of words and language by directly instructing students to decode and encode (spell) fluently. Originally developed for students who have dyslexia, the program is used by several successful charter schools and has been expanded to target the needs of students who are below grade level in reading. The Wilson Reading System provides a well organized, incremental, and cumulative 12-step system for decoding, encoding, advanced word analysis, vocabulary development, comprehension, and meta-cognition.

⁵⁷ See <http://www.mcgraw-hill.co.uk/kingscourt/literacy.htm> for details on Literacy Links curriculum.

⁵⁸ See <http://www.mcgraw-hill.co.uk/sra/correctivereading.htm> for details on Corrective Reading curriculum.

⁵⁹ www.wilsonlanguage.com.

ADDITIONAL COMPONENTS

Homework and Homework Center

Homework will be assigned nightly for every class. Homework at Oak Park Prep will not be used in the traditional sense. We believe that homework should be a mechanism for student success. It is *not* a means of introducing new material – that is the purpose of classroom instruction. Instead, it will be used to review materials and subject content covered in class that day or in a previous lesson. Homework will serve as a consistent barometer for student performance. Since homework will be a review of subject content already covered, it will allow teachers to know how each student is performing on each lesson and identify any interventions students may need. Nightly homework assignments will also help students become accustomed to the self-motivation and time-management skills needed to advance their education. If students do not complete their homework adequately and consistently, they will be in danger of failing their classes. These students will immediately be identified and required to attend Homework Center after school dismisses. Each morning, homework will be collected during Advisory. Assigned faculty members will be responsible for general review of homework to ensure that all assignments are complete. The names of students who did not complete homework or completed homework unsatisfactorily, e.g., crumpled paper, illegible handwriting, will be reported to the office and those students will be required to attend the Homework Center. This homework checking process will be completed by no later than 12:00 noon each day, and the Office Manager will contact the parents of those students required to attend Homework Center. Homework Center will provide a quiet and structured environment where students can complete their homework and receive assistance if needed.

Tutorials

All students will have access to additional tutoring. Teachers will provide tutoring during the enrichment period or in the mornings before the school day begins. If a student needs to access tutoring at lunch, the student will speak with his/her teacher to schedule additional tutoring sessions. Tutorials will be provided either in small group settings or through one-on-one support. Tutoring will be mandatory for any student scoring below 70% in a subject area. Students will be required to attend tutoring over a six week period or until the student demonstrates that he/she is now successfully mastering the class material. Mandatory tutoring will take place during the enrichment period four days per week. Tutoring programs will be individualized to meet student needs and will vary in duration and content covered.

Summer Academy

At the end of the year, students scoring below 70% in any one or two core academic class(es) will be required to attend our Summer Academy. During Summer Academy, students will review the subject area(s) in which they struggled. At the end of the Summer Academy, students will be re-tested on the comprehensive assessment(s) in the appropriate subject area(s). If a student scores below 70%, he/she will not be promoted to the next grade. Families who believe that their students requires additional support, regardless of their end of year academic performance, may self-select to attend Summer Academy for any course offered with the prior approval of the Principal. In the event permission is granted and a student self-selects to enroll

in Summer Academy, he/she will be held to the same academic and behavioral standards as students required to attend, except that he/she will not receive a formal grade or be required to take the comprehensive assessment. Our Summer Academy will be offered starting the summer after the first year of operation. Attendance is mandatory for students enrolled in Summer Academy, even students who self-select to enroll. Absences will be counted the same as absences during the regular school year.⁶⁰

Mentoring through Community Partnerships

We believe in the power of relationships. When students feel valued and cared for they tend to perform and behave better. Children seek to please and want to meet the expectations set for them. We will use our community partners to offer mentoring relationships to our students which will include academic as well as social support. We will work with our community partner mentors to provide opportunities for them to meet either one-on-one or in small groups with their Oak Park Prep mentee. It is our belief that these mentor relationships can have a powerful impact on improving the well-being of our students, thus resulting in increased student performance.

Universal Breakfast and Lunch

Studies have shown a relationship between hunger and behavior problems and obstacles to learning.⁶¹ Students perform better academically and are able to think critically and clearly when they are fed a nutritious breakfast and lunch. Therefore, we will provide breakfast, a mid-morning and afternoon snack, and a healthy lunch. Our goal is to eliminate as many factors as possible that interfere with our students learning.⁶²

⁶⁰ Both Saturday Academy and Summer Academy will be taught by Oak Park Prep teachers who are paid a stipend. The costs for both Saturday Academy and Summer Academy have been included in our budget.

⁶¹ See *New Harvard Research Shows School Breakfast Program May Improve Children's Behavior and Performance*, www.kidsource.com/kidsource/content4/breakfast.html.

⁶² Based on the demographics of our proposed student population, we anticipate that a large majority will qualify for the free and reduced lunch program and therefore reduce the costs of such meals. We will also apply for any available grants to help defray the costs of such meals/snacks. In any event, we have budgeted for our proposed meal/snack plan.

ELEMENT 2 - Measurable Student Outcomes

"The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program." Ed. Code § 47605 (b)(5)(B)

BENCHMARKS TO BE MET

Oak Park Prep will measure achievement levels through growth and absolute measures. The performance of students at Oak Park Prep will be compared to the performances of similar SCUSD schools based on demographics and free and reduced lunch percentages.

COMPARISON SCHOOLS

In order to determine the success of Oak Park Prep during the charter period, a group of comparison schools will be selected that approximately match Oak Park Prep in socio-economic make-up. We will identify the comparison schools and will inform the district as to which schools we have selected. In the current landscape in SCUSD, such comparison schools might be: Will C. Wood and Fern Bacon middle schools.

Comparisons will be made solely in regard to academic achievement. This achievement will be considered in two different comparison metrics. The comparison will look at the schools Oak Park Prep students would have otherwise attended.

PRIMARY GROWTH MEASURES

Oak Park Prep will regularly monitor its progress towards meeting these ambitious standards for student and school performance. Each of the following goals is measurable, feasible, and ambitious in what it plans to accomplish. As a college-preparatory school, all of the following goals are developed with the primary objective of developing students who are ready to achieve and excel in college-preparatory high schools. Meeting these goals is the critical component of closing the achievement gap for our students and helping them to access an excellent education.

- Academic Goals
- Organization Viability Goals
- Non-Academic Goals

The goals of Oak Park Prep Academy are as follows:

ACADEMIC GOALS

1. Students at Oak Park Prep Academy will meet or exceed state standards for mastery in English Language Arts.

- a. At least 60% of students that have been enrolled for at least two years at Oak Park Prep will be Proficient or Advanced on the English-Language Arts (ELA) portion of the California Standards Test (CST).
- b. Oak Park Prep will place in the top quartile of similar district schools on the ELA portion of the CST.
- c. Oak Park Prep will increase the number of students scoring Proficient or Advanced on the ELA CST by an average of 8% per year until reaching 70%.

2. Students at Oak Park Prep Academy will meet or exceed standards for mastery in Mathematics.

- a. At least 60% of students that have been enrolled for at least two years at Oak Park Prep will be Proficient or Advanced on the Mathematics portion of the CST and on the Algebra component of the CST.
- b. Oak Park Prep will place in the top quartile of similar district schools on the Mathematics portion of the CST.
- c. Oak Park Prep will increase the number of students scoring Proficient or Advanced on the Mathematics CST by an average of 8% per year until reaching 70%.

3. Students at Oak Park Prep Academy will meet or exceed standards for mastery in Science.

- a. At least 60% of students that have been enrolled for at least two years at Oak Park Prep will be Proficient or Advanced on the Science portion of the California Standards Test (CST), when tested in eighth grade.

- b. Oak Park Prep will place in the top quartile of similar district schools on the Science portion of the CST, when tested in the eighth grade.
- 4. Students at Oak Park Prep Academy will meet or exceed standards for mastery in Social Sciences.**
- a. At least 60% of students that have spent two years at Oak Park Prep will be Proficient or Advanced on the History-Social Science portion of the California Standards Test (CST) when tested.
 - b. Oak Park Prep will place in the top quartile of similar district schools on the History-Social Science portion of the CST, when tested.

ORGANIZATIONAL VIABILITY GOALS

- 1. Oak Park Prep will maintain organizational strength by demonstrating fiduciary and financial responsibility for public and private funds.**
 - a. Oak Park Prep will create an established annual budget.
 - b. Oak Park Prep will operate within its established budget.
 - c. Oak Park Prep will maintain accurate financial records and submit required financial documents in a timely manner 100% of the time.
 - d. Oak Park Prep will perform an annual audit indicating sound financial practices and future outlook.
 - e. Oak Park Prep will meet or exceed GAAP standards in all accounting and financial management.
- 2. Oak Park Prep will demonstrate full enrollment and strong student retention and attendance.**
 - a. Oak Park Prep Academy will maintain an average daily attendance greater than 95%.
 - b. Oak Park Prep Academy will retain at least 90% of its students each year.

NON-ACADEMIC GOALS

- 1. Parents and/or guardians of students at Oak Park Prep will be satisfied with the academic rigor, structure, and communication of the school.**
 - a. 80% or more of parents will demonstrate satisfaction on these metrics through an annual survey, with 80% or more of families responding.

Oak Park Prep will provide regular communication about the school and student performance through a school newsletter. This will keep students, families, and the community aware of school events, performance, and successes. The school will also communicate with families in regard to the school's performance on its Annual Yearly Progress (AYP) measurements, as well as all other metrics required by No Child Left Behind (NCLB) legislation.

ELEMENT 3 - Method by which Student Outcomes will be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(c)

Oak Park Prep understands the importance of data collection and analysis in measuring and improving student learning. We will use both external and internal standards-based assessments to measure student performance, analyze data closely, and convert results into specific measurable action plans that support strong academic achievement for every student. All core components, language arts, mathematics, science, and social science along with English language development are assessed in a comprehensive and dynamic system.

Assessment Method

Prior to the start of the school year, we will conduct a diagnostic assessment of each student using age- and grade-appropriate standardized assessment tools. For English Language Arts, we will use such early literacy assessments as the Developmental Reading Assessment (DRA), Fountas and Pinnell, and timed writing assessment. The results from such diagnostics will allow us to have a clear picture of current student mastery, and inform ongoing lesson plan development and individual student academic action plans. These diagnostics will also allow a benchmark against which all future academic growth can be measured.

For all grades we will administer the state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to the Education Code 60602.5. The California Standards Test (CST) in English Language Arts and Mathematics will be administered to students in grades seven and eight to measure annual progress in meeting AYP goals. In addition, we will use a nationally-normed assessment, the Stanford Achievement Test, Tenth Edition (Stanford 10) as an additional measure to provide annual, longitudinal, and comparative measures of our students’ learning growth. Using the Stanford 10 allows us the opportunity to measure academic gains as each student will take the Stanford 10 when entering the school. This testing system will allow us to conduct an individual and cohort analysis of longitudinal growth, a comparative measure with a national cohort, and to determine the average increase of percentiles per grade level cohort among Oak Park Prep students.

Internal Benchmark Assessments

To augment the data provided by these annual assessments, and under the school leadership, we will develop and implement internally created standards-based assessments to ensure that students are meeting or exceeding California standards and adjusting elements of the school program and student supports when they are not. The results of our interim assessment, administered every six weeks, will allow us to make the necessary adjustments as quickly as possible to ensure that our students are acquiring the skills outlined in the California Content Standards.

DATA ANALYSIS

We use intentional systems around data analysis to inform and improve teaching and student learning. In order to ensure students have met statewide performance content standards, the Principal will oversee the collection and analysis of state assessment data using programs such as a Student Information System, PowerSchool and/or, if chosen to be part of the California Charter School Association data project system Zoom, or approved data management systems. Our data analysis begins with interim assessments (IAs) developed prior to the school year by school leadership and teachers. IAs cover test content from the California content standards and Stanford 10 assessment. Teachers administer IAs four times a year and student performance results inform the modification of the scope and sequence and lessons plans as needed.

Interim assessments will be scored and analyzed using Data Director (or a similar software program). Teachers score the exams and input the data. Using the IAs, teachers are able to re-teach standards to prepare students for content mastery. School leadership collects and compiles the data. Analysis of individual students, flexible ability groupings—high, middle, and low—and individual classrooms is conducted using a comprehensive template. Teachers conduct reflection on the IA scores to facilitate assessment analysis and conduct action plans. Teachers then meet with the Principal during the weekly two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyze the data and create an action plan divided by class, homogenous reading groups and individual students based on the results. Professional development days are facilitated by the Principal to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning.

The Interim Assessment teacher analysis consist of three parts: (1) teacher reflection on student performance expectations, teaching priorities, student strengths and weaknesses; (2) detailed analysis of standards mastery through analysis of whole class mastery, small group, and individual mastery and analysis of errors and with instructional plan to address areas of concern; and (3) details for 6 week instructional plan for re-teaching.

In addition to interim assessments, our California adopted curricula such as enVision Math, History Alive, and Foss Science have embedded within them frequent assessments that will provide a clear picture of students' academic growth and academic needs. We will review these results by grade level cohort, individual class, and individual student, as well as by each test item as an ongoing part of our weekly staff meetings. This comprehensive approach to data analysis will allow: teachers to know which standards need to be effectively re-taught or reinforced; school leaders to know the most appropriate professional development supports needed for teachers as a whole and teachers as individuals; and most importantly, the entire staff to develop and execute a data-driven action plan to ensure that every child learns.

These action plans will identify:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual students with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor
- Students in need of intense remediation and/or tutoring
- Adjustments to existing small groups
- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development for the teachers

Action plans will be revisited frequently in weekly professional development meetings, grade-level and content-area team meetings to ensure that students are making adequate progress toward mastery.

DATA-DRIVEN INSTRUCTION AND STAFF DEVELOPMENT

As indicated, assessment data will be used to inform curricular decisions, teacher supports, and professional development needs. Assessment data also will be used to identify those standards that need to be re-taught, which require small group intervention, and which require individualized student supports. Finally assessment data will be used to evaluate the efficacy of our educational program over time. We are confident our approach is realistic and efficient because we have built in over 20 days of professional development as well as three hour weekly meetings to analyze data and inform our program.

| Assessment, Purpose, Grade Levels and Administration Timeline | | | |
|--|--|--------------|--|
| Assessment | Purpose | Grade | Administration Timeline |
| Core Academic Subjects | | | |
| Internally-Created Tests | Measure standards mastery | 7-8 | Daily and /or weekly |
| Interim Assessments (IA) | Measure standards mastery | 7-8 | Beginning of the year, end of the unit, each quarter, and/or the end of the year |
| Publisher-Designed Reading Assessment | Assess developmental range of decoding skills, reading strategies, vocabulary knowledge, comprehension and high-frequency word recognition | 7-8 | Beginning of the year, end of the unit, each quarter, and/or the end of the year |
| Direct Reading Assessment (DRA) | Assess reading level, decoding, and comprehension | 7-8 | Upon enrollment and twice year |
| Writing | Timed Writing Assignment with rubric scoring | 7-8 | Upon enrollment and every trimester |
| California Standards Test (CST) | State Criterion-Based Assessment | 7-8 | Once a year |
| Stanford 10 Reading Test | National Normed-Referenced | 7-8 | Upon enrollment and each year |
| English Language Development | | | |
| CELDT | Measure language acquisition | 7-8 | Every Year |
| Oral Language Development | Measure oral language development | 7-8 | Every six weeks and as often as needed |

STATE MANDATED ASSESSMENTS ASSURANCE

Oak Park Prep will administer the state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to the Education Code 60602.5. Please see Figure 3.1 for our school's assessment schedule.

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

COMMUNICATING DATA TO STUDENTS AND FAMILIES

Oak Park Prep will involve students and their parents in the analysis of student work, student progress, areas of strength, and plans to address areas that need growth. After each round of interim assessments, teachers will share results with students and parents in progress reports and conference meetings. Teachers will work with each student to set goals for the upcoming assessment and personalize an individual learning plan (ILP) to include small group instruction and tutoring as needed.

Teachers also will use interim assessment results to create and maintain records on each student that demonstrates progress toward mastery for each content standard. The standards-based assessments will be shared with students and families after each grading period and reviewed with parents at each report card conference. All assessment work, Interim Assessment results, weekly chapter and unit tests, and trimester exams will be sent home for parents to review and sign.

State testing results will also be sent to families and Oak Park Prep will host an annual parent meeting each summer to share the school's progress toward school-wide goals and also explain individual score reports to students and their families. In addition, Oak Park Prep annually will prepare the School Accountability Report Card (SARC) to provide the public with important information about our school's progress toward achieving its goals.

GRADING POLICY

Grading Policy is based on demonstration of mastery of the California Content Standards. Grades will include student performance on in-class work, homework, assessments, and other components as applicable to each content area.

| Table 3.1: Grading Policy | | | |
|---------------------------|------------|--------------|--|
| Letter Grade | Percentage | Rubric Score | Definition |
| A+ | 98-100% | 4 | A student earning an A or 4 in a course is consistently demonstrating advanced levels of mastery with the content standards. |
| A | 93-97% | | |
| A- | 90-92% | | |
| B+ | 88-89% | 3 | A student earning a B or 3 in a course is consistently demonstrating proficiency with the content standards. |
| B | 83-87% | | |
| B- | 80-82% | | |
| C+ | 78-79% | 2 | A student earning a C or a 2 in a course is consistently demonstrating basic competency with the content standards. |
| C | 73-77% | | |
| C- | 70-72% | | |
| NI | Below 70% | 0 or 1 | A student earning less than 70% in a course needs to demonstrate improvement and has not demonstrated a basic level of mastery with the content standards. Mastery of the standards needs to occur before credit will be earned. |

There will be school-wide standards for grading. Teachers will be trained on the school's policy and will work with the Principal to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of State Content Standards.

Grade Level Promotion

In order to be promoted to the next grade, a student must have the following:

- Passing grade (70%) in at least three of the four core classes.
- A proficiency or higher rating (70% or more) on the End-of-Year Exam, a comprehensive exam assessing all standards and material covered during the course of the year.
- A minimum 90% attendance rate for the year.

If one or more of these criterion is not met, the student will not be eligible for promotion. The student may elect to participate in the Summer Academy. Students who only pass one core class will not be eligible for the Summer Academy. Students with extended or chronic health problems will have an attendance policy developed that it is aligned and appropriate with their medical condition.

STATEWIDE ASSESSMENT

Oak Park Prep will administer tests required by the state of California through the Standardized Testing and Reporting (STAR) program each year and for every applicable subject as required by the state in Education Code 60602.5, 60605 and 60640. Oak Park Prep will appoint a specific testing coordinator during the course of each academic year to manage the state testing process.

The current tests Oak Park Prep will administer include:

- California Standards Test (CST)
- California English Language Development Test (CELDT)
- California Alternative Performance Assessment (CAPA) and/or California Modified Assessment (CMA)
- Standards-Based Tests in Spanish (STS)
- Physical Fitness Testing (PFT)

For more detail, please see **Figure 3.1**.

Figure 3.1: Tests Required as Part of California State Testing Program

| PROGRAM COMPONENT | TYPE OF ASSESSMENT | PURPOSE | GRADES TESTED |
|--|---|--|--|
| CALIFORNIA STANDARDS TESTS (CST) | STANDARDS-BASED MULTIPLE-CHOICE GRADES 2 - 8 | MEASURE PROFICIENCY WITH STATE CONTENT STANDARDS IN ENGLISH-LANGUAGE ARTS | 2 TO 8 |
| | | MEASURE PROFICIENCY WITH STATE CONTENT STANDARDS IN MATHEMATICS | 2 TO 8 |
| | | MEASURE PROFICIENCY WITH STATE CONTENT STANDARDS IN SCIENCE | 5 AND 8 |
| | | MEASURE PROFICIENCY WITH STATE CONTENT STANDARDS IN HISTORY/SOCIAL SCIENCE | 8 |
| CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT) | STANDARDS-BASED MULTIPLE-CHOICE PERFORMANCE ASSESSMENT | MEASURE PROFICIENCY OF ENGLISH LANGUAGE LEARNERS AND RECLASSIFY STUDENTS AS APPROPRIATE | ALL—BASED ON STUDENT'S PREVIOUS ELD LEVEL AND REPEATED ANNUALLY UNTIL STUDENT IS RECLASSIFIED |
| CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT (CAPA) AND/OR | STANDARDS-BASED PERFORMANCE ASSESSMENT | MEASURE ACHIEVEMENT IN ELA, MATH, SCIENCE | VARIES BY CAPA LEVEL |
| CALIFORNIA | STANDARDS- | MEASURE | AVAILABLE AS |

| | | | |
|---|--|---|--------------------------------|
| MODIFIED ASSESSMENT (CMA) | BASED MULTIPLE-CHOICE | ACHIEVEMENT IN ELA (GRADES 3-11), MATH (3-7), ALGEBRA I, GEOMETRY, AND SCIENCE (5-8) / LIFE SCIENCE (10) | NOTED TO THE LEFT |
| PHYSICAL FITNESS TESTING (PFT) | CRITERION-REFERENCED PERFORMANCE ASSESSMENT | MEASURE PHYSICAL FITNESS BASED ON SEVEN KEY ELEMENTS | 5 AND 7 |
| STANDARDS-BASED TESTS IN SPANISH (STS) | STANDARDS-BASED MULTIPLE-CHOICE | READING LANGUAGE ARTS AND MATHEMATICS | VARIES; GRADES 2-11 |

The assessment that is most heavily weighted in terms of school performance is the California Standards Test (CST). This test will provide Oak Park Prep with the proficiency standings of our students and inform our progress towards the Accountability Goals of **Element Two**. The results of all assessments will inform our instructional practices for the following year.

TEST RESULTS

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

ACCOUNTABILITY PROGRESS REPORTING

Oak Park Prep will also follow the State and District measurements of success using the Accountability Progress Reporting (APR) system. These measurements are outlined as follows:

- Academic Performance Index (API) Score
- API State Ranking
- Adequate Yearly Progress (AYP)

The additional State Measures are outlined in **Figure 3.2**.

Figure 3.2: Additional State Measures

| STATE MEASURE | DESCRIPTION |
|--|---|
| ACADEMIC PROGRESS INDEX (API) SCORE | API IS A STATE ACCOUNTABILITY MEASURE REQUIRED UNDER THE PUBLIC SCHOOLS ACCOUNTABILITY ACT. API IS REPORTED AS A SINGLE NUMBER BETWEEN 200 AND 1000 THAT INDICATES HOW WELL A SCHOOL PERFORMED ACADEMICALLY IN THE PREVIOUS YEAR. |
| API STATE RANKING | API IS ALSO REPORTED AS A DECILE RANK SCORE BETWEEN 1 AND 10. THIS SCORE IS REPORTED AS TWO NUMBERS—AN OVERALL STATEWIDE RANK AND A RANK AGAINST SIMILAR SCHOOLS. |
| ADEQUATE YEARLY PROGRESS (AYP) | AYP IS A REQUIREMENT UNDER THE FEDERAL NO CHILD LEFT BEHIND (NCLB) LEGISLATION. UNDER NCLB CRITERIA, SCHOOLS MUST MEET OR EXCEED ANNUAL CRITERIA FOR IMPROVEMENT. AYP TARGETS INCLUDE PARTICULAR EMPHASIS ON THE PERFORMANCE OF SUBGROUPS OF STUDENTS, BASED ON CRITERIA SUCH AS RACE/ETHNICITY, ELL LEVEL, SOCIOECONOMIC DISADVANTAGE, AND SPECIAL NEEDS. |

ELEMENT 4 – Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed Code §47605 (b)(5)(D)

CHARTER STATUS

Oak Park Prep seeks to be an independent charter and will incorporate as a non-profit as part of St. HOPE Public Schools.

LEGAL ASSURANCES

Oak Park Prep will comply with the Brown Act and Government Code 1090. Members of St. HOPE’s executive board, any administrators, managers or employees, and any other committees of the school shall comply with federal and state laws, nonprofit integrity standards and the authorizer’s charter school policies and regulations regarding ethics and conflicts of interest.

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

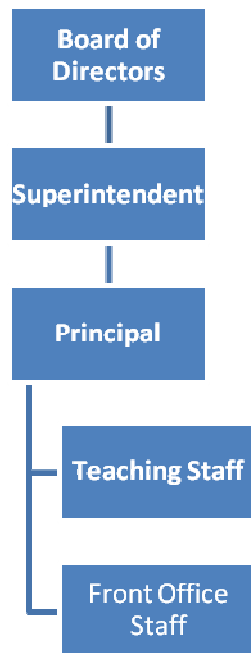
ORGANIZATION STRUCTURE

The organizational structure of the school will develop and grow as the school reaches its enrollment capacity. While the Board’s organization and role will remain the same, the Principal will have some responsibilities delegated to the administrative team and more teachers and support staff will be added to support enrollment demands and student needs.

The organizational model represents fiscal conservatism and allocation of resources towards the school’s mission. It will provide the founding staff with the opportunity to build a strong structure on which to fulfill the mission of the school. Growth or retraction in funding will adjust the organizational structure of the school as needed, and will be approved by the governing Board.

Figure 4.1 outline the proposed organization structure of Oak Park Prep in Years 1 through 4. With each progressing level of organization, the school has adjusted staff responsibilities in order to stay true to the mission, maintain a strong school culture, and target individual student performance.

Figure 4.1: Staffing Structure



Y1 will have 1 Principal, 4 FTE teachers (5 FTE teachers in Y2), and 1 Office Manager. This staff will accommodate 50 and 100 students. That is a student-teacher ratio of approximately 12:1 in Year One and 20:1 in Years Two and moving forward. It is a student-staff ratio of approximately 8:1 in Year One and 14:1 in Year Two and moving forward.

PRIMARY RESPONSIBILITIES OF BOARD OF DIRECTORS

Oak Park Prep will be governed by the St. HOPE Public Schools Board of Directors that will maintain active and effective governance of the school. The Board is responsible for ensuring that the school fulfills its mission, remains true to the terms of the charter, and is a fiscally viable and responsible organization. The Board of Directors governs the school in its pursuit of the school’s mission, and delegates all managerial decisions to the Principal. The Principal is responsible for the daily operations, annual, and long-term planning of the school, and execution of all aspects of the school’s educational program. The Superintendent hires, sets compensation for, supports and evaluates the Principal; the Principal hires and evaluates all school staff.

SELECTION OF NEW BOARD MEMBERS

A stable, strong, committed, and mission aligned Board of Directors is critical to the success of the school. Therefore, all potential and new Board members will undergo a careful and deliberate vetting process and will require the vote of the current board membership in accordance with the organization and school’s bylaws. Requirements of new members to the Board of Directors must have:

- Deep and unwavering commitment to the mission of St. HOPE Public Schools
- Belief that the school will be able to achieve its mission and should take all reasonable steps necessary in order to do so
- Regular attendance at all board meetings
- Expertise in one of the ideal areas listed above, or in another area that proves to be valuable to the governance of the school, including law, finance, public relations, marketing, school leadership, policy, politics, fundraising, development, governance, consulting, and human resources
- Experience with and interest in working with a committed, driven, diverse group of people
- Willingness to leverage personal and profession networks on behalf of the school
- Availability and willingness to participate in the governance of SHPS

New members will be elected to the St. HOPE Public Schools Board of Directors when a previous member's term expires at an annual meeting occurring during the last quarter of the fiscal year. If vacancies occur mid-year or the Board wishes to grow in size between annual meetings, new members may be added at any Board meeting held for this purpose.

PARENT, TEACHER, AND STUDENT INVOLVEMENT

The input of all school stakeholders will be valued by the Board as well as the school. As such, stakeholders will be given the opportunity to address issues on the agenda at regular Board meetings and to participate at the committee level as appropriate. Further commentary on issues regarding the school can be given to the school's Principal as needed.

Oak Park Prep remains committed to parent involvement at the school level. We will establish a Parent Site Council, which will meet on a regular basis (either monthly or quarterly, to be determined by the council). This group will meet with the Principal to discuss issues involving school academics, culture, and community. This will be an important voice at the school and one that will help to ensure a comprehensive understanding of how the school is performing.

As students mature into the eighth grade of the school, we will invite a student representative to speak annually to the board.

CONFLICT OF INTEREST POLICY

Oak Park Prep will adopt the SHPS Board's Conflict of Interest policy that strictly complies with Government Code section 1090 – 1090.1. The Conflict of Interest Policy can be found in the Appendix.

GRIEVANCE POLICY

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

Oak Park Prep 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.

Oak Park Prep 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.

SCUSD CHARTER POLICY

Oak Park Prep will comply with the District policy related to charter schools, as it may be changed from time to time.

RESPONDING TO INQUIRIES

Any general inquiries of the school can be directed to the school's Principal. Inquiries directed specifically to the Board will be handled by the communications representative of the Board or the Board Chair, should those individuals be different parties.

NOTIFICATIONS

Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Oak Park Prep.

AUDIT AND INSPECTION OF RECORDS

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement
- Internal controls, both financial and operational in nature
- Accuracy, recording and/or reporting of school financial information
- School's debt structure
- Governance policies, procedures and history
- Recording and reporting of attendance data
- School's enrollment process
- Compliance with safety plans and procedures
- Compliance with applicable grant requirements

Oak Park Prep will cooperate fully with such audits and make available any and all records necessary for the performance of the audit upon 30 days notice to school. When 30 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 related to Oak Park Prep's operations is received by the District, Oak Park Prep will be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

PROCESS FOR AMENDING THE CHARTER

Oak Park Prep will comply with current SCUSD policy for amendments to the charter petition.

ELEMENT 5 - Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)

EQUAL OPPORTUNITY EMPLOYER

Oak Park Prep will not discriminate against any potential or current employee based on the basis of ethnicity, national origin, gender, sexual orientation, religion, race, disability, or any other protected classification, in accordance with applicable law.

NO CHILD LEFT BEHIND

Oak Park Prep consists of committed professionals who provide all children an excellent educational program. All staff members will be committed to the mission and vision of Oak Park Prep and will work diligently to assure they are accomplished. All staff members will be actively involved in the planning, performance, administration, and evaluation of the instructional program and the operation of the school. For more detail, please see the Appendix for all employee job descriptions.

Leadership Qualifications

Management at Oak Park Prep should possess leadership abilities, a comprehensive educational vision that is consistent with the mission of the school, skill in hiring and supervising excellent teachers, a familiarity with charter schools and the target population, technological facility, and management experience.

The minimum criteria for administration candidates include:

- Bachelor’s degree (M.A. or Doctorate preferred)
- Minimum of three years in a position of educational leadership
- Positive references and good reputation
- Administrative credentials preferred

Teacher Qualifications

Pursuant to Education Code section 47605 (l) all teachers at Oak Park Prep will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted only in accordance with Education Code Section 47605(l) for teachers in non-core courses.

A teacher of core academic subjects must have:

- Bachelor's degree
- CA teaching credential or have an Preliminary Certificate/Credential for no more than three years while actively working toward completion of CA credential, highly qualified according to NCLB, and demonstrated expertise
- Demonstrated classroom and subject matter competence
- Background Clearance from FBI/DOJ
- TB clearance

CREDENTIALS

The Oak Park Prep staff will ideally have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the Sacramento community and the student body as possible. It is equally important that staff members are committed to the mission of the school and will contribute positively. General qualifications will include:

- Ability to work with others in a team
- Flexibility
- Experience with technology
- Strong written and verbal communication skills
- Administrative skills
- Interest in seeking out productive collegial interaction and professional growth
- Exemplification and embodiment of the school's core values of integrity, perseverance, dignity, pride, respect and compassion
- Ability to successfully work with target population

Hiring Protocol:

- The Superintendent will hire the Principal.
- All other staffing decisions will be made by Principal for the teaching positions.

STAFF SELECTION

To ensure selection of the highest quality staff, we will implement the following staff selection process:

- Posting of job openings (online, newspaper, through referrals, and email)
- Use of teacher recruitment programs and career fairs
- Request of a resume, cover letter, and short essay responses
- Short introductory interview (in-person or by phone)
- Sample teaching lesson followed by debrief with Principal
- Extensive interview with multiple members of the school's existing staff

- Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
- The Principal will make the offer of employment to the strongest candidates

JOB DESCRIPTIONS FOR KEY PERSONNEL

The following job descriptions outline the key positions at the school, including their qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.

Principal
Teachers
Office Manager

Principal

The Principal's responsibilities include management of all areas of the school from academic achievement to personnel management and financial oversight.

Leadership Skills and Characteristics

- Embody, advocate and operationalize the mission, vision and strategic direction of Oak Park Prep
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and leadership team
- Demonstrate a strong passion for education by developing mission driven programs and policies
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
- Achieve dramatic and consistent improvement in student academic performance
- Knowledge of budgetary planning and accounting principles
- Proven understanding of statistical data and analysis
- Proven effectiveness in community relationships and acquiring sponsorship from private sectors
- Knowledge of educational and regulatory compliance at all governmental levels
- Support the professional development and growth of faculty and administrative staff
- Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders
- Comply with the charter, accountability requirements, and all relevant law

In addition to the leadership responsibilities, the Principal will have key administrative duties.

Administrative Duties

- Provide day-to-day leadership of the school
- Recruit, hire, evaluate, and terminate all staff members
- Recruit and enroll students, including public lottery
- Administer, teach and lead professional development when appropriate

- Use data driven analysis to evaluate teacher performance and student academic achievement
- Provide all necessary resources, training, and materials for the staff to effectively raise student academic achievement
- Recommend staffing levels and budgetary priorities to the SHPS Board of Directors
- Document and disseminate the school's academic and operational processes
- Develop and implement fundraising initiatives that contribute to student and staff development and meet school's financial commitments
- Mediate and manage school-related conflicts
- Handle employment and dismissal of personnel, salaries and contracts, job assignments and performance evaluation, and orientation and training.
- Establish budgets and plans to ensure that school meets its financial commitments to its students, staff, and community
- Lead and resource the application process for governmental funding, including grants
- Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices
- Work to ensure the school's commitment to diversity and visibility within the urban community
- Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize student achievement
- Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.
- Perform and execute any other tasks as assigned by the Board of Directors or Superintendent

Qualifications and Experience

- Strong commitment to the mission and vision of the school
- Experience in education, strategic planning, staff development, board relations, financial management, and operations
- Motivational and energetic leader who is committed to excellence
- Solutions-oriented strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked and measurable success
- Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations
- Experienced public speaker
- Well-developed technical and persuasive writer
- Masters level degree preferred

Teachers

The Oak Park Prep teachers are relentless in their aim to see student growth and work to hone their skills as effective teachers in the classroom.

Leadership Skills and Characteristics

- Embody and advocate the mission, vision, and strategic direction of the school
- Work closely with the Principal to develop and implement strategies for all students to reach success
- Reinforce school-wide rules and expectations in the classroom and lesson plans
- Communicate effectively and maintain strong relationships with students, families and colleagues
- Assist in the design and implementation of research-based curriculum
- Maintain the school culture of high academic and behavioral expectations through continuous reflection
- Use the detailed data analysis of student performance to inform best practices
- Complete tasks as assigned by the Principal
- Be able to work cooperatively with colleagues
- Knowledge of how to integrate and plan CA Standards-Based lessons and curriculum

Administrative Duties:

- Assist in student arrival and departure, transitions between class periods, and lunch periods
- Complete lesson plans and submit to Principal in a timely manner
- Providing supervision before- and after-school and at lunch and/or recess as assigned in order to maintain student safety
- Planning and delivering thorough, challenging, standards-based lesson that ensure all students master required content
- Assessing students daily through informal measures and at least one formal test or quiz each week
- Creating comprehensive chapter and/or unit tests, as well as cumulative final exams
- Reinforcing school-wide rules and expectations in classrooms and elsewhere on campus
- Reflecting continually in order to ensure a culture of high academic and behavioral standards
- Communicating effectively with students, parents, and colleagues
- Using detailed data analysis of student performance to inform best practices
- Identifying students who are academically at risk and initiating effective intervention strategies
- Complete any other tasks given by the Principal

Qualifications and Experience

- California Teaching Credential
- Successful manager of an urban classroom who has used structure and high expectations to drive student success
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains

- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members
- Analytical problem solver
- Basic understanding of data analysis
- Minimum three years of urban teaching preferred

Office Manager/Administrative Assistant

The administrative assistant is responsible for the daily operations of the front office, under the general supervision of the Principal

Leadership Skills and Characteristics

- Believe in the school mission that all students should be prepared to graduate college
- Exhibit strong reception skills and interpersonal skills
- Independently, or in accordance with general instructions, compose correspondence concerning a wide range of subjects requiring a thorough knowledge of policies, regulations, and operational procedures
- Be organized
- Able to communicate effectively with various stakeholders (Board members, parents, students, teachers, school leadership)

Administrative Duties

- Collect and enter data into administrative databases
- Serve as a general office manager by ordering, managing, and maintaining inventory of school supplies
- Take notes in meetings and conferences and prepare accurate summaries
- Coordinate special events
- Collect and enter student attendance and make follow-up calls with families
- Coordinate school mailings
- Coordinate daily distribution of homework and detentions
- Develop and edit school newsletters
- Serve and coordinate breakfast, lunch and snack
- Review and edit documents to ensure consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation
- Maintain school calendar
- Contact parents and emergency assistance agencies in the case of serious illness or injury
- Create systems to file all important school documents
- Complete other responsibilities as the Principal may request

Qualifications and Experience

- Oral and Written Proficiency Required
- Previous experience as an administrative assistant
- Proficiency in all Microsoft applications
- Prior experience in urban communities preferred

Academic Support Staff

Academic Support Staff is responsible for assisting with enrichment curriculum and or after school supports.

Leadership Skills and Characteristics

- Believe in the school mission that all students should be prepared to graduate from college
- Organize and serve as a liaison to parents and students for enrichment and after school program
- Sustain and monitor a safe, orderly, disciplined culture of high academic and behavioral standards
- Provide all relevant documentation and reporting to the rest of the Leadership Team
- Communicate effectively and proactively with families on a regular and consistent basis
- Assist in the development of structures and systems with the after school program

Administrative Duties

- Design and engage students in enrichment activities, physical fitness and other after school program activities
- Provide support in Homework club, detention, and any other duties needed in the extended day program
- Evaluate the extended day program
- Communicates effectively with students, parents, teachers, and leadership team regarding extended day
- Prepare and submit timely reports
- Complete other tasks assigned by the Principal

Qualifications and Experience

- Strong commitment to the mission and vision of the school
- Experience with youth programs, successfully working with urban youth
- Motivational and energetic leader who is committed to excellence
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenge
- Teaching or experience in urban areas with marked success
- Proven ability to work collaboratively with a diversity of people

Procedures for Background Checks

Employees and contractors of Oak Park Prep will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school shall monitor compliance with this policy and report to the Oak Park Prep Board of Directors on a quarterly basis. The SHPS Human Resources Department shall monitor the fingerprinting and background clearance of the Principal. 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.

Teacher Credential Assurance

Oak Park Prep agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools. It will conform to the legal requirement that all Oak Park Prep teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

Oak Park Prep will not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

Oak Park Prep shall comply with Education Code Section 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance before employment of staff. Prior to employment, each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status.

Recordkeeping and Minimization of Use of Emergency Credentialed Teachers

Oak Park Prep will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. Oak Park Prep will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of duly credentialed teachers through EdJoin, the California Charter School Association, the Charter School Development Center, and local newspapers. Oak Park Prep will seek to maintain a potential list of credentialed teachers from which to draw in the case of a teacher vacancy during the school year.

The Oak Park Prep Principal or designee will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State's interpretation of *Highly Qualified* for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials will be kept at the school.

Staff Compensation and Benefits

The Principal in consultation with the Superintendent will develop a salary schedule for the school. This salary schedule will be based on, but not be limited to, the salary scale of the Sacramento City Unified School District, the salaries of leading private and charter schools in Sacramento and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Principal, based on the candidate's experience and responsibilities. The salary of the Principal will be set by the Superintendent.

A comprehensive benefits package (medical, dental, and retirement) will be included as part of each full-time employee's compensation.

Performance Evaluation

All Oak Park Prep staff will be evaluated by their supervisors once a year. Annual goals and objectives will be developed jointly by each staff member and the supervisor in accordance with the mission and vision of Oak Park Prep. Staff evaluations will be based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the supervisor will provide appropriate support and training. Those staff members not meeting expectations may be given at least one verbal warning followed by two written warnings and thirty (30) days notice and then terminated. If a grievance arises regarding the evaluation process, an employee should attempt to resolve the issue with his or her immediate supervisor who conducts the employees evaluation.

Staffing Plan for Year One-Five

The projected staffing plan is detailed in Table 5.1 for year one through five.

Year One (2012-2013): Oak Park Prep will open with sixty seventh grade students and two homerooms. Four teachers will be hired for a total of four classroom teachers. The leadership team will be developed in Year 2.

Year Two (2013-2014): A new cohort of sixty students will be added. Six teachers will be employed in the same ratio as outlined in year one. The leadership team will consist of the Principal of Oak Park Prep and two other lead teachers. Further the Principal of Oak Park Prep will work closely with the leadership of other SHPS schools.

The structure remains the same for all subsequent years. Additional staff will be determined in future years based on budget and need.

| Table 5.1: Teacher Staffing Plan Year 1-5 | | |
|--|-------------------------|----------------------|
| Year | Total Enrollment | # of teachers |
| 1 | 60 | 4 |
| 2 | 120 | 6 |
| 3 | 150 | 7 |
| 4 | 180 | 8 |
| 5 | 180 | 8 |

ELEMENT 6 - Health and Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237.” Ed. Code §47605 9b)(5)(F)

FACILITY

Oak Park Prep will follow clear procedures to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of Oak Park Prep furnish the School with a criminal record summary as described in §44237 Ed. Code §47605 9b)(5)(F).

The Oak Park Prep’s facility will comply with all applicable State, Federal and local regulations and maintain readily accessible records for such regulations.

Oak Park Prep will be pursuing Proposition 39 facilities.

SCHOOL SAFETY PLAN

Compliance with Safety Requirements Assurance

Oak Park Prep assures that the school’s facilities and any modifications made to its facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

Certificate of Occupancy 45 Assurance

Oak Park Prep assures that a site will be secured with an appropriate Certificate of Occupancy 45 days prior to the opening of school.

School Safety Plan Assurance

Oak Park Prep assures that a school safety plan will be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan. If SCUSD facilities are used during the term of this charter, Oak Park Prep shall abide by all SCUSD policies relating to Maintenance and Operations Services.

Facility Safety

Oak Park Prep shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. Oak Park Prep 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.

Fire, Earthquake, and Evacuation Drills

Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually. The school will develop a school safety plan which will be kept on file for review. School staff will be trained annually on the safety procedures outlined in the plan.

Health and Safety Procedures

In order to provide safety for all students and staff, Oak Park Prep will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. The health and safety policy will be annually updated and reviewed, in consultation with staff and parents. This policy will be distributed to all staff and parents.

Procedures for Background Checks

The school will follow clear procedures to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237. Ed. Code §47605 9b)(5)(F). New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. St. HOPE Public Schools of the school shall monitor compliance with this policy and report to the Oak Park Prep Board of Directors on a quarterly basis. The Oak Park Prep Board Chair shall monitor the fingerprinting and background clearance of the Principal. 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.

Role of Staff as Mandated Child Abuse Reporters

All Oak Park Prep non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

The Oak Park Prep faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and Oak Park Prep staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

Oak Park Prep will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. Oak Park Prep will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Food Service and Other Auxiliary Services Safety

Oak Park Prep will contract with an outside agency for its food service needs. Oak Park Prep will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. Oak Park Prep will ensure that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials.

Emergency Preparedness

Oak Park Prep shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, gang activity, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Oak Park Prep. All Oak Park Prep staff will be trained on emergency preparedness procedures.

Blood Borne Pathogens

Oak Park Prep shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The St. HOPE Public Schools Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

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

Drug Free/Alcohol Free/Smoke Free Environment

Oak Park Prep shall function as a drug, alcohol and tobacco free workplace.

Comprehensive Sexual Harassment Policies and Procedures

Oak Park Prep is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Oak Park Prep will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Oak Park Prep (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed.

Food Service Program

Oak Park Prep will maintain its own Child Nutrition Program and obtain its own LEA status from the State and Federal Child Nutrition Program. Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act.

Insurance Requirements

No coverage shall be provided to Oak Park Prep by the District under any of the District's self-insured programs or commercial insurance policies. Oak Park Prep shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the charter school from claims which may arise from its operations. The Oak Park Prep location shall meet the below insurance requirements individually.

It shall be Oak Park Prep's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Sacramento City Unified School District and the Board of Education of the City of Sacramento as *named* additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Oak Park Prep's insurance primary despite any conflicting provisions in the charter school's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the SCUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the charter school from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the charter school does not operate a student bus service. If Oak Park Prep provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Oak Park Prep to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$3,000,000 per occurrence.

6. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Insurance premium estimates for Oak Park Prep are provided in the Appendix for the first five years of operation.

Evidence of Insurance

The Oak Park Prep shall furnish to the District's Office of Risk Management and Insurance Services within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier.

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the charter school deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Oak Park Prep.

Additionally, Oak Park Prep will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, the Oak Park Prep does hereby agree, at its own expense, to indemnify, defend and hold harmless the SCUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. Oak Park Prep further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the SCUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Oak Park Prep, and their officers, directors, employees or volunteers. Moreover, Oak Park Prep agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Asbestos Management

Oak Park Prep shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.

ELEMENT 7 - Racial and Ethnic Balance

“The means by which the school will achieve a 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.” Ed. Code § 47605 (b)(5)(G)

Oak Park Prep will open with 50 seventh grade students in the summer of 2012. The school will maintain a waiting list to ensure the school will meet enrollment goals.

COMMUNITY OUTREACH AND RECRUITMENT PLAN

Recruitment materials will be bilingual English/Spanish to communicate the mission and educational program of Oak Park Prep. In addition, an outreach plan including marketing materials will be delivered to homes in the targeted community, and presentations and flyer distribution will be conducted at community meetings and events.

In addition, information sessions at local community centers and after school programs will ensure parents residing in the targeted neighborhood are informed about the opening of the proposed Oak Park Prep. We will also recruit using the newspaper and radio ads, website and mailings. Specific student recruitment efforts include:

| Recruitment Efforts | |
|--|--|
| Location | Efforts |
| Sacramento HUD Housing Corporation | Information session, flyer distribution |
| St. HOPE Public Schools Events | Information session, flyer distribution |
| Sacramento Local Events (ex. Jazz Festival and State Fair) | Information session, flyer distribution |
| Libraries, stores and other local businesses. | Information session, flyer distribution |
| Program Locations (ex. Boys and Girls Club) | Information session and flyer distribution |
| Shopping Centers (ex. Arden Fair Mall) | Flyer distribution |
| Community Resources (ex. Oak Park Community Groups) | Flyer distribution |
| Sacramento Community and Recreation Centers | Information session, flyer distribution |

Targeted Outreach

In order to maintain the enrollment goals, the leadership team will recruit students residing in the targeted Oak Park and greater South Sacramento neighborhoods.

Public School Choice Traveling Students

The District and Oak Park Prep are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Oak Park Prep agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s PSC program. The parties agree to separately memorialize any agreed-to number of PSC placements of District students at the school.

As required under NCLB, all PSC students attending Oak Park Prep shall have the right to continue attending Oak Park Prep until the highest grade level of the charter. However, the obligation of the District to provide transportation for a PSC student to Oak Park Prep shall end in the event the PSC student’s resident District school exits Program Improvement status.

Oak Park Prep will ensure that all of its PSC students are treated in the same manner as other students attending the school. PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Oak Park Prep will make reasonable efforts to invite and encourage the participation of the parents of PSC students in the activities and meetings at the school.

Determination of student eligibility for this PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Oak Park Prep under the PSC program increases in subsequent years, Oak Park Prep agrees to discuss with the District the possibility of increasing the number of PSC places available at the school.

FEDERAL COMPLIANCE

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

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

Oak Park Prep also understands that as part of its oversight of the school, the Charter School Office may conduct program review of federal and state compliance issues.

ASSURANCES

Oak Park Prep will work with neighborhood associations and community groups to provide information about the availability of the charter school in the area. Oak Park Prep will actively recruit students from traditionally underserved areas in order to enroll a student population that reflects the rich diversity in race, ethnicity, and economics, which exists in the South Sacramento area.

ANTICIPATED STUDENT POPULATION

The Charter School is subject to the requirements of the Crawford Court Order. Although the petition emphasizes the recruitment of students from underserved socioeconomic backgrounds, our marketing plan and efforts will absolutely work to attain a racial and ethnic balance that is reflective of the district. Indeed, with the diversity of the district, this is not only our legal requirement but our natural preference as well.

No admission test or achievement screening will be required to enroll at Oak Park Prep, although diagnostic tests will be administered once a student is admitted in order to help teachers better prepare to serve each student at the school.

ELEMENT 8 - Admission Requirements

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

ADMISSIONS

Admission Policy

Oak Park Prep will admit all pupils who wish to attend the school as outline in Education Code, section 47605(d)(2)(A).

Admissions Requirements and Assurances

There are no specific admission requirements for Oak Park Prep. The school will not admit students based on race, color, sex, sexual orientation, national origin, religion, or disability. Oak Park Prep will be non-sectarian in its programs, curriculum, and operations and will not charge tuition. Oak Park Prep will adhere to all state and federal laws regarding the minimum age of students.

Recruitment of academically low-achieving and economically disadvantaged students

Oak Park Prep be open to all students residing in California but will continue to focus student recruitment in the immediate and surrounding neighborhoods of Oak Park and the boundaries within Sacramento City Unified. School recruitment will occur in the surrounding neighborhood to ensure recruitment of low-achieving and economically disadvantaged students.

PUBLIC RANDOM LOTTERY

Should the number of students who wish to attend Oak Park Prep exceed the enrollment limit, a public random lottery will take place to determine the school enrollment per Education Code, section 47605(d)(2)(B). Preference will be given to pupils that reside within the SCUSD attendance area and students currently attending the school and their siblings.

The lottery will be conducted by a non-interested volunteer that will draw the pupil names and verify lottery procedures are fairly executed. The lottery will be held at the location of the school. The open enrollment timeline period will commence January 1st of the preceding school year, with interested families notified to submit an application form (see the Appendix for Student Application) by March 15th. The lottery will occur in the third week of March and families have three weeks to submit enrollment packets, if selected in the lottery. The waiting list priorities will follow the same preferences. The school will contact the parents/guardians of student who have been promoted off the waiting list by mail and telephone. Once contacted, parents/guardians have one week to respond to enrollment. If there is no response, school staff will contact the next pupil on the waiting list. All lottery procedures and waiting list priorities will be posted in the school to ensure all interested parties are informed of procedures. Oak Park Prep will keep a file documenting the fair execution of lottery procedures.

Lottery Process Communication

The school will designate an application deadline and only applications received prior to the deadline will be considered for the public random drawing. Public notice will be posted in public location and the school website regarding the date and time of the public drawing once the deadline date has passed. Lottery will be conducted in the evening so interested parties will be able to attend. A waiting list will be developed from the new applications that do not receive admission each year and will be considered should a vacancy occur during the year. During the enrollment period, parents/guardians will indicate if child is a sibling. Sibling names will be color coded, so when and if their name is pulled, the announcer knows a sibling is called and sibling priority is applied.

Fair Lottery Procedures

Oak Park Prep will use a neutral proctor to ensure the lottery procedures are fairly executed.

Timelines for Enrollment Period and Lottery

The open enrollment will be from January 1st with interested families able to submit an application by March 15th. Lottery will occur the third week in March and families have three weeks to submit enrollment forms.

Lottery Location

The lottery will take place on school grounds in the evening and will be open to the public. The lottery will be held in the evening to ensure parent and interested parties are able to attend.

ADMISSION PREFERENCES

Preference is granted to siblings of existing students and students residing in the SCUSD boundaries.

WAITING LIST

Waiting List Communication

Oak Park Prep will contact the parents/guardians by phone and in writing of students who have been promoted off the waiting list and inform parents/guardians of timeline in which they must respond by mail. Parents will have one month to enroll their child.

Lottery Procedures Record Keeping

Oak Park Prep will document and keep on file the lottery procedures and fair execution of lottery procedures for review at all times.

ELEMENT 9 - Annual Financial Audits

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Education Code § 47605(b)(5)(I)

INDEPENDENT CHARTER STATUS

Oak Park Prep will be a fiscally independent, directly funded charter school that is part of the St. HOPE Public Schools District.

Each fiscal year, a CA certified independent auditor will verify the accuracy of the school financial statements, attendance, and enrollment accounting practices, and internal controls. A list of recommended audit firms from SCUSD may be used by the SHPS Board of Directors in selecting an auditor. The Board may select the auditor through a request for proposal. An auditor will be chosen on experience with charter school finance, auditing experience, approved by the State Controller on its published list as an educational audit provider and cost. The Board selecting the auditor will not have a direct, financial stake in matters audited.

Oak Park Prep will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. As required under Ed. Code § 47605 (b)(5)(I), the school will hire an independent auditor to conduct a complete fiscal audit of the books and records.

AUDITS

Audit Exceptions and Deficiencies

Audit exception and deficiencies will be resolved in conference with the auditor to the satisfaction of the auditing agency. Oak Park Prep, specifically SHPS Home Office Staff, will resolve any outstanding issues within three weeks from the audit prior to the completion of the auditor’s final report. Oak Park Prep will provide the District, the County, the State Controller, the CDE and/or any other required agencies with the final audit results within four months following the close of the fiscal year.

Independent Audit Procedures

The independent fiscal audit of Oak Park Prep is public record to be provided to the public upon request.

Reporting Requirements

Oak Park Prep will submit the following reports to SCUSD as requested and specified by the District and their schedule, to be given annually to Oak Park Prep.

Oak Park Prep will promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and will consult with the District regarding any inquiries.

BUDGET

Planning Budget

The Oak Park Prep budget is provided as an attachment. Included are worksheets for Start-Up, Planning Budget, and Cash flow for three years. Student enrollment is projected at 50 seventh grade students for the first year with 50 additional students added in the second year. Revenue is generated for the first year with fundraising dollars and the Planning and Implementation Grant (PCSGP) from the CDE for \$575,000 for the first three years of operation.

Budget

The attached Oak Park Prep business plan was designed to identify the costs associated with the operation of a charter school serving a population of students in grades 7-8. This budget was completed based on published information on the state direct funding model and a school design that maximizes the revenue that is generated.

Start-Up Assumptions

- \$100,000 start-up grant from various donations and foundation dollars
- \$575,000 Planning and Implementation Grant (PCSGP) from the CDE

The following statistics were used in determining the budget. The first year enrollment projections are based on 50 seventh grade students with 93% ADA, 10% ELL, 70% Free & Reduced Lunch student enrollment. These figures are based on similar schools in the targeted area and currently represented within SHPS. Oak Park Prep will open August 2012 with an average teacher/student ratio of 9:1. Each year thereafter, the school will enroll 50 seventh grade students. At full enrollment, Oak Park Prep is a 7-8 school with 100-150 students. Year one, the projected enrollment is 50 with 93% ADA and 10% ELL and 70% Free & Reduced Lunch students, year two has 100 students in grades 7-8. Based on successfully meeting its goals and benchmarks, Oak Park Prep will plan to increase its incoming student body to 75 in Year 3.

Expenditures and Revenue Narrative

Oak Park Prep places great value in being fiscally responsible. The five year budget summary below details the expenditures and revenue for the first five years of the organization. The annual budget includes estimated revenues and expenditures with ample reserves to accommodate cash flow. An additional reserve is projected for each year. Oak Park Prep projections include revenue that exceeds expenditures during the first five years of the organization.

Budget

In the spring of each year, SHPS's Board of Directors will approve the annual budget and monthly cash flow. The Principal along with the SHPS Business Manager will prepare the budget. The final budget will be approved after the CA Governor's May revisions of the state budget.

Infrastructure Set-up, Accounting/Finance, and Accounting Services

Oak Park Prep will utilize the current structures and systems currently operating within St. HOPE Public Schools.

Financial Management Reporting

St. HOPE Public Schools will prepare and email Standard Financial Reports to the school administrator monthly, specifically the Balance Sheet, Income Statement that compares actual vs. budget, general ledger year-to-date and a check register for the month. They will perform ongoing analysis of actual versus budget and prepare written review of financial activity on a monthly basis. They will prepare and present school financial health to the school board on a quarterly basis, monitor cash flow for the school and notify the school of unfavorable trends.

Technical Assistance

St. HOPE Public Schools will provide support and training for Oak Park Prep school leadership on coding expenditures according to the State Standardized Account Code Structure, provide workshop designated to outline school finance and budget development for school administrators, staff, and stakeholders, provide support and training for school staff to establish Accounts Payable process in line with school fiscal policy and training on Accounts Receivable process in line with school fiscal policy.

Human Resources and Payroll Processing

St. HOPE Public Schools will maintain employee files and database, process any status updates, new hires and terminations. They will reconcile payroll checks, calculate federal and state payroll tax payment, perform monthly reconciliation of vendor payments for each health plan option, process status updates and information changes, and prepare payment authorization forms, perform monthly reconciliation of vendor payments for each TSA plan option and process status updates and information changes and perform monthly reconciliation of vendor payments for each retirement plan option and process status updates and information changes.

Personnel

St. HOPE Public Schools will prepare, review, and distribute W-2s and 1099s as required by law, monitor and review all submissions of State Disability, Worker's Compensation, and Unemployment claims. They will assist in completing claim forms and work with the county and state in tracking claim results, maintain copies of pre-determined employment records for the school at St. HOPE Public Schools, retain copies of employment records for all employees and consultants in a secured setting.

Funding/Reporting

For attendance reporting, St. HOPE Public Schools will summarize daily attendance reports into monthly summary reports, prepare state attendance reports (P-1, P-2, and Annual P-3) and submit by posted deadline and perform quarterly enrollment and ADA projections so that school administrators can assess trends and how it will affect funding.

St. HOPE Public Schools will complete Categorical Funding Applications, the consolidated application, class size reduction, SB740, Erate and ELAP application and prepare monthly child nutrition claims processing. St. HOPE Public Schools will prepare state required budget reports in format requested by chartering agency, prepare Interim Financial Reports and prepare the Unaudited Actuals Report and prepare state and federal payroll tax filing reports quarterly and prepare the annual payroll tax filing report.

Technical Assistance

In addition, St. HOPE Public Schools will provide technical assistance with new funding research, review the Governor's budget and notify the school of any significant changes in legislation or funding, provide recommendation for attendance systems, and provide assistance in compliance issues for funding.

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of the Oak Park Prep not to exceed 1% of the School's revenue, or the District may charge for the actual costs of supervisorial oversight of Oak Park Prep not to exceed 3% if the School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allow under the law as it may change from time to time.

ELEMENT 10 - Suspensions and Expulsions

"The procedures by which students can be suspended or expelled." Ed. Code § 47605 (b)(5)(J)

DISCIPLINE POLICY

Cause for Suspension and Expulsion

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in the **Education Code Section 48900-48900.7**:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a student of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm

- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Engaged in, or attempted to engage in, hazing as defined in Section 32050
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence
- Engaged in harassment, threats, or intimidation directed against school District personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment
- Made terrorist threats against school officials, school property, or both

Students may be expelled for any of the following reasons, as specified in the **Education Code Section 48915**:

- Causing serious physical injury to another person
- Possession of any firearm, knife, explosive, or other dangerous object
- Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Robbery or extortion
- Assault or battery upon any school employee
- Committing or attempting to commit a sexual assault or sexual battery as defined Section 48900-48900.7 of the Education Code

Process for Suspension and/or Expulsion

The Principal will use the criteria outlined in Education Code 48900-48900.7 for suspensions and criteria outlined in Education Code 48915 for expulsions. We endeavor to follow the letter and the spirit of the law.

Step 1: Informal Conference

Suspension shall be preceded by an informal conference conducted by the Principal, with the student and the student's parents. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as possible.

Step 2: Notice to Parents

Parents and students have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, a school employee shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

Step 3: Determination of Length of Suspension

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

Step 4: Recommendations for Expulsion

If the Principal's recommendation is for expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
- The student poses a threat or danger to others

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

Students will be recommended for expulsion if the school leader finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Step 5: Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the school Principal determines that an act subject to expulsion has occurred. The hearing may be presided over by the governing Board or an administrative panel appointed by the Board.

Written notice of the hearing will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- Statement of the specific facts, charges and offense upon which the proposed expulsion is based
- Copy of the disciplinary rules that relate to the alleged violation
- Opportunity for the student or the student's parents to appear in person at the hearing
- Opportunity for the student to be represented by counsel
- Right to examine and acquire copies of all documents to be used at the hearing
- Opportunity to cross-examine all witnesses that testify at the hearing
- Opportunity to present evidence and witnesses on behalf of the student

Upon expulsion, written notice will be sent by the Principal to the parents of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student's status with Oak Park Prep.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

Appeal of Suspension or Expulsion

Parents will be notified in advance to enactment of the suspension or expulsion. The suspension of a student will be at the discretion of the Principal or the Principal's designee. The Principal's decision regarding student suspension will be considered final.

An expulsion may be appealed within five working days and must be submitted in writing to the Board Chair. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days), at which time the parents must attend to present their appeal. The appeal will be heard by a fair and impartial panel of representatives assigned by the governing Board. The decision of the panel of representatives of the Board will be final.

Special Education Discipline

Oak Park Prep recognizes that disciplinary procedures are different for special education students. Disciplinary action will be taken according to federal, state, and District policies on special education students. The IEP team and the school leader or designated administrator will be responsible for managing continued violations of school policies.

In the case of a special education student, or a student who receives 504 accommodations, the charter will ensure that it makes the necessary adjustments to comply with the mandates of State and Federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a

Section 504 student or special education student, the Principal will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

ELEMENT 11 - Retirement Programs

“The manner by which staff members of the charter schools will be covered by the State Teacher’s Retirement System, the Public Employees’ Retirement System, or Federal Social Security.” Education Code § 47605(b)(5)(K)

ASSURANCES

Oak Park Prep will make any contribution that is legally required of the employer, which may include STRS, Social Security, and unemployment insurance. This will be consistent the current structure used at St. HOPE Public Schools.

STATE TEACHERS’ RETIREMENT SYSTEM

Oak Park Prep certificated teachers and eligible administrators shall be a part of the State Teachers' Retirement System (STRS). Employees will accumulate service credit years in the same manner as all other members of STRS. The District shall cooperate as necessary to forward any required payroll deduction reports as required by Ed. Code 47611.3(a).

REPORTING

Retirement reporting will be contracted out to a qualified service provider, as determined through St. HOPE Public Schools.

Oak Park Prep will forward any required payroll deductions and related data to the Sacramento City Unified School District (SCUSD) as required by **Education Codes 47611.3** and **41365**.

PERSONNEL POLICIES AND PROCEDURES

Oak Park Prep’s recruiting, hiring, and operating practices will be conducted to secure staff members that best fit our education model and achievement targets. We will comply with state and federal laws regarding staff.

- As such, Oak Park Prep will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from SCUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
- A comprehensive benefits package (medical, dental, and retirement) will be included as part of each full-time employee’s compensation.

- The school calendar (vacations, holidays, hours, etc.) will be set by the Principal and Superintendent of SHPS each year.
- All employees of Oak Park Prep will be at-will employees. The terms and conditions for employment at Oak Park Prep will be reviewed in detail during the interview process and reiterated in an offer of employment.
- Oak Park Prep will comply with all State and Federal laws concerning the maintenance and disclosure of employee records.
- Teachers of core content areas at Oak Park Prep (English Language Arts, Math, Science, and Social sciences) will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.
- Copies of each teacher's credentials will be kept on file in the Human Resources office and will be readily available for inspection. School administration at SHPS will review teacher credentials annually.
- Details of the Oak Park Prep staff selection and recruitment model may be found in **Element 5: Employee Qualifications**.
- Oak Park Prep will adopt the formal process for resolving complaints and grievances that will ensure due process for all parties as is currently used at SHPS.

ELEMENT 12 - Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools. Ed. Code § 47605 (b)(5)(L)”

Oak Park Prep is a school of choice and, as such, no student may be required to attend. Pupils who choose not to attend Oak Park Prep may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

- The address of Oak Park Prep is to be determined through negotiations related to Proposition 39 requests.
- Before the opening date of Oak Park Prep, all contact should be made through St. HOPE Public Schools.
- The contact person for Oak Park Prep is Jim Scheible, Superintendent of St. HOPE Public Schools.
- The number of rooms at the school is not known at this time and will be requested through the Proposition 39 process.
- The grade configuration is grades seven and eight.
- The number of students in the first year will be 50.
- The grade level(s) of the students the first year will be grade seven.
- The opening date of the charter school is August 2012.
- The admission requirements include: Please see **Element 8**.
- The operational capacity will be 150 students.
- The instructional calendar will be 184 days.
- The bell schedule for the charter school will be: Please see **Element 1**.
- If space is available, traveling students will have the option to attend.

ELEMENT 13 - Rights of District Employees

“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 § 47605(b)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Oak Park Prep shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District.

Former District employees must consult with the District to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

ELEMENT 14 - Dispute Resolutions

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code § 47605(b)(5)(N)

DISPUTE RESOLUTION PROCEDURE

The staff and governing board members of St. HOPE Public Schools agree to attempt to resolve all disputes 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, unless the matter is the subject of open session discussion and non-confidential, public information at a SCUSD School Board meeting.

Any controversy or claim arising out of or relating to the charter agreement between the District and Oak Park Prep, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process between the District and SHPS.

If the parties are unable to resolve a dispute, they should be able to avail themselves of any remedies available under the law.

ELEMENT 15 - Employer Status & Collective Bargaining

“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 (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O).

Oak Park Prep, through St. HOPE Public Schools, will be the exclusive public employer of employees of the charter school for collective bargaining purposes. As such, Oak Park Prep will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from SCUSD for bargaining purposes.

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted in accordance with the terms of SHPS.

ELEMENT 16 - Charter School Closure

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code § 47605(b)(5)(P)

CHARTER TERM

Oak Park Prep seeks a five year charter from the District.

CHARTER RENEWAL

The Charter School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

REVOCATION

The District may revoke the charter if Oak Park Prep commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of the Oak Park Prep on any of the following grounds:

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

Prior to revocation, and in accordance with California Education Code Section 47607(d), the District will notify Oak Park Prep in writing of the specific violation, and give Oak Park Prep a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

CLOSURE PROCEDURE

The following are closing procedures that abide by California **Education Code Section 47605(b)(5)(P)**, should the school close for any reason. The decision to close Oak Park Prep either by the St. HOPE Public Schools Board of Directors or by the SCUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or not renewed by the SCUSD Board of Education; the charter school board votes to close the school; or the charter lapses. In the event of such a Closure Action, the Chair of the Board of Directors will be the responsible entity to conduct the closure related activities on behalf of the school (**Ed Code 11962**). Additionally, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of Oak Park Prep will be issued by the school within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to SCUSD within the same time frame.
 - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
 - b. The process for transferring student records to the receiving schools shall be in accordance with SCUSD procedures for students moving from one school to another.
 - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to SCUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.
4. Written notification to the California Department of Education and the Sacramento City Unified School District of the Closure Action shall be made by Oak Park Prep by registered mail within 72 hours of the decision to Closure Action.
5. Written notification to the special education local plan area in which the school participates as well as the retirement system in which the school's employees participate.
6. Oak Park Prep shall allow SCUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by SCUSD.
7. A financial closeout audit of the school will be paid for by Oak Park Prep to determine the disposition of all assets and liabilities of the charter school, including plans for

disposing of any net assets. The final independent audit shall be completed within six months after the closure of the 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 Oak Park Prep will be the responsibility of the school and not SCUSD. Oak Park Prep understands and acknowledges that we will cover the outstanding debts or liabilities of the school. Any unused monies at the time of the audit will be returned to the appropriate funding source. Oak Park Prep understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the SELPA, and other categorical funds will be returned to the source of funds.

8. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the St. HOPE Public Schools Board of Directors, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

9. The Oak Park Prep Board of Directors shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

10. In addition to a final audit, Oak Park Prep will also submit any required year-end financial reports to the California Department of Education and SCUSD, in the form and time frame required.

11. If the charter school is a nonprofit corporation, the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its Bylaws:

- a. The corporation's Bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to SCUSD prior to approval of this Petition.

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

FACILITIES

If Oak Park Prep fails to submit a certificate of occupancy to the District not less than 45 days before the school is scheduled to open, it may not open unless an exception is made by the Charter Schools Division. If Oak Park Prep moves or expands to another facility during the term of this charter, we shall provide a certificate of occupancy to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities. Oak Park Prep shall not open in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Charter Schools Division. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process (please see **Element 14**).

PROPOSED OPERATION and POTENTIAL EFFECTS of the PROPOSED SCHOOL on the DISTRICT

FACILITY

Oak Park Prep seeks space in a public school building in the South Sacramento neighborhood of Oak Park through Proposition 39. In the case that a district facility is not secured, Oak Park Prep will begin talks with several real estate brokers, both from large national firms and small local firms. While the school's facility has yet to be secured, Oak Park Prep ensures that the site and any modifications will comply with all state and local building codes, the Federal Americans with Disabilities Act (ADA) requirements, and other applicable fire, health, and structural safety requirements.

If we are in a district facility, we will work closely with the district to secure the most reasonable placement for the growing school.

The site will secure a Certificate of Occupancy at least 45 days prior to the opening of the school.

We will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. Further, we will 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.

If SCUSD facilities are used during the term of this charter, Oak Park Prep shall abide by all SCUSD policies relating to Maintenance and Operations Services.

AUXILLARY SERVICES

Dependent on facility lease requirements, Oak Park Prep will outsource maintenance/ custodial duties, including major repairs, pest control, janitorial services, and landscaping to vendors qualified to perform such functions. The school will conduct annual reviews to ensure all auxiliary services are safe and developing appropriate policies to ensure the safety of students, staff, and guests.

HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, Oak Park Prep does hereby agree, at its own expense, to indemnify, defend and hold harmless the SCUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. The school further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend,

and hold harmless the SCUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the charter school, and their officers, directors, employees or volunteers. Moreover, Oak Park Prep agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

CONCLUSION

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

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

By authorizing this charter, the Sacramento City Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 and following the directive of law that encourages the creation of charter schools.

The founding team of Oak Park Prep is honored by the opportunity to apply for a charter school that will serve families in Sacramento and is eager to work with the District to provide the best possible educational opportunities for all students.

APPENDIX A: Resume of Lead Petitioner

Please see attached.

APPENDIX B: Resumes of the Board of Directors

Please see attached.

APPENIDX C: Bylaws

BYLAWS OF ST. HOPE PUBLIC SCHOOLS A California Nonprofit Public Benefit Corporation

ARTICLE I NAME

Section 1. NAME OF CORPORATION. The name of this corporation shall be St. HOPE Public Schools and shall be referred to herein as “SHPS” or “Corporation.”

ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation is located at 3400 3rd Avenue, Sacramento, in Sacramento County, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these Bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE III GENERAL AND SPECIFIC PURPOSES, LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to manage, operate, guide, direct and promote charter schools formed and organized pursuant to Education Code section 47600 et seq., as outlined in the Articles of Incorporation, and to educate students, pursuant to and within the meaning of Internal Revenue Code section 501(c)(3) or the corresponding provision of any future United States Internal Revenue law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE IV
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This Corporation shall have no voting members within the meaning of the California Corporations Code pertaining to non-profit organizations. This Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

Section 2. ASSOCIATED PERSONS. Nothing in this Article IV shall be construed as limiting the right of SHPS to refer to persons associated with it as "members" even though such persons are not members, and no such reference shall constitute anyone a member, within the meaning of section 5056 of the California Corporations Code, as amended from time to time (hereinafter referred to as the "Corporations Code").

SHPS may confer by amendment of its Articles of Incorporation or these Bylaws, some or all of the rights of a member, as set forth in the Corporations Code, upon any person or persons who does not have the right to vote for the election of Directors, on a disposition of substantially all of the assets of SHPS, on a merger, on a dissolution, or on changes to the Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said section 5056. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support SHPS.

ARTICLE V
BOARD OF DIRECTORS

Section 1. GENERAL CORPORATION POWERS. Subject to the provisions and limitations of the Corporations Code relating to Non-Profit Public Benefit Corporations, the Corporation's Articles of Incorporation, these Bylaws, and the Charter Schools Act of 1992, and any other applicable laws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board.

The Board may delegate the management of the activities of the Corporation to any person or persons, management company or committee, however composed, provided that notwithstanding any such delegation, the activities and affairs of the Corporation shall continue to be managed and all Corporate powers shall continue to be exercised under the ultimate direction of the Board. No assignment, referral, or delegation or authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

Section 2. SPECIFIC POWERS. Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the Corporation; to prescribe powers and duties for them that are not inconsistent with the law, the Corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the Corporation and to make such rules and regulations therefore that are not inconsistent with the law, the Corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidence of debt and securities therefore;
- e. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;
- f. To act as trustee under any trust incidental to the principal object of the Corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and
- i. To carry out such other duties as are described in the charters.

Section 3. NUMBER AND QUALIFICATION OF DIRECTORS. The Board of Directors shall consist of not less than seven (7) and no more than eleven (11) directors, unless changed by amendment to these Bylaws. The exact number of Directors shall be fixed, within those limits, by a resolution adopted by the Board of Directors.

The Board of Directors shall include one student, or his/her parent, who attends one of the charter schools and one representative of SCUSD who, to prevent any real or perceived conflict of interest or incompatibility of office, should not be a SCUSD staff or board member. The student member, or his/her parent, shall be a non-voting Director.

Section 4. APPOINTMENT TO OFFICE. Notwithstanding anything in these Bylaws to the contrary, all of the initial directors shall be nominated by Kevin M. Johnson, who may at any time grant to one or more individuals or entities (together with Kevin M. Johnson, the "Designating Parties") the power to nominate the initial directors and who may specify the terms of the exercise of any such power. Notwithstanding any provision of these Bylaws, including any document signed and delivered pursuant to the following sentence, Kevin M. Johnson may remove any such Designating Parties. The Designating Parties shall exercise the powers described in this section by a signed and dated document specifically referring to such powers

and a copy of such document shall be delivered to the Chairman of the Board, the Secretary of this Corporation or any director. Unless otherwise indicated, the later of any such document shall be deemed to revoke any earlier documents in conflict with it. The Designating Parties, except Kevin M. Johnson, must be directors.

A "Nominating Committee" of three (3) shall be designated by Kevin M. Johnson, or the Designating Parties, and shall consist of Kevin M. Johnson and two directors. The Nominating Committee shall have the exclusive power to submit the qualified nominees for election to the Board of Directors and shall be deemed a Designating Party. No director may be elected or appointed to the Board of Directors unless nominated by the Nominating Committee.

The directors shall be nominated by the Nominating Committee immediately prior to the regular annual meeting of the directors.

Section 5. TERM OF OFFICE. The term of office of all Directors of the initial Board of Directors shall be one year. At the end of the first year, the Board shall provide for staggered terms of its Directors, by designating approximately one-half of the Directors to one-year and two-year terms. Following the expiration of those designated terms, the term of each Director shall continue for two years, except the term of any Director who is the parent, alumni, charter school faculty or student representative shall be one year. The term of office of all Directors elected hereafter shall be for two years, except the term of any Director who is the parent, alumni, charter school faculty or student representative shall be one year.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies in the Board of Directors shall be deemed to exist on the occurrence of any of the following: (i) the death or resignation of a Director; (ii) the removal of a Director; or (iii) an increase of the authorized number of Directors. 4

Section 7. RESIGNATION OF DIRECTORS. Any Director may resign, which resignation shall be effective on giving written notice to the president, the secretary, or the Board of Directors, unless the notice specifies a later time for the resignation to become effective. If the resignation of a Director is effective at a future time, the Nominating Committee may provide the Board of Directors with a qualified nominee and the Board of Directors shall elect the nominee as a successor to take office when the resignation becomes effective.

Section 8. VACANCIES FILLED BY BOARD. When a vacancy occurs in the office of any Director, the Nominating Committee shall provide the remaining directors with a list of qualified nominees and the Board shall elect a Director from the nominees to sit as a Director for the remainder of the term.

Section 9. REMOVAL OF DIRECTORS FOR CAUSE. The Board of Directors shall have the power and authority to remove a Director and declare his or her office vacant if he or she has (i) been declared of unsound mind by a final order of court; (ii) been convicted of a felony; (iii) been found by a final order or judgment of any court to have breached any duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; or (iv) if the Director fails to attend three (3) consecutive regular meetings of the Board of Directors that have been duly noticed in accordance with article VI, below.

Section 10. REMOVAL OF DIRECTORS WITHOUT CAUSE. Except as otherwise provided in Section 9 above, a Director may only be removed from office prior to expiration of his or her term by a majority of the Directors then in office.

Section 11. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board may be "interested persons." An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation.

ARTICLE VI BOARD MEETINGS

Section 1. PLACE OF MEETINGS; MEETINGS BY CONFERENCE TELEPHONE. Regular and special meetings of the Board of Directors may be held at any place within California that has been designated from time to time by resolution of the Board and stated in the notice of the meeting. In the absence of such designation, regular meetings shall be held at the Guild Theater, 2828 35th Street, Sacramento, CA 95817. Notwithstanding the above provisions, a regular or special meeting of the Board may be held at any place consented to in writing by all the Board members, either before or after the meeting. If consents are given, they shall be filed with the minutes of the meeting. Any meeting, regular or special, may be held by conference telephone or similar communication equipment, so long as all Directors participating in the meeting can hear one another, and all such Directors shall be deemed to be present in the person at such meeting.

Section 2. ANNUAL MEETING OF DIRECTORS. The Board of Directors shall hold an annual meeting for the purpose of organization, election of Directors and Officers, and the transaction of other business. The annual meeting shall be held during the month of September each year. The date, time and location of the meeting shall be set forth in the notice thereof issued in accordance with Section 5, below, of this Article. 5

Section 3. OTHER REGULAR MEETINGS. Other regular meetings of the Board shall be held without call at such time as shall from time to time be fixed by the Board of Directors and communicated to the individual Board members. Ordinarily, regular meetings shall be conducted at least quarterly. Notice of the date, time and place of regular meetings shall be communicated to the Board members not less than 72 hours prior to the meeting; provided, however, that notice need not be given to any Board member who signs a written waiver of notice or consent to holding the meeting as more particularly provided in Article VI, Section 1.

Section 4. SPECIAL MEETINGS OF THE BOARD. Special meetings of the Board of Directors for any purpose may be called at any time by the chairperson, the president, any vice president, the secretary or any two directors.

Section 5. NOTICE OF MEETINGS.

- a. Manner of Giving Notice. Notice of the time and place of the annual and any special meetings of the Board shall be given to each Director by one of the following methods: (i) by personal delivery of written notice; (ii) by first-class mail, postage prepaid; (iii) by telephone communication, either directly to the director or to a person at the director's home or office who would reasonably be expected to communicate such notice promptly to the director; (iv) by telegram, charges prepaid; or (v) by e-mail. All such notices shall be given or sent to the Director's address, telephone number or email address as shown on the records of the Corporation. Notice of a meeting need not be given to any Director who signs a written waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at commencement of the meeting, the lack of notice to such director. All such waivers, consents and approvals shall be filed with the Corporation records or made a part of the minutes.
- b. Time Requirements. Notices sent by first-class mail shall be deposited into a United States mailbox at least four days before the time set for the meeting. Notices given by personal delivery, telephone, or telegraph shall be delivered, telephoned, or given to the telegraph company at least 48 hours before the time set for the meeting.
- c. Content of Notices. The notice shall state the date, time, place, and the general purpose of the meeting.

Section 6. QUORUM REQUIREMENTS.

- a. Specified Quorum. A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except that a quorum need not be present to vote to adjourn as provided in Section 8, below, of this Article.
- b. Action of the Board. Except as otherwise provided herein or in the Corporations Code relating to Nonprofit Public Benefit Corporations, every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.
- c. Effect of Withdrawal of Directors From Meeting. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of directors below a quorum, if any action taken is approved by at least a majority of the required quorum for 6 that meeting or such greater number as is required by the Articles of Incorporation or these Bylaws.

Section 7. WAIVER OF NOTICE. The transaction of any meeting of the Board of Directors, however called and noticed or wherever held, shall be as valid as though taken at a meeting duly held after regular call and notice, if (a) a quorum is present, and (b) either before or after the meeting, each of the directors not present, individually or collectively, signs a written waiver of notice, a consent to the holding of the meeting, or an approval of the minutes thereof. The waiver of notice or consent need not specify the purpose of the meeting. All waivers, consents, and approvals shall be filed with the Corporation records or made a part of the minutes of the meeting and shall have the same force and effect as a unanimous vote of the Board. The requirement of notice of a meeting shall also be deemed to have been waived by any director who attends the meeting without protesting before or at its commencement about the lack of notice.

Section 8. ADJOURNMENT. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place or may adjourn for purposes of reconvening in executive session to discuss and vote upon personnel matters, litigation in which the Corporation is or may become involved and orders of business of a similar nature. If the meeting is adjourned for more than 24 hours, notice of adjournment to any other time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment. Except as hereinabove provided, notice of adjournment need not be given.

Section 9. NO COMPENSATION FOR DIRECTORS. Directors of this Corporation shall not be entitled to compensation for their services as such, although they may be reimbursed for such actual expenses as may be determined by resolution of the Board of Directors to be just and reasonable. Expenses shall be supported by an invoice or voucher acceptable to the Board. This Section shall not be construed to preclude any director from serving the Corporation in any other capacity, such as an officer, agent, employee, independent contractor or otherwise, and receiving compensation for those services, so long as the limitations imposed by Article IX are met and the employment, independent contractor agreement or other financial relationship is approved by the Board, without the interested director or directors participating in the vote (see Article IX, below).

Section 10. CONDUCT OF MEETINGS. Meetings of the Board shall be presided over by the Chairperson of the Board or, if no such person has been so designated, the Secretary of the Board, or in the absence of the Chairperson of the Board, the Vice-Chairperson of the Board, or in his or her absence, by a chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by Robert's Rules of Order, as amended and revised from time to time by the Board, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation or with provisions of law.

ARTICLE VII COMMITTEES

Section 1. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of two or more Directors, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the Directors or an otherwise authorized number of Directors. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

- a. Fill vacancies on the Board or any committee of the Board;
- b. Fix compensation of the Directors for serving on the Board or on any committee;
- c. Amend or repeal Bylaws or adopt new Bylaws;
- d. Amend or repeal any resolution of the Board that by its express terms is not so amendable or repealable;

- e. Create any other committees of the Board or appoint the members of committees of the Board;
- f. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or
- g. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest (except as special approval is provided for in Corporations Code section 5233(d)(3)). Any such action must be taken consistent with all applicable conflict of interest laws.

Section 2. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings and other Board actions, if applicable, to the particular committee, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Board has not adopted rules, the committee may do so.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a President (a.k.a. Superintendent), a Secretary, and a Chief Financial Officer (a.k.a. Business Manager or Treasurer). The Corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under these Bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation, except any appointed under Article VIII, Section 4 of these Bylaws, shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board. 8

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board may remove any officer with or without cause. An officer who was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these

Bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. If there is no President, the Chairman of the Board shall also be the Chief Executive Officer and shall have the powers and duties of the President of the Corporation set forth in these Bylaws.

Section 9. PRESIDENT (a.k.a., Superintendent). Subject to such supervisory powers as the Board may give to the Chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers. The President shall preside in the absence of the Chairman of the Board, or if none, at all Board meetings. The President shall have such other powers and duties as the Board or the Bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of an be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board or the Bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, of committees of the Board, and of members' meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of persons present at Board and committee meetings; and the number of members present or represented at members' meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings, of the Board, and of committees of the Board that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board or by Bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer (a.k.a. Business Manager or Treasurer) shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Chief Financial Officer shall (i) deposit or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate; (ii) disburse the Corporation's funds as the Board may order; (iii) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all

transactions as Chief Financial Officer and of the financial condition of the Corporation; and (iv) have such other powers and perform such other duties as the Board or the Bylaws may require. If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX

CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. **CONTRACTS WITH DIRECTORS AND OFFICERS.** No Director of this Corporation nor any other Corporation, firm, association, or other entity in which one or more of this Corporation's Directors are Directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that Director's financial interest in such contract or transaction or regarding such common directorship, officership or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the votes of the interested Directors; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the Corporation for its own benefit enters into the transaction, which is fair and reasonable to the Corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this Corporation if it (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation. All actions taken under this Article must be made in compliance with all applicable conflict of interest laws.

ARTICLE X

LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This Corporation shall not lend any money or property to or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a Director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses by the Corporation.

ARTICLE XI

INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this Corporation may indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses,

judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this Bylaw, shall have the same meaning as in that section of the Corporations Code.

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

Section 2. NONAPPLICABILITY TO FIDUCIARIES OF EMPLOYEE BENEFIT PLAN. This section does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan and such person's capacity as such, even though such person may also be an agent of the employer Corporation. The Corporation shall only have the power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by Section 207(f) of the California Corporations Code.

ARTICLE XII INSURANCE

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

- a. Adequate and correct books and records of account; and
- b. Written minutes of the proceedings of its board and committees of the Board.

ARTICLE XIV OTHER PROVISIONS

Section 1. VALIDITY OF INSTRUMENT. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the President or any Vice-President and the Secretary or Chief Financial Officer of the Corporation, unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 2. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise requires, the general provision, rules of construction, and definitions contained in the General Provisions of the California Non Profit Corporation Law and in the California Non Profit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the Corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 3. FISCAL YEAR. The fiscal year of the Corporation shall be set by the Board.

Section 4. INTERPRETATION OF CHARTER. In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter shall control.

Section 5. AMENDMENT OF BYLAWS. These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board.

ARTICLE XV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The board shall cause an annual report to be sent to Directors within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue of receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. An independent accountants' report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records; and
- f. Any other information the Board deems relevant.

This requirement of an annual report shall not apply if the Corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors and to any member who requests it in writing.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each Director a statement of any transaction or indemnification of the following kind: 12

- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
1. Any Director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 2. Any holder or more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- b. Any indemnification or advances aggregating more than \$10,000 paid during the fiscal year to any officer or Director of the Corporation under Article XI of these Bylaws, unless that indemnification has already been approved by the Directors under Corporations Code section 5238(e)(2). 13

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of St. HOPE Public Schools, a California non-profit public benefit Corporation; that these Bylaws, consisting of thirteen (13) pages, are the Bylaws of this Corporation and have not been amended as of December 14, 2004.

Executed on December 14, 2004 at Sacramento, California.

Nicole West, Secretary

APPENDIX D: Conflict of Interest Policy



St. HOPE Public Schools Conflict of Interest Policy

The Board of Directors of Charter School ("Board") hereby adopts this Conflict of Interest Code (the "Code"), which shall apply to all governing board members, candidates for members of the board and all other designated employees of the Charter School.

Designated Employees and Common Directors

"Designated Employees" are those directors, officers and/or employees of Charter School with significant powers delegated to them by the Board, who have a direct or indirect material financial interest in a contract or transaction presented for authorization, approval or ratification to the Board, or a committee thereof.

"Common Directors" are those Directors that sit on the Board of Directors and the board of directors of another corporation with which Charter School is considering entering a contract or transaction.

"Interested Directors" are those Board members, or their family members, compensated by the School for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a director as director.

Designated Employee Disclosure

Any Designated Employee shall make a good faith, full disclosure of the material facts relating to the transaction and that person's material financial interest in the transaction prior to the acceptance of the potential contract or transaction. The disclosure must be reflected in the minutes of the meeting of the Board of Directors or a Committee thereof. Such disclosure shall include any known material facts concerning the transaction and the designated employee's interest in the transaction.

Designated Employee Transactions/Contracts

Board Vote

Once the Board has knowledge of the material facts as disclosed by the Designated Employee, the Board may authorize the contract or transaction in good faith by a majority vote sufficient for that purpose, without counting the votes of the Designated Employee(s). (The Designated Employees may be counted in determining whether a quorum is present.)

The following must be confirmed in the affirmative prior to the Board's acceptance of a contract or transaction with a Designated Employee:

- That the transaction is entered into for the benefit of the Charter School;
- That the transaction was fair and reasonable for the Charter School at the time it enters into the transaction;
- That after reasonable investigation under the circumstances, the Board determines, in good faith, that the Charter School could not have obtained a more advantageous arrangement with reasonable effort. Documentation of the results of the investigation shall be retained either in the Board minutes and/or in the school's financial files.

Committee Vote

A Committee may approve a transaction or contract involving a Designated Employee if, in addition to findings listed above for a Board Vote, it was not reasonably practicable to obtain full Board approval prior to entering into the transaction or contract. Additionally, the full Board must ratify the transaction or contract at its next board meeting by a majority vote of the Directors then in office without counting the vote of the Designated Employee(s).

Common Director Disclosure

Any Common Director shall make a good faith disclosure regarding that Director's other directorship prior to the acceptance or ratification of the potential contract or transaction involving the Director's other directorship. The disclosure must be reflected in the minutes of the meeting of the Board of Directors or a Committee thereof. Such disclosure shall include the material facts as to the transaction and as to such director's other directorship.

Common Director Transactions/Contracts

Board Vote

Once the Board has knowledge of the material facts as disclosed by the Common Director, the Board may authorize the contract or transaction in good faith by a majority vote sufficient for that purpose, without counting the votes of the Common Director.

No contract or transaction is void or voidable because the Common Director participated in the Board meeting if the required disclosure is made and vote is satisfied; or alternatively, if there is a finding that the contract or transaction was just and reasonable at the time it was authorized.

Committee Vote

A Committee may approve a transaction or contract involving a Common Director by following the procedures listed for the Board above.

Disclosure Statement [This provision is optional]¹

At the commencement of an individual's term with the Charter School and at the beginning of each fiscal year, each board member and officer shall complete a Conflict of Interest Disclosure Statement, in the form of the document attached hereto, for review by the Board.

¹ A disclosure statement is not required by law, but provides an additional level of review for the Board to ensure that there are no conflicts of interest.

Interested Director

Interested Directors: Not more than 40 percent of the persons serving on the Board of the Charter School may be Interested Directors.

Non-Application of Policy

This policy does not preclude a Director from serving the Charter School in any other capacity, such as an officer, agent, employee, independent contractor, or otherwise, and receiving compensation for those services, so long as the employment is disclosed and the employment or other financial relationship is approved by the Board, without the interested Director participating in the vote.

This policy does not apply to transactions that are part of a public or charitable program of the Charter School if the Charter School approves the transaction in good faith and without unjustified favoritism and results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the public or charitable program.

Conflict of Interest Disclosure Statement

This Conflict of Interest Disclosure Statement is intended to help the charter school's officers and members of the Board of Directors ensure that they are not compromising their ability to act in the charter school's best interest by placing themselves in a position of an actual or potential conflict of interest. Please initial following Item A or Item B, whichever is appropriate, and provide a detailed explanation if you answered Item B (attach additional sheets if necessary). Please review the Conflicts of Interest Policy when completing these items.

Item A: I am not aware of any relationship or interest or situation involving myself or my immediate family or any entity with which I am affiliated that might result in a conflict of interest between me and the charter school.

Initial Here: _____

Item B: There may be relationships or interests or situations involving myself or my immediate family or any entity with which I am affiliated that either currently or is likely to result in a conflict of interest between me and the charter school.

Initial Here: _____

Immediate family is an individual's brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law.

Item C: I am a board member, a committee member, an officer or an employee of the following organization(s) which may present a real or potential conflict:

I have read and understand the charter school's conflicts of interest policy and agree to be bound by it. I will promptly inform the Board of Directors of any material change that develops in the information contained in the foregoing statement.

Typed/Printed Name

Signature

Date

APPENDIX E: Teacher Signatures

Please see attached.

APPENDIX F: Sample Parent Satisfaction Survey

Oak Park Prep Middle School 2012-2013 Parent/Guardian Survey

Dear Parent/Guardian:

Oak Park Prep operates with the mission to prepare your child to enter and successfully complete a college-preparatory high school curriculum of study. We remain grateful for your support in this effort. In order to be able to provide the best education to your child, we need your feedback. Please complete this survey and return to your child's teacher.

In partnership,
Oak Park Prep Staff

| | | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very dissatisfied | Does Not Apply (i.e. no answer) |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|
| | <i>I. How satisfied have you been with the following aspects of Oak Park Prep?</i> | | | | | | |
| a | Academic standards and expectations for students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b | Classroom management and student behavior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c | Quality of the school's administration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d | Quality of the teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e | Quality of the instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f | Level of individualized support for students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g | Expectations of parents/guardians | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h | Level of communication with parents/guardians | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i | Level of parental/guardian involvement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j | School safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k | School hours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l | School calendar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m | Nutrition (breakfast, lunch) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n | School building | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o | Level of your child's engagement in school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p | Your child's overall progress at Oak Park Prep | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q | Overall program at Oak Park Prep | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

III. Why did you choose to send your child to Oak Park Prep (*please check all that apply*)

- | | | | |
|-------------------------------------|--------------------------|---------------------------------------|--------------------------|
| Higher academic standards | <input type="checkbox"/> | Oak Park Prep has stricter discipline | <input type="checkbox"/> |
| Small size of school and/or classes | <input type="checkbox"/> | Child was doing poorly at old school | <input type="checkbox"/> |
| Better teachers | <input type="checkbox"/> | More attention to special needs | <input type="checkbox"/> |
| Oak Park Prep is a safer school | <input type="checkbox"/> | Location of the school | <input type="checkbox"/> |

IV. Please list three strengths of Oak Park Prep.

- 1.
- 2.
- 3.

V. Please list three areas in which Oak Park Prep can improve.

- 1.
- 2.
- 3.

VI. Please provide any other comments, feedback or information.

Thank you for your feedback!

Oak Park Prep 2012-2013 Special Education Family Survey

Please note: this questionnaire is an important part of the assessment of our performance and of the overall development of the school. We cannot overstate how helpful it would be to receive a completed survey from you. Thank you so much for your comments!

| | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|
| 1. How satisfied have you been with the following aspects of the Approach to Student Support at Oak Park Prep? | | | | | | |
| | Very Satisfied | Satisfied | Uncertain | Not too satisfied | Quite dissatisfied | Does not apply (no answer) |
| A. Class size | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Focus on student's study and organizational skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Consultations with Special Education teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Consultations with school nurse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F. Consultations with school counselor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G. Afterschool tutoring program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H. Homework support | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I. The staff's accessibility and openness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J. Communication between school and home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K. Detailed progress reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L. Detailed report cards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M. Saturday School Program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N. Referrals and opportunities for enrichment programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| O. Individualized schedules as needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P. Independent Reading Time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| 2. How satisfied have you been with the following aspects of the Approach to Special Education at Oak Park Prep? | Very Satisfied | Satisfied | Uncertain | Not too satisfied | Quite dissatisfied | Does not apply (no answer) |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| A. Small class size that allows teachers to make reasonable accommodations for students with disabilities and learning differences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Professionalism of teaching staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Focus on student's study and organizational skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Consultations with Special Education service providers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Availability of specialists | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F. Availability of supplementary aids such as portable keyboards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G. Availability of teaching assistants for identified students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H. Previewing program in core content areas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I. Reading and writing instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J. Individualized math instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K. Professionalism of specialists such as occupational therapists, speech and language pathologist, and school psychologist | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L. Assessments appropriately selected and interpreted for students referred for evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M. Assessments completed by appropriately credentialed and trained specialists | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N. Assessments provided as written reports with, when appropriate, recommendations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| O. Student participation in general and district-wide assessment programs (Stanford-10) and Individual Education Plan (IEP) Team's designation of how each student will participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P. Team process and parental participation in developing IEP | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q. School distribution of current copies of Family Rights Brochures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| R. School protection of the confidentiality of student records | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| S. School securing of parental consent in accordance with state and federal laws | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| T. Consideration of student's behavior, including positive behavioral interventions, ability to follow school discipline codes, and any needed code modifications for a student whose behavior impedes their learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| U. Families and students being provided with copies of Oak Park Prep Family and Student Handbook annually, and Handbook specifies all procedures for suspension and procedures for suspension of students with disabilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V. School follows all state and federal requirements regarding the provision of special transportation needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| W. All teachers and service providers are appropriately licensed, certified, board registered, or waived when applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. What are the important reasons that you chose to send your child to Oak Park Prep? *(please check all that apply)*

- | | |
|---|--------------------------|
| Higher academic standards at Oak Park Prep | <input type="checkbox"/> |
| Small size of school and/or classes | <input type="checkbox"/> |
| Better teachers at Oak Park Prep | <input type="checkbox"/> |
| Oak Park Prep is a safer school | <input type="checkbox"/> |
| Oak Park Prep has stricter discipline | <input type="checkbox"/> |
| My child was doing poorly at his/her previous school | <input type="checkbox"/> |
| Less expensive than previous school | <input type="checkbox"/> |
| Location of the school | <input type="checkbox"/> |
| People told me Oak Park Prep was a good school | <input type="checkbox"/> |
| My child's old school was not meeting his/her special needs | <input type="checkbox"/> |

2. What is your favorite thing about the Approach to Student Support and Special Education at Oak Park Prep?

3. What is one thing you would like to change?

4. What is one specific event or activity that sticks out in your mind from the past year that makes you glad your child is enrolled at Oak Park Prep?

5. Do you have any additional comments or recommendations for next year?

Please remember that if you and your family would be interested in writing a letter of recommendation on our behalf, regarding our work here at school, please send the letter directly to the Head of School. The letter can be of any length, covering any aspect of the school's Student Support and Special Education program, summarizing how you think the school is performing. Thanks!

APPENDIX G: Family Outreach Flyers and Marketing Documents

OAK PARK PREP MIDDLE SCHOOL



| | | |
|---|--|--|
| Our Mission The mission of Oak Park Prep is to prepare students in grades seven and eight to enter and successfully complete a college-preparatory high school curriculum of study. | Our Beliefs <ul style="list-style-type: none">• Literacy is the most essential academic skill• All students, regardless of race or economic status, deserve a top quality public education• All students can succeed at the highest academic levels when provided a structured, disciplined and supportive learning environment | What makes Oak Park Prep unique? <ul style="list-style-type: none">• More Time – Oak Park Prep has an extended school day and year to ensure students meet our high expectations• Focus on Literacy – Students of Oak Park Prep receive 3.5 hours of Literacy instruction every day!• Character Education – Oak Park Prep teaches students to always be Prepared, Respectful, Engaged, and Professional. |
|---|--|--|

Oak Park Prep is a free public school and is accepting applications for the 2012-2013. Students entering the 7th grade are eligible to apply.

APPENDIX H: Student Application

**OAK PARK PREP MIDDLE SCHOOL
APPLICATION FORM
2012-2013 SCHOOL YEAR**

Accepting application for seventh (7th) grade students for the 2012-2013 school year. Located in Sacramento neighborhood of Oak Park, Oak Park Prep is open to all students in California. Any student who is a resident of California may apply. (Note: Preference will be given to students residing in the Sacramento City Unified School District boundaries and to siblings of current students.)

Seats are limited. Apply Immediately. The application deadline is 5 PM on 3/15/2012.

Student Name: _____

Male or Female: _____ Age: _____ Date of Birth: _____

Current School: _____ City of School: _____

Mother/Guardian Name: _____ ☐ Lives w child (please check)

Work Number: _____ Cell Number: _____

Father/Guardian Name: _____ ☐ Lives w child (please check)

Work Number: _____ Cell Number: _____

Home Number: _____ Email: _____

Home Address: _____

Street number and name

City

State

Zip Code

Please indicate whether the applicant's sibling is applying to Oak Park Prep for the fall of 2012. Please note that each child needs to submit a separate application.

Name: _____ Age: _____

APPENDIX I: Budget, Cash Flow, and Financial Projections

Please see attached.

Oak Park Prep

California Standards Scope and Sequence

Grade Seven – ELA Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
- 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

Structural Features of Informational Materials

- 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
- 2.2 Locate information by using a variety of consumer, workplace, and public documents.
- 2.3 Analyze text that uses the cause-and-effect organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.
- 2.5 Understand and explain the use of a simple mechanical device by following technical directions.

Expository Critique

- 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
- 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
- 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

Literary Criticism

- 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- 1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology

- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
- 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

- 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:

- 2.1 Write fictional or autobiographical narratives:
 - a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
 - b. Develop complex major and minor characters and a definite setting.
 - c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).
- 2.2 Write responses to literature:
 - a. Develop interpretations exhibiting careful reading, understanding, and insight.
 - b. Organize interpretations around several clear ideas, premises, or images from the literary work.
 - c. Justify interpretations through sustained use of examples and textual evidence.
- 2.3 Write research reports:
 - a. Pose relevant and tightly drawn questions about the topic.
 - b. Convey clear and accurate perspectives on the subject.
 - c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).
 - d. Document reference sources by means of footnotes and a bibliography.
- 2.4 Write persuasive compositions:
 - a. State a clear position or perspective in support of a proposition or proposal.
 - b. Describe the points in support of the proposition, employing well-articulated evidence.
 - c. Anticipate and address reader concerns and counterarguments.
- 2.5 Write summaries of reading materials:
 - a. Include the main ideas and most significant details.
 - b. Use the student's own words, except for quotations.
 - c. Reflect underlying meaning, not just the superficial details.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to the grade level.

Sentence Structure

- 1.1 Place modifiers properly and use the active voice.

Grammar

- 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.
- 1.3 Identify all parts of speech and types and structure of sentences.
- 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

Punctuation

- 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

Capitalization

- 1.6 Use correct capitalization.

Spelling

- 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.

Listening and Speaking

1.0 Listening and Speaking Strategies

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

Comprehension

- 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
- 1.2 Determine the speaker's attitude toward the subject.
- 1.3 Respond to persuasive messages with questions, challenges, or affirmations.

Organization and Delivery of Oral Communication

- 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
- 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Analysis and Evaluation of Oral and Media Communications

- 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations:
 - a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
 - b. Describe complex major and minor characters and a definite setting.
 - c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).
- 2.2 Deliver oral summaries of articles and books:
 - a. Include the main ideas of the event or article and the most significant details.
 - b. Use the student's own words, except for material quoted from sources.
 - c. Convey a comprehensive understanding of sources, not just superficial details.
- 2.3 Deliver research presentations:
 - a. Pose relevant and concise questions about the topic.
 - b. Convey clear and accurate perspectives on the subject.

- c. Include evidence generated through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).
- d. Cite reference sources appropriately.
- 2.4 Deliver persuasive presentations:
 - a. State a clear position or perspective in support of an argument or proposal.
 - b. Describe the points in support of the argument and employ well-articulated evidence.

Grade Eight – ELA Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
- 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials

- 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
- 2.2 Analyze text that uses proposition and support patterns.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.
- 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
- 2.5 Understand and explain the use of a complex mechanical device by following technical directions.
- 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Expository Critique

- 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
- 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
- 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Literary Criticism

3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Research and Technology

- 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.
- 1.5 Achieve an effective balance between researched information and original ideas.

Evaluation and Revision

- 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

- 2.1 Write biographies, autobiographies, short stories, or narratives:
 - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
 - b. Reveal the significance of, or the writer's attitude about, the subject.
 - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- 2.2 Write responses to literature:
 - a. Exhibit careful reading and insight in their interpretations.
 - b. Connect the student's own responses to the writer's techniques and to specific textual references.
 - c. Draw supported inferences about the effects of a literary work on its audience.
 - d. Support judgments through references to the text, other works, other authors, or to personal knowledge.
- 2.3 Write research reports:
 - a. Define a thesis.
 - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
 - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
 - d. Organize and display information on charts, maps, and graphs.
- 2.4 Write persuasive compositions:
 - a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
 - b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
 - c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
- 2.5 Write documents related to career development, including simple business letters and job applications:
 - a. Present information purposefully and succinctly and meet the needs of the intended audience.
 - b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).
- 2.6 Write technical documents:
 - a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.

- b. Include all the factors and variables that need to be considered.
- c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
- 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

Grammar

- 1.4 Edit written manuscripts to ensure that correct grammar is used.

Punctuation and Capitalization

- 1.5 Use correct punctuation and capitalization.

Spelling

- 1.6 Use correct spelling conventions.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

- 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
- 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

Organization and Delivery of Oral Communication

- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
- 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
- 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
- 1.7 Use audience feedback (e.g., verbal and nonverbal cues):
 - a. Reconsider and modify the organizational structure or plan.
 - b. Rearrange words and sentences to clarify the meaning.

Analysis and Evaluation of Oral and Media Communications

- 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
- 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
 - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
 - b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.

- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- 2.2 Deliver oral responses to literature:
 - a. Interpret a reading and provide insight.
 - b. Connect the students' own responses to the writer's techniques and to specific textual references.
 - c. Draw supported inferences about the effects of a literary work on its audience.
 - d. Support judgments through references to the text, other works, other authors, or personal knowledge.
- 2.3 Deliver research presentations:
 - a. Define a thesis.
 - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
 - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
 - d. Organize and record information on charts, maps, and graphs.
- 2.4 Deliver persuasive presentations:
 - a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
 - b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
 - c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
 - d. Maintain a reasonable tone.
- 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

Grade Seven - Mathematics Content Standards

By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

Number Sense

1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:

- 1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.
- 1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
- 1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
- 1.4 Differentiate between rational and irrational numbers.
- 1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.
- 1.6 Calculate the percentage of increases and decreases of a quantity.

1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

2.0 Students use exponents, powers, and roots and use exponents in working with fractions:

2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.

2.2 Add and subtract fractions by using factoring to find common denominators.

2.3 Multiply, divide, and simplify rational numbers by using exponent rules.

2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.

2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.

Algebra and Functions

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:

1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).

1.2 Use the correct order of operations to evaluate algebraic expressions such as $3(2x + 5)^2$.

1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.

1.4 Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.

1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

2.0 Students interpret and evaluate expressions involving integer powers and simple roots:

2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.

2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.

3.0 Students graph and interpret linear and some nonlinear functions:

3.1 Graph functions of the form $y = nx^2$ and $y = nx^3$ and use in solving problems.

3.2 Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).

3.3 Graph linear functions, noting that the vertical change (change in y -value) per unit of horizontal change (change in x -value) is always the same and know that the ratio ("rise over run")

is called the slope of a graph.

3.4 Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

4.0 Students solve simple linear equations and inequalities over the rational numbers:

4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

4.2 Solve multi step problems involving rate, average speed, distance, and time or a direct variation.

Measurement and Geometry

1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:

1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).

1.2 Construct and read drawings and models made to scale.

1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:

2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.

2.2 Estimate and compute the area of more complex or irregular two-and three-dimensional figures by breaking the figures down into more basic geometric objects

2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.

2.4 Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units ($1 \text{ square foot} = 144 \text{ square inches}$ or $[1 \text{ ft}^2] = [144 \text{ in}^2]$, 1 cubic inch is approximately $16.38 \text{ cubic centimeters}$ or $[1 \text{ in}^3] = [16.38 \text{ cm}^3]$).

3.0 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:

3.1 Identify and construct basic elements of geometric figures (e.g., altitudes, mid-points, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.

3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas

related to them, and determine their image under translations and reflections.

3.3 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.

3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.

3.5 Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.

3.6 Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).

Statistics, Data Analysis, and Probability

1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:

1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.

1.2 Represent two numerical variables on a scatter plot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).

1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

1.3 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

2.4 Make and test conjectures by using both inductive and deductive reasoning.

2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.6 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.7 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.8 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Algebra I – Grade Eight Mathematics Content Standards

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:

1.1 Students use properties of numbers to demonstrate whether assertions are true or false.

2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

3.0 Students solve equations and inequalities involving absolute values.

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

6.0 Students graph a linear equation and compute the x - and y -intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

14.0 Students solve a quadratic equation by factoring or completing the square.

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.

17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

19.0 Students know the quadratic formula and are familiar with its proof by completing the square.

20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

21.0 Students graph quadratic functions and know that their roots are the x -intercepts.

22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x -axis in zero, one, or two points.

23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

24.0 Students use and know simple aspects of a logical argument:

24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

24.2 Students identify the hypothesis and conclusion in logical deduction.

24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:

25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

Grade Seven - History-Social Science Content Standards.

World History and Geography: Medieval and Early Modern Times

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
6. Describe the development of the imperial state and the scholar-official class.

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
5. Describe the importance of written and oral traditions in the transmission of African history and culture.

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century.
4. Trace the development of distinctive forms of Japanese Buddhism.
5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
4. Describe the artistic and oral traditions and architecture in the three civilizations.
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

7.9 Students analyze the historical developments of the Reformation.

1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

Grade Eight - History-Social Science Content Standards.

United States History and Geography: Growth and Conflict

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the

Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

Grade Seven - Science Content Standards.

Focus on Life Science

Cell Biology

1. All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:
 - a. Students know cells function similarly in all living organisms.
 - b. Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
 - c. Students know the nucleus is the repository for genetic information in plant and animal cells.

- d. Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
- e. Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
- f. Students know that as multicellular organisms develop, their cells differentiate.

Genetics

- 2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:
 - a. Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.
 - b. Students know sexual reproduction produces offspring that inherit half their genes from each parent.
 - c. Students know an inherited trait can be determined by one or more genes.
 - d. Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
 - e. Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

Evolution

- 3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:
 - 1. Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.
 - 2. Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
 - 3. Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
 - 4. Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
 - 5. Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

Earth and Life History (Earth Sciences)

- 4. Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept:

- a. Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
- b. Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.
- c. Students know that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
- d. Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
- e. Students know fossils provide evidence of how life and environmental conditions have changed.
- f. Students know how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.
- g. Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

Structure and Function in Living Systems

5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:
 - a. Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.
 - b. Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
 - c. Students know how bones and muscles work together to provide a structural framework for movement.
 - d. Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.
 - e. Students know the function of the umbilicus and placenta during pregnancy.
 - f. Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.
 - g. Students know how to relate the structures of the eye and ear to their functions.

Physical Principles in Living Systems (Physical Sciences)

6. Physical principles underlie biological structures and functions. As a basis for understanding this concept:
 - a. Students know visible light is a small band within a very broad electromagnetic spectrum.

- b. Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
- c. Students know light travels in straight lines if the medium it travels through does not change.
- d. Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
- e. Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
- f. Students know light can be reflected, refracted, transmitted, and absorbed by matter.
- g. Students know the angle of reflection of a light beam is equal to the angle of incidence.
- h. Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).
- i. Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.
- j. Students know that contractions of the heart generate blood pressure and that heart valves prevent back flow of blood in the circulatory system.

Investigation and Experimentation

- 7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
 - b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
 - c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
 - d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).
 - e. Communicate the steps and results from an investigation in written reports and oral presentations.

Grade Eight - Science Content Standards.

Focus on Physical Science

Motion

1. The velocity of an object is the rate of change of its position. As a basis for understanding this concept:
 - a. Students know position is defined in relation to some choice of a standard reference point and a set of reference directions.
 - b. Students know that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
 - c. Students know how to solve problems involving distance, time, and average speed.
 - d. Students know the velocity of an object must be described by specifying both the direction and the speed of the object.
 - e. Students know changes in velocity may be due to changes in speed, direction, or both.
 - f. Students know how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

Forces

2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept:
 - a. Students know a force has both direction and magnitude.
 - b. Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
 - c. Students know when the forces on an object are balanced, the motion of the object does not change.
 - d. Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
 - e. Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
 - f. Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.

- g. Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

Structure of Matter

- 3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:
 - a. Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.
 - b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
 - c. Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
 - d. Students know the states of matter (solid, liquid, gas) depend on molecular motion.
 - e. Students know that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
 - f. Students know how to use the periodic table to identify elements in simple compounds.

Earth in the Solar System (Earth Sciences)

- 4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:
 - a. Students know galaxies are clusters of billions of stars and may have different shapes.
 - b. Students know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.
 - c. Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.
 - d. Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.
 - e. Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

Reactions

- 5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:

- a. Students know reactant atoms and molecules interact to form products with different chemical properties.
- b. Students know the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.
- c. Students know chemical reactions usually liberate heat or absorb heat.
- d. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
- e. Students know how to determine whether a solution is acidic, basic, or neutral.

Chemistry of Living Systems (Life Sciences)

6. Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept:
 - a. Students know that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.
 - b. Students know that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.
 - c. Students know that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.

Periodic Table

7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:
 - a. Students know how to identify regions corresponding to metals, nonmetals, and inert gases.
 - b. Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.
 - c. Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.

Density and Buoyancy

8. All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:
 - a. Students know density is mass per unit volume.
 - b. Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
 - c. Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.

- d. Students know how to predict whether an object will float or sink.

Investigation and Experimentation

- 9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Plan and conduct a scientific investigation to test a hypothesis.
 - b. Evaluate the accuracy and reproducibility of data.
 - c. Distinguish between variable and controlled parameters in a test.
 - d. Recognize the slope of the linear graph as the constant in the relationship $y=kx$ and apply this principle in interpreting graphs constructed from data.
 - e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.
 - f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure \times area, volume = area \times height).
 - g. Distinguish between linear and nonlinear relationships on a graph of data.

APPENDIX K: Sample Curriculum Alignment Templates and Planning Documents

| UNIT BACKGROUND | |
|----------------------------------|---------------------|
| Unit Number and Title: | Grade Level: |
| Subject/Topic: | |
| Key Words: | |
| Length (in weeks / days): | Quarter: |

Unit Goals:

Reading:

Literature:

Writing:

| BRIEF SUMMARY |
|---|
| <p>How will I measure my Unit Goal?</p> <p>How will I measure progress toward the Unit Goal?</p> <p>What is this unit covering?</p> |

| UNIT STANDARDS | CLUSTERED UNIT STANDARDS (Selected from Prioritization Grid) | | | | |
|----------------|---|---------|----|----|----|
| | Standard | Bloom's | P1 | P2 | P3 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

STAGE 1: BIG PICTURE PLANNING

| Unit Plan – Enduring Understandings | Unit Plan – Essential Questions | Unit Plan – Tasks |
|--|---|-------------------|
| UNDERSTANDINGS: Big ideas? What specific understandings about them are desirable? What misunderstandings are predictable? | ESSENTIAL QUESTIONS: What provocative questions will foster inquiry, understanding, and transfer learning? | • |

| Students will know: |
|---------------------|
| • |

| Students will be able to: |
|---------------------------|
| • |

(M) = Mastery by end of this unit

| Unit Vocabulary | | |
|---------------------|--------------------|---------------------|
| Familiar Vocabulary | Applied Vocabulary | Enduring Vocabulary |
| • | • | • |

| COMMON MISCONCEPTIONS: What common misconceptions do students have based on diagnostic data? | |
|---|---------------|
| Misconception | Clarification |
| | |
| | |
| | |

STAGE 2: ASSESSMENT EVIDENCE

| Performance Task Summary (See Performance Task Blueprint for each task at the end of this unit) |
|---|
| • |

| Student Self-Assessment |
|-------------------------|
| • |

STAGE 3: LEARNING ACTIVITIES / RESOURCES

| What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings? Consider the WHERE elements from the student's perspective (Where is the work headed; Hook; Explore the subject in depth; Rethink, rehearse, revise; Evaluate) | | | | |
|---|------------|----------------|-----------------------------------|-----------------------------|
| Day # and Standard | Objectives | # days/minutes | Instructional Choice/Lesson Notes | Potential Misunderstandings |
| Essential Question: | | | | |
| | • | | | |
| | • | | | |
| | • | | | |
| Connection to School-Wide Initiatives | | | | |
| Character Education (Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship) | | | | |
| • | | | | |
| Empowerment Discussions | | | | |
| • | | | | |
| Leadership | | | | |
| • | | | | |

Article I. STAGE 4: SEQUENCING AND SCAFFOLDING OBJECTIVES ON A CALENDAR

Article II. Month

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Day 1 Objectives: | 2 Objectives: | 3 Objectives: | 4 Objectives: | 5 Objectives: |
| 6 Objectives: | 7 Objectives: | 8 Objectives: | 9 Objectives: | 10 Objectives: |
| 11 Objectives: | 12 Objectives: | 13 Objectives: | 14 Objectives: | 15 Objectives: |
| 16 Objectives: | 17 Objectives: | 18 Objectives: | 19 Objectives: | 20 Objectives: |
| 21 Objectives: | 22 Objectives: | 23 Objectives: | 24 Objectives: | 25 Objectives: |

OAK PARK PREP – LESSON PLANNING TEMPLATE

Article III. UNIT X LESSON Y PLAN

Per:

Date:

| | | |
|---------------------------------------|---|---|
| PRE-PLANNING: KNOW SO SHOW | OBJECTIVES | 3 – 5 KEY POINTS. |
| | | |
| | STANDARD(S) | Connection to Big Idea or Essential Question |
| | | |
| | ASSESSMENT | |
| | | |
| LESSON CYCLE: GO | OPENING. (__ min.) | |
| | | |
| | INTRODUCTION TO NEW MATERIAL. (__ min.) | |
| | What key points will you emphasize and reiterate? How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate? | |
| | | |
| | GUIDED PRACTICE. (__ min.) | |
| | How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you scaffold practice exercises from easy to hard? How will you monitor and correct student performance? | |
| | | |
| | INDEPENDENT PRACTICE. (__ min.) | |
| | How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension? | |
| | | |
| | CLOSING. (__ min.) | |
| | How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective? | |
| | | |
| HW | | |
| Key Vocabulary: | | |
| Post-Lesson Notes: | | |

OAK PARK PREP WEEKLY SYLLABUS

Week of:

| | | | | | |
|---|--------------------|-----------------|------------------|-----------------|---------------|
| Course Title: | Unit Title: | Teacher: | | | |
| CA Learning Standards/Performance Skills: <i>By the end of the week, students will be able to:</i> | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Objective: <i>Students will be able to:</i> | | | | | |
| Do Now: | | | | | |
| Agenda: | | | | | |
| Homework: | | | | | |

APPENDIX L: Same Principal Evaluation

ARTICLE IV. OAK PARK PREP **Sample Principal Description and Basis for Evaluation**

The Principal of Oak Park Prep works with the Superintendent and Board of St. HOPE Public Schools to assess the school's adherence to its mission and to set short- and long-term goals. The Principal manages the work of school staff, and bears ultimate responsibility for staff contributions to academic performance, mission-aligned school culture, and organizational viability. Responsibilities include:

| REVIEW AREA | PRIMARY JOB RESPONSIBILITY | MEASUREMENT |
|--|---|---|
| Facility | Provide Oak Park Prep students with a positive environment in which to learn. | <ul style="list-style-type: none"> The school building is reflective of Oak Park Prep's values and standards |
| Fundraising | Work with the St. HOPE Public Schools to raise funds to meet operational and capital needs | <ul style="list-style-type: none"> Determine fundraising goals Help to create and execute fundraising plan Achieve fundraising goals determined to be the primary responsibility of staff in the development plan (foundations, minor individual donors) |
| Financials | Work with the Superintendent and CFO to develop and manage the annual operating budget. | <ul style="list-style-type: none"> Budget is created on schedule Financials are presented to the board in a timely manner The school is on budget |
| | Demonstrate financial viability to an independent auditor. | <ul style="list-style-type: none"> Successfully complete an annual audit |
| Educational Program (testing) | All students take Oak Park Prep Diagnostic tests in the fall and spring and the CST test in the spring. | <ul style="list-style-type: none"> Scores exist for all students and are disaggregated on racial/ethnic/language and socioeconomic lines |
| | All students take the CST exam in the spring. | <ul style="list-style-type: none"> Average student scores on the CST meet the schools academic goals |
| | All students take Oak Park Prep's internal Benchmarks | <ul style="list-style-type: none"> Students will demonstrate growth in all Core Subject Areas throughout the year |
| Educational Program (student conduct) | Oversee the development of school culture and student adherence to the Student Code of Conduct. | <ul style="list-style-type: none"> A clear decline can be seen over the course of the year in the number of demerits, suspensions, and expulsions accrued by students |
| Educational Program (programs) | Oversee the design and implementation of the ethical philosophy and service learning programs. | <ul style="list-style-type: none"> The ethical philosophy and service learning programs are in place by the middle of the year |
| | Oversee the design and implementation of enrichment programs. | <ul style="list-style-type: none"> Enrichment programs are in place within the first three months of school opening |
| Educational Program (staff) | Acquire and retain outstanding faculty members. | <ul style="list-style-type: none"> Start the 2012-2013 school year 100% staffed Retain teachers for the full school year Identify Oak Park Prep staffing needs |

| | | |
|---|--|--|
| | | for FY13 <ul style="list-style-type: none"> Recruit and hire 90% of Oak Park Prep staff for FY13 by July 31 of 2012 Positive feedback is obtained from a teacher survey |
| | Provide quality professional development. | <ul style="list-style-type: none"> All teachers have developed professional goals for each quarter Once a month, faculty discuss best practices Each teacher's classroom performance has been evaluated three times |
| Community (Parents) | Oversee the implementation of a yearly parent satisfaction survey. | <ul style="list-style-type: none"> Achieve a 90% return rate on the parent survey |
| | Achieve high parental satisfaction. | <ul style="list-style-type: none"> 80% of parents report that they are "satisfied" or "extremely satisfied" with their child's academic and personal development |
| | Achieve high parent participation. | <ul style="list-style-type: none"> 75% of parents attend a school-sponsored event during the course of a year |
| | Oversee the development of the Parent Advisory Network. | <ul style="list-style-type: none"> The Parent Advisory Network is this the name you use meets with the Principal monthly The Parent Advisory Network reports to the Superintendent twice a year |
| | Oversee the development and implementation of parent journals. | <ul style="list-style-type: none"> Parents receive weekly reports Parents have bi-monthly conversations with their children's advisors |
| Community | Oversee the dissemination of best practices. | <ul style="list-style-type: none"> Disseminate best practices to other schools and the educational community |
| Organizational Health (students) | The school has a waiting list. | <ul style="list-style-type: none"> The school's waiting list exceeds 10% of the school population |
| | Student attendance is high. | <ul style="list-style-type: none"> Average student attendance is 95% |
| Organizational Health (board) | The Principal works well with the board and Superintendent | <ul style="list-style-type: none"> The Principal attends all board meetings and presents all requested information to the board in a timely manner |
| Organizational Health (Compliance) | The school complies with all relevant federal, state, and city guidelines. | <ul style="list-style-type: none"> The school receives no citations for federal, state, or city noncompliance. |

APPENDIX M: Sample Parent and Student Contract of Commitment

OAK PARK PREP FAMILY CONTRACT

At Oak Park Prep, we understand the importance of alignment within the school community in order to achieve our mission of preparing students to enter and successfully complete a college-preparatory high school curriculum of study. This mission can be best achieved when students, families, and school staff are all actively involved in education and working to meet the school's cultural and curricular expectations. We all have the responsibility of promoting student learning and, as educational partners, we value each person's contribution to our school community. The following expectation outlines the expectations that need to be met to best support student learning, and should be signed by the parent/guardian, student, and staff.

Parents & Guardians

I/We agree to:

- Supporting Oak Park Prep's demanding academic program, high standards of conduct, and extended school day and year.
- Ensuring that my student is at school on time, in uniform, every day.
- Monitoring my student's schoolwork, homework, and grades regularly.
- Communicating regularly with Oak Park Prep and attending the required parent events.
- I have read and understand the Code of Conduct.

Students:

I agree to:

- Doing my best to follow our PREP values
- Arrive at school on time, every day, and prepared to work
- Complete my homework every night and bring it neatly to school.
- Obey the Code of Conduct at school, at any school events, or on the bus.
- Speaking regularly with my parents and guardians about my progress at school, my grades, my assignments, and my behavior.
- Commit myself to achievement all day, every day and seek help when I need it.
- I have read and understand the Code of Conduct.

Teachers and Staff:

We agree to:

- Arrive at school on time and prepared for an academically rigorous, college preparatory environment every day.
- Assess students regularly and fairly.
- Enforcing all rules and policies consistently and fairly.
- Communicating with parents/guardians with reasonable frequency to communicate both positive and negative feedback.
- Maintaining the highest standards of academic performance and conduct.
- I have read and understand the Code of Conduct.

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

Teacher and Principal Signature _____ Date _____