



ST. HOPE PUBLIC SCHOOLS Oak Park Preparatory Academy

Charter School Renewal Petition

December 22, 2014

Presented to the governing Board of the Sacramento City Unified School District and prepared in compliance with the terms, conditions and requirements of A.B. 544 (California Education Code 47605) – The Charter Schools Act.

Submitted by St. HOPE Public Schools in cooperation with parents, teachers, staff, community leaders and other citizens of Sacramento, California.

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AFFIRMATIONS AND ASSURANCES

Oak Park Preparatory Academy (“Oak Park Prep,” “OPPA” or “the Charter School”) and St. HOPE Public Schools (“SHPS”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- SHPS shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(O)]
- The Charter School shall be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition, fees, or other mandatory payments for attendance at the Charter School for participation in programs that are required for students. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall adhere to all requirements for employment set forth in application provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility

will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall meet or exceed the legal minimum number of school days. [title 5 California Code of Regulation Section 11960]
- The Charter School shall adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- The Charter School shall adhere to any and all other federal, state, and local laws and regulations that pertain to the applicant of the operation of the school.
- The Charter School shall comply with the Ralph M. Brown Act ("Brown Act") (Cal. Gov. Code §§ 54950 *et seq.*)
- The Charter School shall comply with the California Public Records Act (Cal. Gov. Code §§ 6250 *et seq.*)

Lead Petitioner Signature

Date

EXECUTIVE SUMMARY

Oak Park Preparatory Academy (“Oak Park Prep” or “OPPA”) is a public, high performing, college preparatory, independent charter school operated by St. HOPE Public Schools (“SHPS”), authorized by the Sacramento City Unified School District Board of Education (“SCUSD” or the “District”) for an initial three-year charter term in October 2011. The Charter School is currently in its third year of operation and serves students in grades 7-8.

It is based on objective student and school results, as well as overwhelming parent and community support, that St. HOPE Public Schools, in accordance with the Charter Schools Act of 1992, hereby petitions the District for renewal of the charter for Oak Park Preparatory Academy. Enclosed please find a petition providing clear evidence that OPPA has far exceeded the charter renewal criteria set forth in Education Code Section 47607. For the past three years, OPPA has offered a strong educational program and has exceeded the outcomes outlined in the original charter approved by the District in 2011. The petition also demonstrates that OPPA is operationally and fiscally viable and is compliant with all relevant laws and regulations.

As required by the Charter Schools Act of 1992, the petition contains a reasonably comprehensive description of each of the 16 elements identified in California Education Code Sections 47605(b)(5)(A-P). In addition to the renewal petition, the requisite assurances are provided as well as supplemental materials (referred to as Appendices). These supplemental materials provide supporting information, but are not incorporated into nor considered an official part of the petition.

OPPA is operated by St. HOPE Public Schools (SHPS), a nonprofit, 501(c)(3) public benefit corporation. In the 2014-15 school year SHPS operates four schools in Oak Park, serving approximately 1,800 students in a PreK-12 education pipeline focused on empowering students to obtain a four-year college degree and to serve as leaders in their communities.

OPPA serves a traditionally underserved population of students who, on average, have struggled to achieve at high levels and who have often been denied the choice of a high quality public education. SHPS, in collaboration with the District as its authorizing partner, have established OPPA as a school that provides an academic program rivaling the best in the state. In the following pages, the Charter School has provided a brief overview of OPPA’s performance and accomplishments to date.

Mission

Oak Park Prep shares the same mission as all schools within SHPS: To graduate self-motivated, industrious, and critically thinking leaders who are prepared to attend a four-year college, committed to serving others and passionate about life-long learning.

However, Oak Park Prep’s mission breaks down the mission and vision of SHPS to target the population of students at the time they will be attending the Charter School. This mission is: To educate students in grades seven and eight to excel in a rigorous high school, succeed at a four year university and lead in their chosen profession.

Need

In 2014, our country celebrated the 60th 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, sixty 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 and will achieve. They need schools to foster respect, discipline, motivation and belief, and develop in them the critical academic skills and knowledge necessary to compete on a level playing field.

In 2013, in the Sacramento City Unified School District, fewer than 30% of eighth graders taking General Mathematics in South Sacramento middle schools scored proficient or above; and fewer than 40% of eighth graders at these schools were proficient or advanced in ELA.

Oak Park and South Sacramento are in need of high quality stand-alone middle schools that are (1) focused *solely* on addressing the needs of middle school students, (2) committed to outstanding academic achievement, and (3) provide a college-preparatory curriculum for every student. For students to be able to succeed in 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.

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.

Results to Date

OPPA has extremely high expectations for all students and members of the school community. Ambitious goals are set for academic achievement and all members of the OPPA team and family are held accountable for meeting these goals. Specifically, OPPA aims to provide all students with the quality of education and schooling that is available at the highest performing schools in the state and nation. All students and families deserve access to excellent schools and OPPA is providing this option to the children of Oak Park and Sacramento. OPPA's short history shows its students are achieving the established goals and the Charter School is one of the top performing stand-alone middle schools in Sacramento.

Students at OPPA have made significant academic strides since the Charter School opened in 2012. Students at OPPA scored the second highest when compared to all stand-alone middle

schools in SCUSD on the 2013 English Language Arts (ELA) CST, as shown in Table 1. Students scored the highest when compared against the same schools on the 2013 7th grade Math CST, as seen below in Table 2. The trend set in 2012-13 continued the following year as OPPA students were the highest scoring among the same peer group on the 2014 8th grade Science CST, displayed in Table 3.

Table 1	
2012-13 CST - ELA	% Prof/Adv (7th grade only)
Sutter Middle	75%
OPPA	73%
Sam Brannan	66%
California Middle	61%
Fern Bacon	52%
Will C. Wood	48%
Albert Einstein	46%
Kit Carson	36%

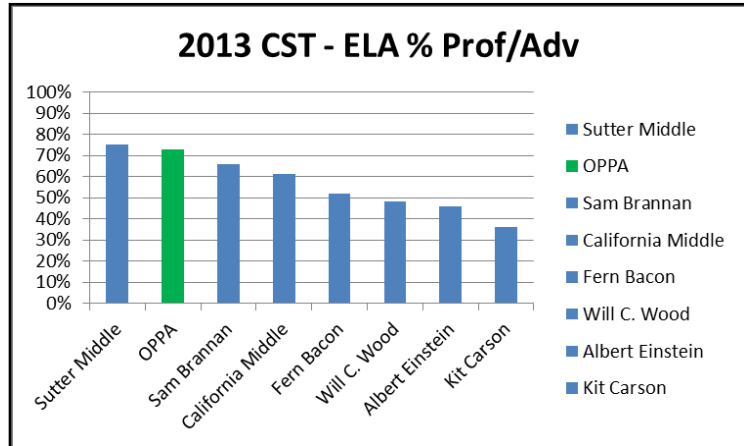


Table 2	
2012-13 CST - Math	% Prof/Adv (7th grade only)
OPPA	78%
Sutter Middle	73%
Fern Bacon	70%
California Middle	68%
Sam Brannan	48%
Albert Einstein	47%
Will C. Wood	43%
Kit Carson	27%

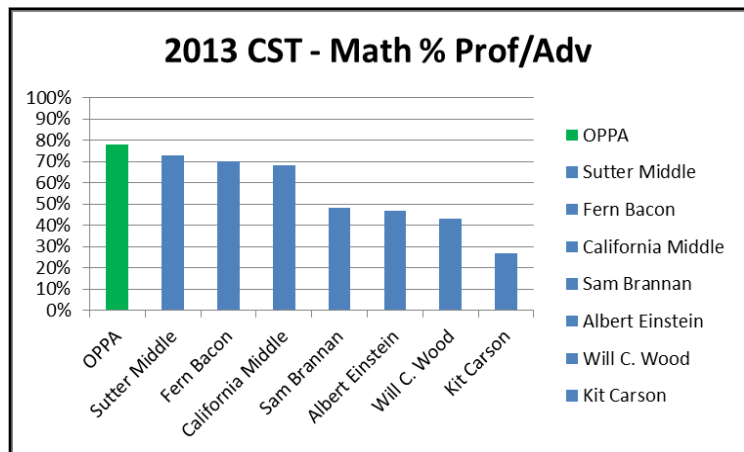
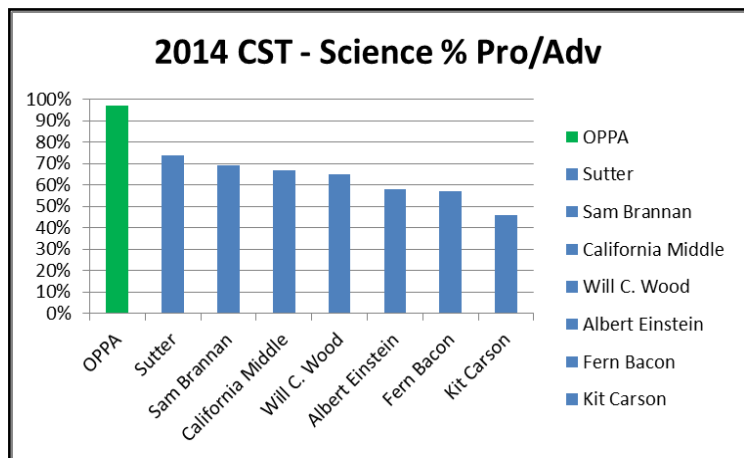


Table 3	
2014-15 CST - Science	% Prof/Adv
OPPA	97%
Sutter	74%
Sam Brannan	69%
California Middle	67%
Will C. Wood	65%
Albert Einstein	58%
Fern Bacon	57%
Kit Carson	46%



These data show definitively that what is happening at Oak Park Prep works – that all students, even traditionally low-performing subgroups, can achieve at the highest levels and meet ambitious achievement goals if the expectations are high, all stakeholders work relentlessly, and the necessary support is provided to students, families and staff. Oak Park Prep’s academic program is intentionally and strategically designed to ensure all students are meeting the mission, and prepared for college by catching them up when they are not on grade level. As shown by the data, all students are making significant progress and achieving at extraordinary levels.

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that

the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The following shall serve as documentation confirming that OPPA exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (see Appendix 2.4 for the 2013 CDE DataQuest Report):

- OPPA has achieved a statewide API rank of 9 in the prior year, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

Due to the suspension of the CST in 2013-14, no API was calculated for OPPA. Schools that do not have a current year API calculation will use either the more recent API score, an average of the three most recent API scores, or an alternate measure that shows an increase in academic achievement (Assembly Bill 484; See Education Code sections 52052(e)(2)(F) and 52052(e)(4)). OPPA has only one API calculation in its history, so OPPA's API will remain at the 2013 rate of 887, an API which received a statewide ranking of 9 out of 10. Data provided by the California Department of Education states that OPPA has exceeded the statewide minimum performance target for API (800), as shown in Table 4. OPPA has no numerically significant student subgroups.

Accordingly, OPPA has met all possible renewal criteria in accordance with Education Code Section 47607(b) given the school's years of operation, and data generated by the state, and therefore should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

API	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Student Groups Growth Target
School-wide	53		887	B	B	B	
Black or African American	27	No	862				
American Indian or Alaska Native	0	No					
Asian	2	No					
Filipino	0	No					
Hispanic or Latino	17	No	920				
Native Hawaiian or Pacific Islander	1	No					
White	2	No					
Two or More Races	4	No					

Socioeconomically Disadvantaged	49	No	879				
English Learners	10	No					
Students with Disabilities	7	No					
* "B" means the school did not have a valid 2012 Base API and will not have any growth or target information.							

Adequate Yearly Progress (AYP)

OPPA did not meet AYP for 2013; however, the school does not have previous year's data to meet AYP through alternative methods. Because the CDE has suspended AYP for 2013-14 for K-8th grade schools (due to transition from CST to common core assessment starting in 2014-15), OPPA will hold in its current status for 2014-15, not in Program Improvement (see Table 5). To also be clear, the meeting of AYP has no role in the charter criteria as detailed above.

Table 5										
Percent Proficient - Annual Measurable Objectives (AMOs) 2012-13	English-Language Arts Target 89.2% Met all percent proficient rate criteria? No					Mathematics Target 89.5% Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alt. Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alt. Method
School wide	53	38	71.7	No		53	41	77.4	No	
Black or African American	28	18	64.3	--		28	21	75	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	2	--	--	--		2	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	17	14	82.4	--		17	14	82.4	--	
Native Hawaiian or Pacific Islander	1	--	--	--		1	--	--	--	
White	1	--	--	--		1	--	--	--	
Two or More Races	4	--	--	--		4	--	--	--	
Socio-	49	34	69.4	--		49	37	75.5	--	

economically Disadvantaged										
English Learners	10	--	--	--			10	--	--	--
Students with Disabilities										

Oak Parks Prep’s success in attaining significant gains in achievement for all students, especially those who are traditionally underserved, is a model for others across the city, state, and nation. Oak Park Prep looks forward to continuing to work in partnership with the District and other like-minded organizations, to provide a high quality educational option for the students of Oak Park and Sacramento. In this petition, along with its first two years of incredible results, OPPA has presented the case for continuing SHPS’s mission and furthering Oak Park Prep’s ultimate purpose – ensuring student achievement and college success. Overall, OPPA’s initial performance is remarkable and will continue for the students of Sacramento.

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)(i)

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(b)(5)(A)(ii)

MISSION AND PURPOSES OF THE CHARTER SCHOOL

Educational Needs of Target Population

The Achievement Gap

In 2014, our country celebrated the 60th 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, sixty 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 and will 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. This is exactly what the founders of Oak Park Preparatory Academy, (“Oak Park Prep”), proposed, and exactly what is being implemented for the current students. Oak Park Prep is actively closing the achievement gap and its continued existence will provide an equal education for all students.

Oak Park Prep serves 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. Our student population is predominately African-American and Latino, over 80% qualify for free or reduced-priced lunch, and approximately 10-15% of incoming students are identified as having special needs. We serve students functioning at widely disparate academic performance levels. Although some students enter Oak Park Prep at or above grade level, approximately 75% of the student body enters Oak Park Prep one or more years below grade level in the core academic subjects. In 2012, only 27% of Oak Park Prep scholars were on grade level in math, and only 10% in reading comprehension. It is our continued mission to ensure these scholars are on track to make it to and through college before leaving Oak Park Prep, as evident in the founding scholars’ 2013 CST results demonstrating 78% proficiency in Math and 73% in English Language Arts. These scholars outperformed their more affluent peers, narrowing the achievement gap within Sacramento. As we transition to the Common Core State Standards and increase the academic demands on scholars, Oak Park Prep

remains committed to ensuring all scholars, regardless of background, receive the education they are entitled to.

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 SHPS: 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 educate students in seventh and eighth grade to excel at a rigorous high school, succeed at a four year university and lead in their chosen profession.

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 to 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.¹ In schools such as these, the expectations are high, clear and consistent each and every day. Each member of the school community works to

¹ 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).

produce and give the best version of themselves in order to meet the challenges we face. Oak Park Prep is this type of school.

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 is no substitute for excellence - and no excuse for mediocrity. We do not falsely boost self-esteem with strategies that are empty once students move on to high school. Instead, we 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 they have put in. We 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 Leadership Team of SHPS.

In its progression, Oak Park Prep has developed an exceptional team who is capable of and excited to both govern and manage the school through the next five years; who understand the mission and vision of both the school and the organization; who will continue to 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, 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.² 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

² See Element 1 for details on our professional development program.

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 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 work to create a culture of academic excellence in which all students read and write on or above grade level, master 8th grade math standards and are prepared for honors or accelerated high school math classes, and act in ways that demonstrate true citizenship.³ 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 are aligned to the intense preparation we undergo to meet every student where they need support and create a strong academic environment. Our curriculum, aligned to the California Content Standards, the Common Core State Standards, as well as the Next Generation Science Standards (collectively referred to as the “State 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 are 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,⁴ we 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” theory⁵ 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 are explicitly clear and are consistently enforced by all members of the Oak Park Prep community. Among other skills, we teach our students how to shake hands, sit properly, walk in lines, clean

³ See Element 5 for our Accountability Plan that details our annual and five year goals to reach these targets.

⁴ 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.

⁵ 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.

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.

Accountability

Accountability is one of the central tenets of charter school legislation. The staff at Oak Park Prep honors and welcomes that accountability.

Accountability to the Public

As a charter school, Oak Park Prep gains autonomy in exchange for a higher level of accountability for student achievement. That is a fair and welcome trade-off. We take our responsibility for public accountability seriously. Through student achievement indicators, family surveys, external evaluators, and community participation, we 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, and we further inform school constituents and any interested parties of our progress. Oak Park Prep’s staff is 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 is 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 have a small number of ambitious and easily-measured goals – focused on the student achievement necessary in middle school to ensure preparation for demanding college-preparatory high schools.

Accountability to Families

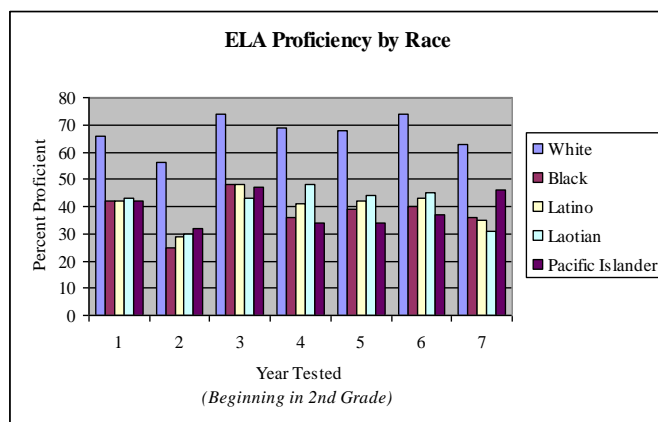
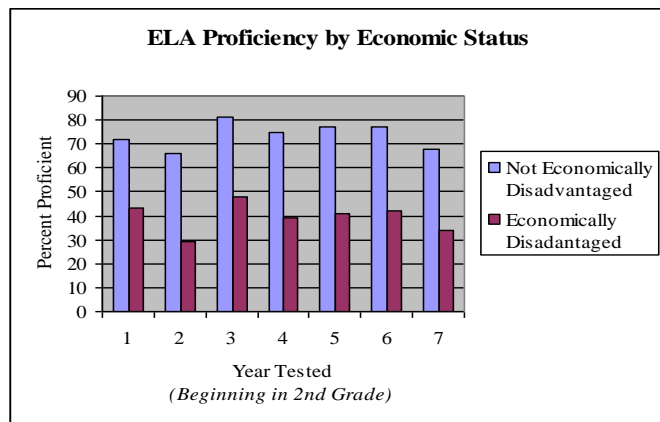
Staff at Oak Park Prep is ultimately accountable to the authorizer for reaching the measures outlined in our Accountability Plan; however, we are just as accountable to our students and their parents and families. As a result, we take our responsibility to parents and families as part of our commitment 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 use regular internal assessments to objectively ensure 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 err on the side of over-communicating with parents about their students. Last year, over 94% of parents agreed that Oak Park Prep communicates frequently and consistently, as measured by our 2013 parent survey. We view parents as partners and use the Oak Park Prep Commitment to Excellence Contract, see Appendix 5.3, 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. Supporting documents of parent engagement may be reviewed in Appendices 4.11, 4.12, and 4.13.

Accountability to the Oak Park Prep Community

Lastly, we at Oak Park Prep recognize there is an internal accountability among all members of our 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, families 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 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

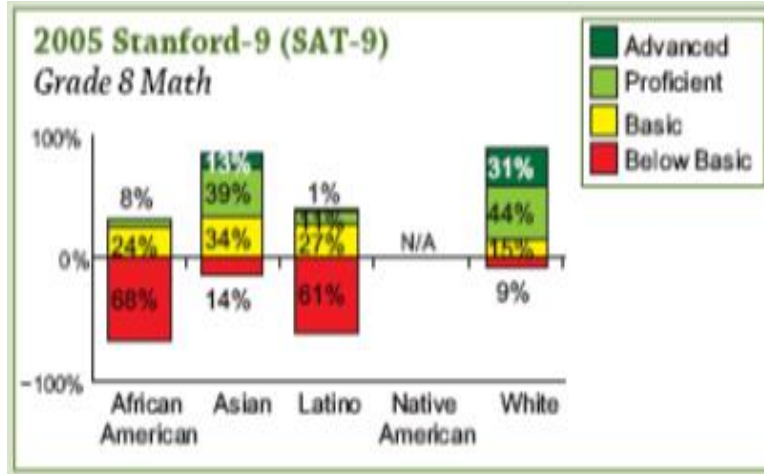
Student Achievement



In 2010, the achievement gap was clearly evident with a 30% proficiency gap between African-American and White scale scores on the California Standards Test (“CST”) in reading and math among students attending public school in California. We further continue to see low performance when reviewing scores based on income, with only 50% of socio-economically disadvantaged scholars demonstrating proficiency on the CST.⁶ With further review, the same achievement gap persisted in the Sacramento City Unified School District.

⁶ California Department of Education: Analysis, Measurement, and Accountability Reporting Division, (AYP: apr12dbf, 3/13/13; Title I: schlpi12, 3/12/13)

Table 1.1



Subgroup Performance and Participation				
Student Subgroups ¹	Annual Measurable Objectives (AMOs)			
	% Proficient and Above		% Participation	
	English/Language Arts (78% Target)	Mathematics (78.2% Target)	English/Language Arts (95% Target)	Mathematics (95% Target)
Black or African American	45.6	42.3	99	99
American Indian or Alaska Native	49.8	48.5	99	99
Asian	80.0	84.8	100	100
Filipino	75.5	75.1	100	100
Hispanic or Latino	46.9	50.6	99	99
Native Hawaiian or Pacific Islander	55.0	56.9	99	99
White	74.0	71.2	99	99
Two or more Races	73.4	70.6	99	99
Socio-economically Disadvantaged	46.3	50.2	99	99
English Learner	40.6	49.5	99	100
Students with Disabilities	35.7	37.2	97	98

¹To be numerically significant, a subgroup must have 100 pupils or be 15% of total enrollment with at least 50 pupils with valid test scores. See [Students by Ethnicity](#) and [Languages of English Learner Students](#) for student enrollment counts taken during the year.

Note: AYP indicators are highlighted in red if they do not meet AYP target values. Some AYP indicator values that appear not to meet a standard actually do meet AYP standards due to an [alternative method](#) determination and will not be highlighted in red.

Original Need

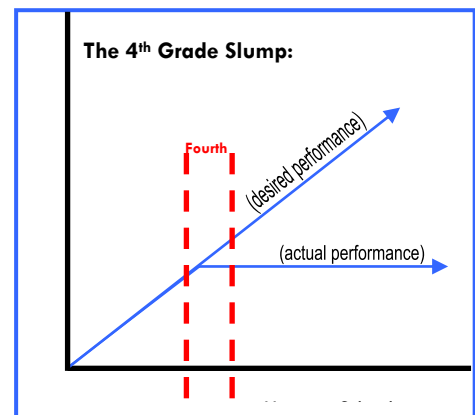
In 2010, before OPPA’s founding in the District, less than one quarter of eighth graders taking General Mathematics in South Sacramento middle schools were on grade level. Fewer than half of these same students were on grade level in ELA. In state rankings, two of the three middle schools found in South Sacramento were ranked in the bottom 20% of all middle schools in the

state of California⁷ (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.

This gap in academic performance between students of South Sacramento and students in other communities continues to be an issue that we can and must address. Families in South Sacramento are faced with incredibly high rates of unemployment (over 12% in 2010) 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.⁸

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.⁹ 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.¹⁰ The gaps in vocabulary exposure slow a child's comprehension and learning.

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."¹¹ 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.



Fourth Grade Slump

⁷ Schooldigger.com

⁸ 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.

⁹ Betty Hart and Todd R. Risely, "The Early Catastrophe: The 30 Million Word Gap by Age 3," *American Educator* (Spring 2003).

¹⁰ Ibid.

¹¹ 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.”¹² “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.

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.”¹³ 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 serves 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 established growth target allows 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. In 2014, the first class of graduating 8th graders demonstrated this reading growth. Only 10% of them were on grade level when they enrolled at Oak Park Prep, and with our committed to literacy, 89% of them are reading on grade level before entering high school.

Capacity and Impact of Founding OPPA

There are currently a total of 14 charter schools operating District-wide, serving approximately 6,380 students.¹⁴ However, before OPPA, there were no stand-alone middle schools, District-run or charter, that serve the students of Oak Park and the South Sacramento Community. This forced many families with middle school-aged students to travel outside of their community for middle school. It further left 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 was evident. The staff of Oak Park Prep sought, and continues to seek, to meet that need by providing a high-performing middle school to the community.

¹² Chall, J.S. (1983). *Stages of Reading Development*. New York: McGraw-Hill.

¹³ Chall, J.S., Jacobs, V.A., & Baldwin, L.E. (1990). *The Reading Crisis: Why Poor Children Fall Behind*. Cambridge, Mass.: Harvard University Press.

¹⁴ Source of current enrollment charter school data: CCSA website (California Charter Schools Association).

Oak Park Prep meets the need in Oak Park and South Sacramento for 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 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 did not have one public charter or traditional district *stand-alone* middle school. There are four traditional middle/junior high schools in the greater South Sacramento area: Fern Bacon Middle, 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 CST.¹⁵ Table 1.2 indicates the academic status of South Sacramento middle and junior high schools in 2010. Review of data from the previous 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. This data demonstrated the need for a high performing middle school for the students of South Sacramento.

Table 1.2 – South Sacramento middle/junior high schools (2010)						
District Public Schools			AYP Status (2010)		Percent Proficient (8th 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%

Current Impact

A low 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

¹⁵ All four schools were identified for the 2009-2010 school year as “needing improvement”. CA Department of Education.

Oak Park Prep to continue in operation is evident. Students must be given the resources to achieve and provided a school choice to ensure their academic and social achievement. Table 1.3 indicates the current academic status of students at Southern Sacramento middle and junior high schools. As set out in this petition the students at Oak Park Prep are outperforming their peers in the neighboring schools, and there is still a need for high performing middle schools within Southern Sacramento.

Table 1.3 – South Sacramento middle/junior high schools (2013)						
District Public Schools			AYP Status (2013)		Percent Proficient (7th Grade)	
School	Grades	Population	API	Met AYP?	Reading	Math
Oak Park Prep	7 – 8	57	887	No	73%	78%
Fern Bacon	7 – 8	721	794	No	52%	70%
John H. Still	7 – 8	722	646	No	29%	39%
Rosa Parks	7 – 8	463	692	No	30%	36%
Will C. Wood	7 – 8	685	776	No	48%	43%
Kit Carson	7 – 8	354	669	No	36%	27%

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, as well as our two years of results, finds that a laser focus on basic literacy in the early years of schools, as represented by many of the practices we continue to employ, is a central commonality among high-performing schools.¹⁶ 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

¹⁶ 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.

failure. A seventh grade start allows 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 District's current school structures.

Our Commitment

The founders and current staff of Oak Park Prep commit to operation of a school that will continue to deliver on the promise of high student achievement. We are committed to continuing a school of excellence where teachers deliver high quality instruction, are supported professionally and have the resources needed to be effective educators. We will maintain a learning environment that is safe, structured and conducive to learning. We will continue to recruit, hire and develop¹⁷ a team of talented teachers who are supported in best practices for 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 continue to 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 successfully meet the academic and social needs of our target population, we 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 refine 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's staff specifically utilizes instruction that is designed to develop the necessary skills to reach grade level quickly. For students at or above grade level already, our curriculum rapidly accelerates their learning. We recognize that some of our students 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.

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

¹⁷ See Element 1 for information on professional development; and Element 3 for information on staff qualifications and recruitment.

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.'" ¹⁸

ENROLLMENT

We recognize the challenges of operating a smaller middle school. We believe that a small and intimate initial operation, with a strategic and manageable growth plan has allowed 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 has also been important for the business functions of financial management, fundraising, and governance.

A small school allows 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. ¹⁹ (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. ²⁰ 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. ²¹ As a school of 120-180, Oak Park Prep will continue to form a tight community of support and structure, preventing the same challenges faced by large urban schools.

By operating a middle school of 120-180 students, approximately 1/4 the size of neighboring middle schools, Oak Park Prep's staff 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 is 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.

As a result of our desire to replicate the success of smaller schools across the country, Oak Park Prep opened in August 2012 with seventh graders, for an initial student enrollment of 60 students. In the second year of operation, Oak Park Prep enrolled 60 new students in grade seven and filled any open seats in grade eight. As the school continues to succeed and the demand continues to be greater than the seats available, Oak Park Prep will admit 90 students

¹⁸ 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.

¹⁹ Kappner, Augusta, S. "Small Schools Offer Real Hope For Communities Of Color." 2004. www.smallerchools.org.

²⁰ Ibid.

²¹ 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>.

per year, for a total enrollment of 180 students. At maximum student capacity and full grade enrollment, we can serve a total 180 students in grades seven and eight.

Table 1.4: Oak Park Prep Enrollment Plan

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2020
	Actual Enrollment	Actual Enrollment	Actual Enrollment	Projected Enrollment	Projected Enrollment
7th Grade	57	54	61	90	90
8th Grade		57	69	60	90
TOTAL	60	111	130	150	180

We have created a budget and designed a program that absorbs anticipated attrition (see Budget in the Appendix 9.1). 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.²² 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 an intensive orientation and attend after-school supports to ensure they are able to fully matriculate into the school and feel strongly that they are part of our community.

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

²² 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.

EDUCATIONAL FOCUS

Oak Park Prep is a college-preparatory middle school with a clear and simple message to students: **you are going to and through 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 have seen our students become ready and excited to take on honors classes, 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. Here are some updates from the first graduating 8th grade class they enroll in Sacramento Charter High School

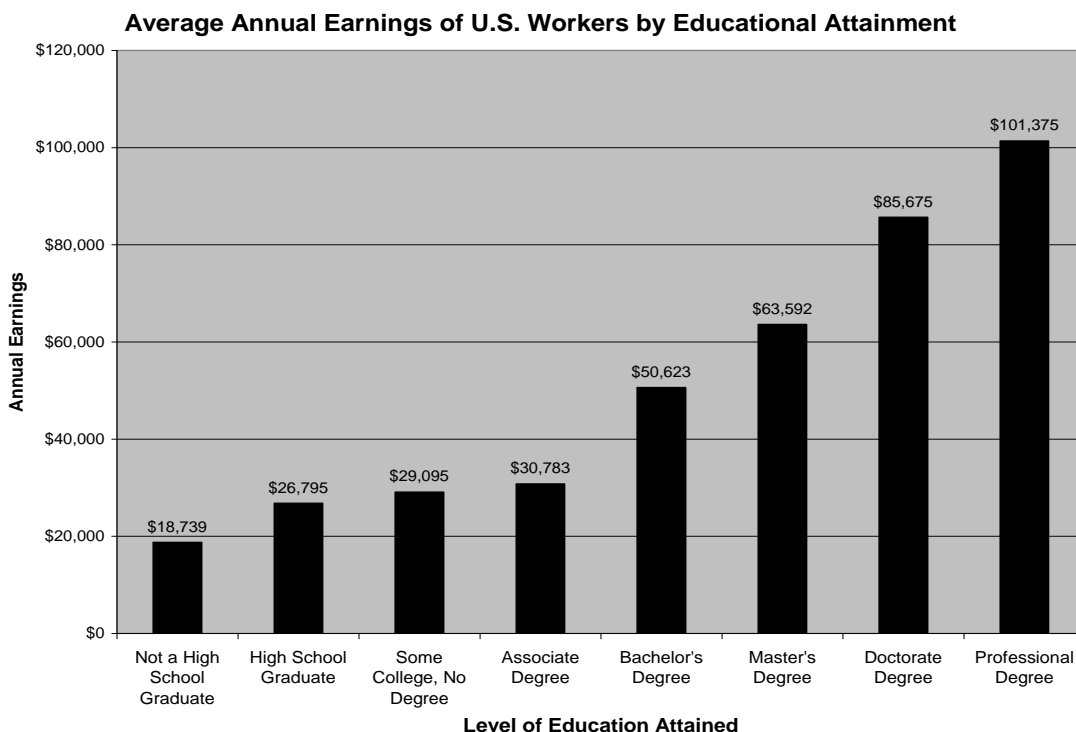
- Over 90% who applied to College Track were accepted
- Over 43% tested into 10th grade Geometry
- Another 18% tested into Honors Algebra
- Over 60% of all Oak Park Prep scholars are in an accelerated math
- Over 25% tested into Honors English Language Arts

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 the 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 current 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 continue 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.



Primary Source: U.S. Census Bureau, 2002

Secondary Source: "PostsecondaryOpportunity.org," November 2003

As a charter school operating in South Sacramento, we will continue to 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's school day 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 and numeracy 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. Through Oak Park Prep's rigorous and individualized program focused on literacy and numeracy, scholars overcame their foundational gaps during their two year enrollment and were ready to excel at a college prep high school.

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. Oak Park Prep students do not just develop as intellectuals, but also as responsible citizens. By adopting and practicing Oak Park Prep's PREP values (Prepared, Respectful, Engaged, Professional), we 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 learn to take responsibility for themselves, their school, and their community.

ACADEMIC DESIGN

Student Content and Performance Standards

Academic

The new Common Core State Standards (CCSS) provide the framework for our content standards. The staff at Oak Park Prep works strategically and relentlessly so that students *master* all of the clear and rigorous State Standards. Where necessary to ensure students are fully prepared for demanding college-preparatory high schools, we strengthen our curricula further, exceeding the State Standards in a manner that is grade-appropriate and simultaneously ensures the mastery of basic skills.

- **English Language Arts:** We have fully adopted CCSS 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.

- **Math:** We have fully adopted CCSS and are committed to ensuring scholars are having strong numeracy skills essential to future success.
- **Science:** We have implemented California State Science Standards, and will begin to adopt Next Generation Science Standards, and Common Core Literacy Standards in Science and Technology.
- **Social Studies/History:** We have fully implemented the California History State Standards and will begin to adopt Common Core Literacy Standards in History/Social Studies.

Supporting all Oak Park Prep Students

Our curriculum is designed and suitable for all students. Each year we anticipate a diverse student body with varying learning needs and capabilities, and 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 developed our curriculum pursuant to the timeline set forth below and have made necessary adjustments with the transition to the Common Core State Standards and Next Generation Science Standards.

Table 1.5 Curriculum Timeline						
Standards	California State Standard	Common Core Standards				
Timeline	Fall 2013	Winter 2013-2014	Spring 2014	Summer 2014	2014 – 2015	2015 – 2016
Complete California State Standard and Common Core Standard Crosswalk	X	X				
Refine and align internal standards by faculty; design interim and end of trimester assessments	X	X				

Purchase or create common core aligned internal benchmarks	X	X	X			
Develop common core aligned curriculum for ELA and Math		X	X	X		
Incorporate writing and literacy common cores standards within History and Science curriculum			X	X		
Curriculum review by ELL and SPED experts		X	X	X		
Implement Full Common Core Curriculum in ELA and Math					X	X
Implement Common Core Literacy Standards in Science and Social Studies					X	X
Implement Next Generation Science Standards in applicable content						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 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 operates with an extended school day and year, as well as extended professional development for teachers to target individual student achievement.

1.6 Table Extended School Year Snapshot

	Oak Park Prep	State Required Amount
Total School Days	176	175
Total Professional Development	24 31 (new teachers)	NA
Total Instructional Minutes	69,840	54,000
Extra Minutes of Academic Support	15,840	NA



200 Days – returning teachers, deans, aides, school psychs and others as assigned
205 Days – new teachers, school counselors and others as assigned

2014-15 Oak Park Prep

2315 34th Street Sacramento, CA 95817 info@oakparkprep.org Phone: 916-649-7880 Fax: 916-649-7880

176 School Days
24 Professional Devel. (PD) (includes conferences)
200 Teacher Work Days
+5 New Teacher Days
+5 CCSS PD (not all teachers)

Early release Wednesdays
 Students released at 2:30 pm; Staff PD

Events

- July 21-25 New teacher days
- July 21-25 CCSS PD
- July 28- August 11 PD all
- August 12 – 15 Culture Days
- August 21 BTSN
- October 9-10 Conferences
- January 5-6 Conferences
- March 19-20 Conferences

2014

July (4/9 PD days)							August (7 PD; 14 schools days)							September (1 PD; 20 school)						
S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S
		1	2	3	4	5	3	4	5	6	7	8	9	7	8	9	10	11	12	13
6	7	8	9	10	11	12	10	11	12	13	14	15	16	14	15	16	17	18	19	20
13	14	15	16	17	18	19	17	18	19	20	21	22	23	21	22	23	24	25	26	27
20	21	22	23	24	25	26	24	25	26	27	28	29	30	28	29	30				
27	28	29	30	31			31													

October (2 PD; 16 school)							November (14 school)							December (1 PD; 14 school)						
S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S
			1	2	3	4	2	3	4	5	6	7	8	7	8	9	10	11	12	13
5	6	7	8	9	10	11	9	10	11	12	13	14	15	14	15	16	17	18	19	20
12	13	14	15	16	17	18	16	17	18	19	20	21	22	21	22	23	24	25	26	27
19	20	21	22	23	24	25	23	24	25	26	27	28	29	28	29	30	31			
26	27	28	29	30	31		30													

2015

January (2 PD; 17 school)							February (1 PD; 18 school)							March (3 PD; 14 school)						
S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31					29	30	31				

April (1 PD; 21 school)							May (20 school)							June (2 PD; 8 school)						
S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S
			1	2	3	4	3	4	5	6	7	8	9	7	8	9	10	11	12	13
5	6	7	8	9	10	11	10	11	12	13	14	15	16	14	15	16	17	18	19	20
12	13	14	15	16	17	18	17	18	19	20	21	22	23	21	22	23	24	25	26	27
19	20	21	22	23	24	25	24	25	26	27	28	29	30	28	29	30				
26	27	28	29	30			31													

KEY

White: School Days

Orange: Minimum Days

Shaded: Non-attendance Day

Yellow: New Teacher Day

Red: Professional Development (and conferences)

Blue: Early Release @ 2:30pm (staff PD)

Green: Holiday

Testing

Extended Learning Time

The academic calendar for Oak Park Prep is significantly longer for both students and teachers than the traditional public school calendar. The typical first day of school for students occurs in the second week of August and the typical last day of school for students will be in the second week of June. The school doors typically open for all students at 7:30AM, with the school day officially closing for students at 4:30PM. Students receive over nine hours of English Language Arts instruction per week in addition to at least nine hours of math instruction per week, as well as two extra hours of tutoring offered each week in both English Language Art and Math. This extended time in core subject areas will prepare students for success throughout their academic careers.

Extended Professional Development

Oak Park Prep also operates a longer year for teachers with over 24 full professional development days throughout the year in addition to shortened days once per week for two-hour staff development sessions. This extended professional development time allows 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.²³ The calendar and schedule at Oak Park Prep provides 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. Teachers receive an average of two prep periods a day, and weekly observation and debriefs with administration or coaches, and lesson plan review on a weekly basis. All staff receives individualized and targeted professional development during weekly check-in with administration or instructional coaches.

Daily Schedule

Oak Park Prep's staff provides 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.²⁴

Oak Park Prep operates with an extended school day to accommodate the academic needs of our students. A typical school day extends from 7:30 AM when classes begin for students until 4:30 PM for students, allowing for individualization in the afternoons.²⁵ On

²³ Odden, Archibald, Fermanich, & Gallagher. (2002). A Cost Framework for Professional Development. *Journal of Education Finance*. Vol. 28, No. 1.

²⁴ <http://www.cde.ca.gov/be/st/SS/documents/pestandards.pdf>.

²⁵ 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

Wednesdays, dismissal for all students will typically be at 2:00 PM to allow for professional development and collaborative planning time.

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.²⁶ **Table 1.11** outlines the time comparison of students at Oak Park Prep with traditional models.

Table 1.8 Time Comparison of Traditional Models vs. Oak Park Prep				
Grades 7 and 8				
Model One Year	Instructional Days	Average Daily Instructional Hours (shortened days averaged in)	Annual Instructional Minutes	Total Annual Hours
Traditional Public School	175	6	54,000	900
Oak Park Prep	176	8	69,840	1,164
Model Two Year	Total Hours	Total Instructional Minutes	Approximate Total Years of Traditional School**	
Traditional Public School	1800	108,000	2	
Oak Park Prep	2328	139,680	2.6	
<i>**Based on average traditional public school instructional minutes, grades 7 and 8</i>				
Over the course of TWO years, Oak Park Prep will offer over 500 more hours, 31,680 more minutes, or 105 more traditional school day). This is approximately 30% of one YEAR <u>more</u> school, than the traditional school model.				

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.

²⁶ Odden, A. (2009). *Ten Steps to Doubling Student Performance*. Corwin Press.

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).²⁷

Table 1.9: Oak Park Prep Bell Schedule 2014 – 2015

Monday, Tuesday, Thursday, Friday

Period	Time	Stanford	Cal	UCD	USC	UCLA
Home room	7:40 – 7:55					
1	7:55 – 8:58	<u>Math A</u>	<u>Social Studies</u>	<u>Math A</u>	<u>ELA</u>	<u>Science</u>
2	9:00 – 10:03	<u>Guided Reading</u>	<u>Math A</u>	<u>Science</u>	<u>Math A</u>	<u>ELA</u>
3	10:05 – 11:08	<u>Social Studies</u>	<u>Guided Reading</u>	<u>ELA</u>	<u>Science</u>	<u>Math A</u>
Lunch	11:10 – 11:40	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>
4	11:40 – 12:43	<u>Math B</u>	<u>ELA</u>	<u>Math B</u>	<u>Guided Reading</u>	<u>Social Studies</u>
5	12:45 – 1:48	<u>Science</u>	<u>Math B</u>	<u>PE</u>	<u>PE</u>	<u>PE</u>
6	1:50 – 2:53	<u>PE</u>	<u>PE</u>	<u>Social Studies</u>	<u>Math B</u>	<u>Guided Reading</u>
7	2:55 – 3:58	<u>ELA</u>	<u>Science</u>	<u>Guided Reading</u>	<u>Social Studies</u>	<u>Math B</u>
Home room	4:00- 4:05					
After School Tutoring	4:05 – 4:30	After School Tutoring	After School Tutoring	After School Tutoring	After School Tutoring	After School Tutoring

²⁷ Drawing on a best practice used by many high performing urban charter schools, Oak Park Prep has a modified scheduled every Wednesday to allow for staff professional development. These staff development sessions cover data analysis, instructional feedback, collaboration, co-planning time, and school culture and management strategies. All students formally begin school at the regular time and depart at 2:00pm on Wednesdays.

Wednesday

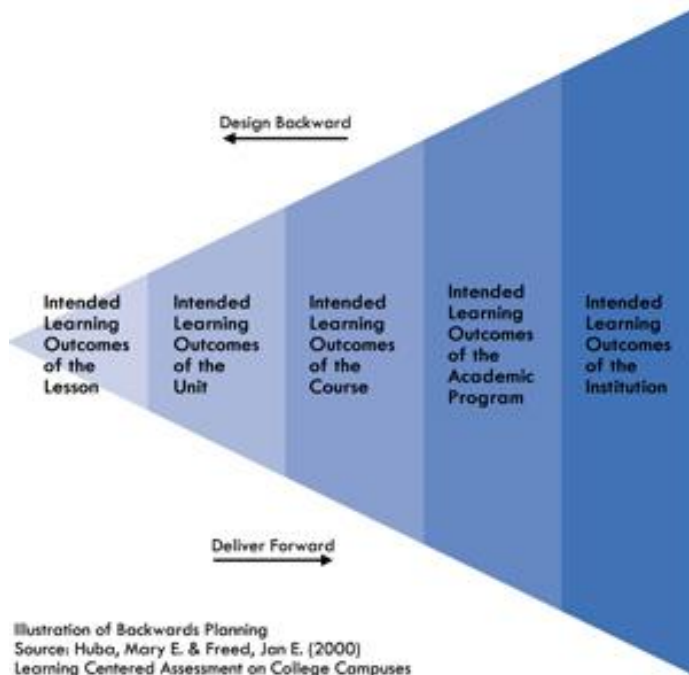
Period	Period	Stanford	Cal	UCD	USC	UCLA
Home room	7:40 – 7:55					
1	7:55 – 8:58	Math A	Social Studies/ Science	Math A	ELA	Social Studies/ Science
2	9:00 – 10:03	ELA	Math A	Social Studies/ Science	Math A	ELA
3	10:05 – 11:08	Social Studies/ Science	ELA	ELA	Social Studies/ Science	Math A
Lunch	11:10 – 11:40	Lunch	Lunch	Lunch	Lunch	Lunch
Advisory	11:40 – 12:25	Advisory	Advisory	Advisory	Advisory	Advisory
Elective 1	12:25 – 1:15	Elective 1/Tutoring	Elective 1/Tutoring	Elective 1/Tutoring	Elective 1/Tutoring	Elective 1/Tutoring
Elective 2	1:15 – 2:05	Elective 2/Tutoring	Elective 2/Tutoring	Elective 2/Tutoring	Elective 2/Tutoring	Elective 2/Tutoring
Dismissal	2:05					
PD for Staff	2:05 – 4:30					

Table 1.10: Teacher Schedule

Content	Math – 7 th	ELA – 7 th	Social Studies	Science	Math – 8 th	ELA – 8 th
Prep Period	MTThF: Period 3 & 6 W: Period 2	MTThF: Period 1 & 5 W: Period 1	MTThF: Period 2 & 5 WA: Period 2	MTThF: Period 4 & 6 WB: Period 2	MTThF: Period 5 & 7	MTThF: Period 5 & 6

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 the State Standards and the CAASPP. Members of the Oak Park Prep community 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.



Oak Park Prep’s staff uses 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 appropriate 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 the appropriate standards, have strong internal assessments, and come with rigorous professional development); and 2) when research-proven curricula do not fully or adequately align to the appropriate standards, or fully prepare students for the demands of rigorous college-

preparatory high schools, we will supplement with internally developed curricula.

To accomplish our goals, we adopted the curriculum development process of Roxbury Preparatory Charter School, the highest performing urban middle school in Boston, MA.²⁸ Teachers plan their curricula and academic programs through the strategic design model with the end goals/objectives in mind. During summer professional development, academic faculty perform a detailed item-by-item analysis of aligned assessments, including released CAASPP items, 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 are combined and aligned with the appropriate standards to create the specific, rigorous and measurable learning outcomes and goals. Teachers then generate a long term plan (LTP) for each course. The LTP is developed by aligning the appropriate standards, student learning goals/outcome for each

²⁸ 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.

standard, teaching activities to reach these standards, depth of knowledge or blooms taxonomy required,²⁹ and assessments. These same LTPs are then used to create interim assessments and year-end comprehensive assessments for each class. Using the Roxbury Prep modeled LTP teachers ensure that every 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.³⁰

Table 1.11 General Curriculum Outline

7th Grade

Mathematics³¹	<ol style="list-style-type: none"> 1. Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships. 2. Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for
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²⁹ In this column, educators indicate how the tasks are categorized on Bloom’s Taxonomy of educational objectives. All Oak Park Prep teachers ensure that there is a balance of higher-order and lower-order thinking skills. Generally, the performance tasks 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 ensure that they are guiding students toward developing both lower-order and higher-order thinking skills. Questions, activities, and assessments are crafted to very explicitly encourage critical thinking on numerous levels.

³⁰ The topic labels given for each grade do not represent separate courses, but are listed to provide a framework for the year’s content.

³¹ <http://www.corestandards.org/Math/Content/7/introduction/>

	<p>adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.</p> <p>3. Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.</p> <p>4. Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences³².</p>
<p>English Literature I³³ (Writing Included)</p>	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.

³² <http://www.corestandards.org/Math/Content/7/introduction/>

³³ <http://www.cde.ca.gov/be/st/ss/documents/finaledaccsstandards.pdf>

	<p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.³⁴</p>
<p>World History and Geography</p>	<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>
<p>Science</p>	<p>Understand how topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment; explain the meaning</p>

³⁴ <http://www.cde.ca.gov/be/st/ss/documents/finaletaccsstandards.pdf>

	<p>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>
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8th Grade

Mathematics³⁵	<ol style="list-style-type: none"> 1. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount $m \cdot A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation. 2. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line
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³⁵ <http://www.corestandards.org/Math/Content/8/introduction/>

	<p>to analyze situations and solve problems.</p> <ol style="list-style-type: none"> 3. Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations. 4. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.³⁶
<p>English Literature II³⁷ (Writing Included)</p>	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.¹ 6. Assess how point of view or purpose shapes the content and style of a text.

³⁶ <http://www.corestandards.org/Math/Content/8/introduction/>

³⁷ <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

	<p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.³⁸</p>
<p>US History and Geography</p>	<p>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.</p>
<p>Science</p>	<p>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.</p>

Core Curriculum

English Language Arts

Students in the seventh grade have two (2) hours of English Language Arts instruction daily. Our reading program is modeled after the Achievement First reading program, first

³⁸ <http://www.cde.ca.gov/be/st/ss/documents/finaletaccsstandards.pdf>

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 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 use have been proven to produce exceptional results in urban and suburban schools, and are suitable for students with special needs, as well as students who are more advanced or designated as English language learners. In the area of early literacy – a key focus of ESEA 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 staff tests 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 use programs similar to the Fountas and Pinnell and Accelerated Reader reading assessment programs. Detailed data on performance allows students to monitor their own improvement and experience success.

Reading Comprehension

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

Vocabulary Development Through Reading

With the implementation of Common Core language standards, we embed strong vocabulary development into daily lesson plan to strengthen the skills of our students. We further adhere to the philosophy that vocabulary is best built through independent reading. Every day, both seventh and eighth grade will dedicate at least fifteen minutes to silent sustained reading during our reading block. 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 are expected and required to carry their independent reading book, matched to their personalized reading level, throughout the school day, and keep it with them in all classes. We 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 are 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 or guardian and are collected with daily homework. All independent reading books are selected by the students, but must be on their grade level or at a "push" level. Lists and books will be made available to students regularly and teachers hold students accountable for reading appropriate texts.

Bill Honig, a respected expert on early reading, cites very compelling research on the subject.³⁹

- 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 build student comprehension skills in two different ways: through 1) literature, and 2) in-depth analysis of informational text. In seventh grade, students have a Reading Comprehension course that focuses on increasing reading levels and supporting students to become stronger readers. The course also teaches skills for understanding complex texts as well as the specific content standards. As students' progress through the grades, they have more access to higher levels of instruction. This occurs as students have a Reading Comprehension course in eighth grade that focuses on literature and informational textual analysis. The significant increase in reading comprehension scores, from 10% to 73%, is attributed to the strength of Oak Park Prep's reading comprehension program. Every day scholars work in small guided reading groups to develop skills to increase their comprehension until they are on or above grade level. These guided reading groups consist of 4 to 8 scholars on similar reading levels engaging in targeted dialogue and analysis of a common text.

Writing

In addition to a strong reading instruction, we offer a rigorous writing curriculum aligned to the Common Core writing standards that is designed to have students produce writing with excellent organization, elaboration, and flow in multiple genres. The focus of all writing classes is clarity of expression. Because the best way to improve one's writing is *by* writing, students write every day in class and at home. We have adopted and implemented elements of Writer's Workshop, and other writing best practices within the ELA, Social Studies and Science classrooms. The Writer's Workshop format includes story or argument planning (possibly with peer conferencing), revision, teacher editing, and direct instruction in the mechanics of grammar. The goals for Writer's Workshop are to challenge students to expand their ideas in the revision process (not simply to 'correct' the previous ones), to help students become aware of writing for different audiences, to create focus within a topic and to try to see the piece of writing from a distance. One important additional goal is for

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

teachers to be sure revision strategies are well developed so students may use them comfortably in middle and high school. Students 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. Teaching writing in this format lead to 89% of Oak Park Prep scholars score proficient or advanced on the 2013 writing CST, demonstrating the strength of this program.

English Literature

In grade seven, students learn to tackle ambitious texts, and begin the critical development of textual analysis. Students 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 Common Core reading lists, students read texts from a myriad of contemporary and traditional writers such as Michael Pollen, William Shakespeare and John Steinbeck. Students 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 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 ensure that their students are both engaged and appropriately challenged by their selections. We 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 are also 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 comes in steps, as noted above. We begin by providing students with the strategies they need to be successful readers and then integrate increasingly complex texts they can work with.

Social Studies/History

Our goal is to instill in students the historical skills and knowledge necessary for them to become lifelong students of history. The social studies/history curriculum is presented in a way that is engaging and challenging. Teachers expect students to master the key concepts and vocabulary, and they also teach students to analyze primary sources, debate different points of view, and make cause-and-effect connections. Common Core State Standards for literacy are embedded in the Social Studies curriculum through document based questions and brief constructed response items. Students learn the skills of sourcing, contextualization, and corroboration to analyze primary and secondary source documents. Social studies class is 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 will continue to incorporate parts of the Houghton Mifflin Social Studies curricula for all grades, History Alive, as well as established curriculum from other high performing charters. 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 classroom⁴⁰, as demonstrated by an average proficiency score of over 80% on all comprehensive social studies benchmark assessments.

Mathematics

The Oak Park Prep mathematics curriculum produces students who have mastered middle school mathematics, and are ready to enter honors or accelerated high school math by the end of their 8th grade year. Therefore, students have daily, double periods of math each year to ensure a solid foundation of numeracy skills and concepts and prepare for an accelerated high school mathematics curriculum. Modeled after the mathematics curriculum of Roxbury Preparatory Charter School and aligned with the Common Core State Standards, the mathematics courses have a dual focus: procedures (computation) and problem solving (application). The procedures portion of 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.

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, with scholars mastering scientific knowledge and skills in both life and physical science standards, as outlined by the Next Generation Science Standards. Our goal is to provide the strongest science curriculum with materials that provide meaningful and cognitively engaging science education for middle school students and prepares them for life in the 21st century. Through our dual model of science literacy and investigation students can extend their experience beyond the limits of the classroom; they can enhance their understanding of concepts by exposure to related ideas and text; 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 investigation activities allow students to understand and apply the scientific method in engaging ways and the reading continues to support the school’s mission of strong literacy skills across the content areas. As with all other curricular areas, we 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. Our science program has shown remarkable success with 97% of Oak Park Prep scholars scoring proficient or advanced on the 2013 Science CST, with more than 74% of them scoring advanced, and ready to tackle high school level science.

⁴⁰ <http://www.hmco.com/company/newsroom/newsroom.html>.

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 is an essential element of the curriculum at Oak Park Prep. Since students arrive at the school with widely varying levels of fitness, the focus of the physical education program is on personal goal setting, effort, and improvement. As 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.

Computer Technology

As we prepare students for college, it is imperative that they become 21st century learners. At Oak Park Prep, technology is embedded into the daily curriculum. In both math and English language arts, students access differentiated and individualized instruction through classroom technology. Students have access to laptops in the majority of their classrooms and are allowed to either type or hand-write their assignments. As the year progresses, students may 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) may be typed, with time given in class to complete typing. With the implementation of the PCSGP grant, Oak Park Prep secured five laptop carts and two kindle carts, allowing every student to have access to technology. Computers are available in all classrooms to allow students to work on assignments during school hours. Students are also able to access computers before school, after school or on weekends to complete work if necessary. Computer literacy skills will be taught in conjunction with core subjects. Computer technology content advances each year, with students initially learning basic word processing, graphing, and spreadsheet skills. They also use the internet to perform research for papers and projects. The content of this curriculum is closely linked to the other courses discussed above.⁴¹

Non-Academic Instruction

***PREP for Preps* – Character and Leadership Development**

Oak Park Preps character development PREP (Prepared, Respectful, Engaged, and Professional) address the non-academic component of our education program, which focuses on the character and leadership development of students. These classes are held once a week in both grades and infused into all content lessons. The curriculum is designed internally by our faculty to ensure that it meets the specific needs of our students; it draws, 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 is on developing students'

⁴¹ We acknowledge that many of our students come from homes where there is not access to technology. As a result, we make time in the daily schedule, during lunch and after school for students to have access to computers to complete any projects.

understanding of the PREP values and what it means to be a student at Oak Park Prep. The PREP program is explicitly taught during new student orientation, and referred to on a daily basis. It is in this class that daily expectations for student behavior and development will be explicitly taught. Each class builds upon the previous one, introducing new skills and concepts of leadership and character and creating a common character vocabulary within the school. The chart below indicates the expected outcomes of students after completing each grade level.

Table 1.12	
7th Grade	8th 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 classes on a daily basis • 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 a 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 continue to have a diverse student population with varying learning styles and learning needs. Our curriculum has been 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 continue to 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 use at Oak Park Prep is the consistent, clear modeling of both new behaviors and new academic skills. Teachers 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 is used in each class throughout the day.

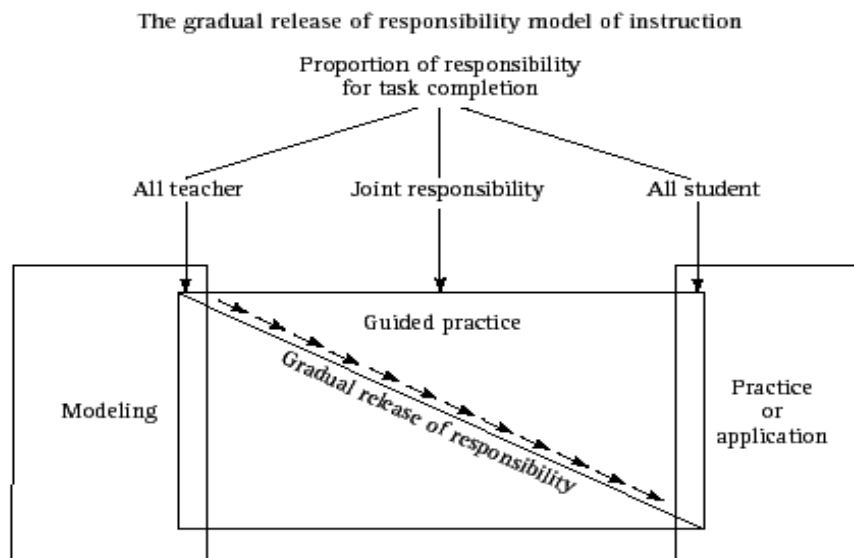


Figure 5 Gradual release of responsibility model (Pearson & Gallagher 1983, after Campione, 1981).

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

Oak Park Prep's staff believes 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 are 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.⁴² Flexible ability grouping is 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, are 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.⁴³

As students develop skills and master content, they are able to transfer to different ability level groupings throughout the year.⁴⁴ 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 minimizes 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 staff makes or is 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 are 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 treat each group the same, with the same expectations of proper behavior and hard work inside and outside of the classroom.

⁴² This model is based upon best practices observed and studied at Roxbury Preparatory Charter School in Roxbury, MA.

⁴³ Tieso, Carol L. (2003). "Ability Grouping is not Just Tracking Anymore." *Roepers Review* Vol. 26.

⁴⁴ Transfers between different groupings, if any, are 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 ensure that a focus on literacy permeates across the curriculum. Emphasizing reading across the curriculum accomplishes two things: (1) it provides additional time to develop reading comprehension skills and produce avid readers; and (2) it develops readers who are able to easily access content regardless of the subject matter. This ensures 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 develop reading comprehension skills through practical application rather than in isolation. This has a lasting impact on their ability to learn both inside the classroom and in real world situations. Teachers are provided with professional development on implementing reading across the curriculum during summer professional development, with reinforced professional development during early dismissal Wednesdays.

Format Matters

Not only do teachers and staff at Oak Park Prep 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 teachers and staff provide students with such opportunities by emphasizing writing across the curriculum. The high expectations for writing are the same whether students are in literature class or science class. Specifically, in science class, when completing a lab experiment, students may 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 everyday life. In social studies/history and math, students may keep various forms of journals or notebooks to write reactions in their own words to information received in class or from reading (see sample journal entry below). Teachers across all content areas share vocabulary lists and in all classes, teachers may require “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 does the “exit ticket” provide an additional practice of writing for the students, teachers can 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 gives students the opportunity to become fluid in a variety of writing styles and helps further develop student vocabulary in all subject areas. Teachers are provided with professional development on implementing writing across the curriculum during summer professional development, 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...

Directions: After you read for 20 minutes, write a FIVE sentence summary. Your summary should include one reading strategy from the brain bank. In the Brain Bank, checkmark (✓) the strategy you used. Then, **highlight** or **underline** the sentence in your summary.

THE BRAIN BANK	
<input type="checkbox"/> I predict _____ because _____.	<input type="checkbox"/> I think the writer said _____ because he/ she wanted the reader to _____.
<input type="checkbox"/> I think _____ because _____.	<input type="checkbox"/> I used _____ part of the text to help me understand _____.
<input type="checkbox"/> I can infer _____ because _____.	<input type="checkbox"/> I think the relationship between _____ and _____ is interesting because...
<input type="checkbox"/> I wonder why _____.	<input type="checkbox"/> I like/dislike (name of character) because...
<input type="checkbox"/> I feel sorry for _____ because _____.	<input type="checkbox"/> I can see why _____ because _____.
<input type="checkbox"/> The writer effectively _____.	<input type="checkbox"/> The author's purpose seems to be _____.
<input type="checkbox"/> I am confused about _____.	
<input type="checkbox"/> This makes me think of _____ because _____.	

Without Apology

Knowledge and learning are not boring, or only useful for testing purposes, so an Oak Park Prep teacher does not apologize for teaching demanding material, either explicitly or implicitly. An Oak Park Prep teacher does not assume that material is boring because of the demographics of his/her students or the subject-matter content, and does 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 introduces 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 use a common blackboard configuration similar to the format endorsed by educational expert Dr. Lorraine Monroe (BBC). This common format 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 common format is a school-wide systematic structure for planning and delivering lessons. The **Aim or big idea** listed on the front or unit board indicates a broader learning objective for the material being taught for the day, and correlates directly with content and performance standards. The **Objective(s)** 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. Each class starts with a do-now or **Q²** (Quick Questions) which is a silent, pen to paper 4-5 minute activity that focuses students immediately on class work and allows the teacher to quickly assess and activate prior student understanding of a specific topic. Teachers have carefully planned **Agendas** for each class so that consideration is given to how every minute of the class is spent. The Agenda also allows students to have a clear understanding of the expectations for that day. **Professional Work** (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.
Q ² : Reading Quiz
Agenda: Q ² : Quiz Review of last night’s reading Read aloud and discussion Review Objectives
Homework: Read pp. 42-79 (due tomorrow). Prepare a plot analysis of the play including a descriptive timeline of events occurring up through Act I Scene 4 (due Wednesday). *SWBAT = Students will be able to. .

Additional Proven Instructional Techniques ⁴⁵

Oak Park Prep staff also uses a variety of academic, behavioral, and advanced instructional techniques that reinforce student expectations. These techniques have been used by effective teachers in high-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:

Table 1.13		
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	Behavioral: 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 the “Stretch it” 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

⁴⁵ 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.

		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 very 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 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

Goals and Actions to be Achieved in the State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), please see the tables below in Element 2: Measurable Student Outcomes, which describe OPPA’s annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Instruction for Limited English Proficient Students

We serve any and all students with limited English proficiency (English language learners or “ELL”) using structured English language immersion so they receive appropriate support and achieve proficiency in the academic English language as quickly as possible. As recorded in enrollment data from 2012-2014 Oak Park Prep’s English language learner population has ranged between 10% and 13%, and we anticipate this trend will increase to match the ELL student population within SCUSD schools in the next few years. In the past three years the majority of incoming English language learners enrolled are in the early advanced /advanced category with few in the intermediate category. We will continue to support ELL students in moving toward reaching and surpassing our high standards – the

same we have for all students, and we will equip them with the individualized support necessary for academic success.

To help all staff at Oak Park Prep better understand each English language learners and develop an appropriate English language development program, teachers will review each ELL's content knowledge in their primary language, previous experience in American schools, and review their current English language knowledge.⁴⁶ Oak Park Prep staff understands that our scholars will enroll at a variety of English language development levels as their educational path and language exposure to English will have greatly differed. The staff at Oak Park Prep understands that a one-size-fits-all approach is not appropriate and will be intentional about creating an English language development program that addresses the needs of all students. Due to the trend of Oak Park Prep educating early advanced and advanced English language learners, staff uses a sheltered instruction model where students' language development is intentionally imbedded throughout content classes. 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.

Identifying and Serving English Language Learners

The school serves 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.⁴⁷ In implementing our ELL program, Oak Park Prep complies 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 adheres to the following plan with ELL students:

- Upon enrollment into the school, all students receive a home language survey of languages spoken in the home.
- Students whose dominant language is not English receive assessment of English proficiency including the CELDT Proficiency Level Descriptors.
- Oak Park Prep staff reports the number of ELL students attending the school to the district and the state.
- Educational programs are responsive to these specific needs and in compliance with state and federal guidelines.
- Oak Park Prep staff makes 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 we adopt the best and

⁴⁶Susana Dutro, K. K. (2010). English Language Development: Issues and Implementation at Grades Six Through Twelve. In *Improving Education for English Learners: Research Based Approaches* (pp. 209 - 250). Sacramento : California Department of Education

⁴⁷ www.ed.gov/offices/OCR/ELL/cprogression.html

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

Students with limited proficiency in English achieve proficiency in the English language through the use of Oak Park Prep's services and teaching methods. We 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 receive notices and information from Oak Park Prep in their native language if needed. Parental outreach may also be conducted through home visit by a school representative and an interpreter.

English Immersion Program and Services

All ELL students receive the same academic courses and content as those students who are native English speakers. Oak Park Prep staff uses the Sheltered Instruction Observation Protocol (SIOP) Model, allowing ELL scholars to access the same curriculum at their language level. All instruction at Oak Park Prep is in English, however, the level of English used for instruction — both oral and written — is modified appropriately for each ELL student. This does not mean that the content is “watered down.” Instead, teachers incorporate a variety of strategies to make the content more comprehensible with a focus on building academic language through content. For example, teachers use visuals and diagrams, provide many opportunities to practice key vocabulary, and utilize graphic organizers. General education teachers of English language learners 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 are never prevented from speaking in their native language, either inside or outside of the classroom. We 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.⁴⁸

⁴⁸ *Structured Immersion, An Alternative to Traditional Bilingual Education* (Independence Institute, *Issues Backgrounders 2000-4*, July 26, 2000).

Sheltered Immersion Instructional Practices

All Oak Park Prep ELL students receive instruction using methods proven to be effective for developing English proficiency. As mentioned earlier, Oak Park Prep teachers use the Sheltered Instruction Observation Protocol (SIOP) Model.

Sheltered Instructional Observation Protocol (SIOP) Model⁴⁹

1. Lesson Preparation

- Clearly define content objectives
- Clearly define language objectives
- Select content concepts that are appropriate to learners' age and educational background
- Use a variety of supplementary materials to make the lesson clear and meaningful (examples: computer programs, graphs, models, visuals)
- Adapt the content to all proficiency levels
- Use authentic and meaningful activities and integrate them into lesson concepts

2. Building Background

- Explicitly link concepts to students' background experiences
- Explicitly link past learning to new content
- Emphasize key vocabulary

3. Comprehensible Input

- Use speech that is appropriate for students' proficiency level
- Clearly explain academic tasks
- Use a variety of techniques to make content clear (examples: model, use visuals, demonstrations and hands-on activities)

4. Learning Strategies

- Provide ample opportunities for students to use strategies
- Consistently use scaffolding techniques throughout the lesson
- Include a variety of question types that promote higher-order thinking skills

5. Interaction

- Provide students with frequent opportunities for interaction and discussion between teacher and student and among students, and encourage extended student discourse about the lesson concepts
- Carefully configure the grouping of students to support language and content of the lesson
- Consistently provide sufficient wait time for student responses
- Provide ample opportunities for students to clarify key concepts in their native language

6. Practice and Application

- Provide hands-on materials and/or manipulatives for students to practice using new content knowledge

⁴⁹ www.cal.org/siop

- Provide activities for students to apply content and language knowledge in the classroom
- Use activities that integrate all language skills (reading, writing, listening and speaking)

7. Lesson Delivery

- Clearly support the content objectives in lesson delivery
- Clearly support the language objectives in lesson delivery
- Engage students 90% to 100% of the time
- Pace the lesson appropriately to students’ ability level

8. Review and Assessment

- Include a comprehensive review of key vocabulary
- Include a comprehensive review of key content concepts
- Provide regular feedback to students on their output
- Conduct assessments of student comprehension and learning of all lesson objectives throughout the lesson

Along with the SIOP model, Oak Park Prep teachers intentionally and explicitly teach academic language in content classrooms. In order for English language learners to be successful in the classroom, they must master both informal and academic English. Academic English is the content-specific language used within specific disciplines. Oak Park Prep teachers are intentional about planning vocabulary development into their lessons. Vocabulary-building exercises are incorporated into all classes so that students learn academic vocabulary in the content-specific context, making it meaningful and relevant. Vocabulary instruction focuses on basic vocabulary development with roots, prefixes, suffixes, cognates, and context clues, as well as specifically teaching the difference in language structure and semantics in various contents.

Some additional instructional strategies that we 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 teachers 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 (examples: 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 students maintain learning log for metacognitive strategies • Allow sufficient response time
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<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 inferential and higher order thinking questions • 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>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 projector before starting lessons • 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.
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English Language Learners and English Language Development (ELD)

The Oak Park Prep community fully appreciates and remains incredibly sensitive to the challenges that English language learners face and does everything we can to support their needs. We specifically teach ELD standards and requirements within the English language arts classes during the daily schedule. This instruction includes all of the new ELD standards as introduced with the new Common Core State Standards and as outlined by the California Department of Education (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>). 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.

We provide all necessary faculty and specialized curricular planning, and implement strategies when necessary to enable ELL students to achieve proficiency and attain the high standards established for all students. We 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. Staff at Oak Park Prep is prepared to address the needs of students who are struggling with the structured English immersion program, or may be at the intermediate or lower level, by providing, if it is determined to be the best course of action, a ELD class and/or assignment of a certified aide, teacher or qualified consultant under contract

who speaks that child's native language. The ELD class instruction focuses on increasing basic English – including vocabulary, grammar, reading and writing – so that students can perform and participate in their regular classes. In order to minimize disruption to the student's daily schedule, these services 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 have actively recruited staff who speak the foreign language that is most common among our students which is Spanish.

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 requires us to be creative through the involvement of translators, community organization support, or friends of Oak Park Prep. We are deliberate in accommodating for families who need translating services by including interpreters and translated documents when needed.

English Language Learner Literacy Development

Oak Park Prep's emphasis on literacy, as well as its extended day model, allows EL students to receive targeted small-group literacy instruction during their guided reading class. This literacy program aligns with the eight guidelines set forth by Diane August and Timothy Shanahan in their research on Effective English Literacy Instruction for English Learners.⁵⁰

1. Effective instruction for English learners emphasizes essential literacy components.

Oak Park Prep's guided reading program allows teachers to focus on the five essential components of literacy: phonemic awareness, phonics, oral reading, fluency vocabulary, and overall reading comprehension.

2. Effective instruction for English learners is similar to effective literacy instruction for native speakers.

The guided reading program is designed to reach all students at their current reading levels, and through explicit small-group literacy instruction, move them to read on grade level. This program has shown success with both native and English language learners.

3. Effective literacy curriculum and instruction for English language learners must be adjusted to meet their needs

In the guided reading program, students read books at their specific levels and work within homogeneous groupings.

4. Effective literacy instruction of English learners is comprehensive and multidimensional.
5. Effective literacy instruction for English learners develops oral proficiency.
6. Guided reading is structured so students have ample opportunity to demonstrate comprehension through oral questioning and response. Effective literacy instruction for English learners is differentiated.

⁵⁰ Susana Dutro, K. K. (2010). English Language Development: Issues and Implementation at Grades Six Through Twelve. In *Improving Education for English Learners: Research Based Approaches* (pp. 209 - 250). Sacramento : California Department of Education

7. Effective literacy instruction for English learners requires well-prepared teachers.

Guided reading teachers develop extensive quarterly plans and frequently adjust and adapt plans based on performance data.

8. Effective literacy instruction for English learners is respectful of the home language.

Exit Criteria

We have found the combination of Oak Park Prep's focus on literacy, and SIOP model strategies to be successful with our ELL population, with 80% of our returning ELL students scoring advanced on the CELDT, and demonstrating proficiency on internal ELA benchmarks, with the potential to be reclassified as English proficient.

English Learners are 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 CAASPP, 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 is found in student work and through encouraging active participation in class. Students who are re-classified continue to be monitored using the same criteria to ensure that no additional support is necessary. This monitoring is done by one or more teachers in conjunction with the school leader.

The proficiency of an identified ELL student is measured at least twice a year to determine whether continued special services are warranted. Special services continue until a student attains fluency in English language proficiency as measured by the four exit criterion: 1) CELDT proficiency, 2) evaluation in performance of basic skills, 3) teacher evaluation, 4) parent opinion and consultation. In addition, we 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 is 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 successfully in Oak Park Prep's academic program without the need for additional support.

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 of the program occurs. To determine the need for programmatic modifications, staff at Oak Park Prep evaluates the progressive growth of its ELL students on standardized assessments and non-standardized assessments in comparison to that of non-ELL students. Staff also tracks 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's staff tracks how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

Finally, staff at Oak Park Prep complies 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.

Supporting Students with Disabilities

Overview

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 disability. Staff at Oak Park Prep is committed to supporting all of its students and providing them with a high-quality, college-preparatory education.

We use many strategies to support all of our learners in the general education setting and in particular with our special education students. Within our inclusion model we use co-teaching methodologies that allow all students to benefit from having a general education and a special education provider in their core classes. That way we can reteach those students who need it while maintaining rigorous lesson pacing. We offer extra time for students to complete assignments and tests and allow multiple opportunities to retake tests and redo assignments. We offer tutoring after school every day as well as tutoring opportunities on Wednesdays where children with special needs receive one-on-one support, or in small groups with their special education teacher to get extra help in mastering concepts, make up missing assignments, and retake tests and class exit tickets. We have a leveled Guided Reading class where all students read books at their independent reading level and then discuss them with each other and with teachers. We use flexible grouping strategies in our classrooms and offer one-on-one assistance to those who need it. In addition, we use adaptive computer programs which help students with significant academic needs fill in their skill gaps and catch up with their peers.

Oak Park Prep's staff provides students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE). We comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act (ADA), and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR).

Oak Park Prep is its own local educational agency ("LEA") and a member of the El Dorado County Office of Education (EDCOE) Charter Special Education Local Plan Area (SELPA) in conformity with Education Code Section 47641(a). Oak Park Prep complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. As a result of our participation in the EDCOE Charter SELPA, Sacramento City Unified School District is not obligated to provide or oversee special education and related services at Oak Park Preparatory Academy. Appendices 1.3 through 1.5 provide a detailed guide to the EDCOE SELPA policies, procedures, and legal compliances.

Oak Park Prep may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. Oak Park Prep may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

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

Our special education program is spearheaded by the certified Director of Special Education for SHPS (SPED Director) who is 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 are employed to ensure that the unique needs and learning styles of all students are being met. Whenever possible, we 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 coordinate the direct instruction and inclusion of Special Education students. Classroom teachers are 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 implement any modifications or accommodations in their classes in accordance with students’ Individualized Education Plans (“IEPs”). As required, (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services are provided (either by Oak Park Prep certified staff or specially contracted expert professionals) for those with special needs. Our special education enrollment structure for the past three years is outlined in the following table.

Table 1.14 SPED Enrollment								
School Year	School Enrollment	# Sped Students	% overall	Eligibility Breakdown				
				ED	SLI	OHI	ID	SLD
2012 – 2013	57	8	14%	0, 0%	1, 12.5%	2, 25%	0, 0%	5, 63%
2013 – 2014	111	12	11%	1, 8.3%	1, 8.3%	2, 16%	0, 0%	8, 67%
2014 – 2015	130	15	12%	4, 27%	0, 0%	1, 6.7%	0, 0%	10, 67%

Identifying Students with Disabilities

When students are admitted to the school, we follow up with their 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. Within 30 days parents and teachers of students with special needs are invited to attend a meeting led by our Education Specialist to determine appropriate services to be delivered at Oak Park Prep. We comply with all laws and provisions regarding students with IEPs. We 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 and related services, the IEP team convenes 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 reviews the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Principal, General Education teachers, Ed Specialist, the Dean of Students and the Director of Special Education monitor student assessment data at regular intervals. This allows students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, staff at Oak Park Prep, in consultation with the Principal and Dean, develop a pre-referral strategy that may include tutoring and/or other supports. Parents, teachers, staff, or other appropriate individuals may also identify students for pre-referral interventions. The effectiveness of the pre-referral strategy on the student's progress is carefully monitored for up to six (6) weeks. In addition, other information is gathered to determine if a student may need special education support, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data. In addition, a parent may make a referral for special education assessment at any time. If the parent does so, the assessment may take place without waiting for prior interventions.

Evaluating Students with Special Needs

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers, parents, guardians and/or special education faculty believe a disability may exist, the student is 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 parents or any professional faculty member of Oak Park Prep. Such referrals (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 is given to the student's parents. The Education Specialist and the Principal then convene a meeting with the student's parents to discuss the advisability 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's staff then conducts 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 is reconvened with the parents, the school psychologist, the Education Specialist, teachers, and other appropriate faculty. At that time, a decision is made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP is developed for that student. All IEPs are evaluated and revised as needed, at least annually. In accordance with federal law, eligibility for special education and related services is reestablished at least once every three years. For further details on the "Referral,

Assessment, and Placement” process, timelines, and legal compliance for special education services please see pages 1 – 42 of Appendix 1.6: EDCOE Charter SELPA Procedural Guide as well as Appendix 1.3 and Appendices 1.4 and 1.5: EDCOE CAC Parent Handbook (available in both English and Spanish).

Sample Accommodation Strategies for Teaching Students in Special Education

- Always ask questions in a clarifying manner, then have the student describe his or her understanding of the questions
- Use an overhead projector with an outline of the lesson or unit
- Reduce work load for students with exceptionalities.
- Provide clear photocopies of 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 brief cue words
- Repeat or re-word complicated directions
- Frequently verbalize what is being written on the whiteboard and use “think-a-louds” to demonstrate academic thinking
- Eliminate classroom distractions such as, excessive noise, extremes of heat and cold, foul odors, flickering lights, etc.
- Outline class presentations on the whiteboard 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
- Pair all new learning with adequate examples and time for student independent practice
- Have students 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 whiteboard or overhead (visually as well as orally)
- 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 all students can follow
- Technical content should be presented in small incremental steps
- Use plenty of examples, oral or otherwise, in order to demonstrate the application of each topic covered in the lesson
- 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 whiteboard 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 have 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 whiteboard 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 when talking with family and peers

Services for Students under the “IDEIA”

The following description regarding how special education and related services are provided and funded is included below for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU can be reviewed in Appendix 1.8.

Oak Park Prep shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

Oak Park Prep provides services for special education students enrolled in the Charter School. Oak Park Prep follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

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

Staffing

All special education services at Oak Park Prep will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Charter School staff shall participate in SELPA in-service training relating to special education.

Oak Park Prep is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Oak Park Prep shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. Oak Park Prep shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education

services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Oak Park Prep shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Oak Park Prep has adopted and implemented policies relating to all special education issues and referrals.

Identification and Referral

Oak Park Prep has the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. Oak Park Prep implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. Parents may also request that their student be assessed for special education eligibility at any time.

Oak Park Prep follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. Oak Park Prep will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Oak Park Prep shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

Oak Park Prep shall arrange and work collaboratively with parent(s)/guardian(s) to schedule necessary IEP meetings at the most convenient times for parent(s)/guardian(s) to attend. IEP team membership shall be in compliance with state and federal law. Oak Park Prep is responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at Oak Park Prep and/or about the student. Oak Park Prep shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Oak Park Prep understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team,

pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Oak Park Prep students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

Oak Park Prep is responsible for all school site implementation of the IEP. As part of this responsibility, Oak Park Prep provides parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. Oak Park Prep shall also provide all home-school coordination and information exchange. Oak Park Prep shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

It is understood and agreed that all children will have access to Oak Park Prep and no student shall be denied admission nor counseled out of Oak Park Prep due to the nature, extent, or

severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Oak Park Prep implements policies for responding to parental concerns or complaints related to special education services. Oak Park Prep shall receive any concerns raised by parents/guardians regarding related services and rights.

Oak Park Prep's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

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

SELPA Representation

Oak Park Prep represents itself at all SELPA meetings.

Funding

Oak Park Prep is subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

Professional Development of Faculty for 504s and Special Education

Professional training and development for faculty involved in the education of students with disabilities is ongoing and is outlined in Table 1.15.

Table 1.15 SPED Professional Development		
Professional Development Opportunities	Schedule	Provider(s)
Special Education Referral	Beginning of Year PD	SHPS Student Study Team

Process		Coordinator SHPS Director of Special Education
Development and Implementation of a Student's IEP	Beginning of Year PD Additional sessions as questions arise	SHPS special education staff
Evaluation of a Student's Progress Toward Meeting IEP Goals and Objectives	Beginning of Year PD Additional sessions as questions arise	SHPS special education staff
Meeting Reporting Requirements to Parents	Beginning of Year PD	SHPS special education staff
Discipline of Students with Disabilities	Beginning of Year PD year Review sessions throughout the year regarding specific students and circumstances	SHPS leadership staff SHPS Director of Special Education Program Specialists from the EDCOE SELPA

In addition, as part of our summer orientation for teachers which currently consists of 5 days before the start of school, training includes specific focus on inclusion, co-teaching and strategies for teaching special education students (provided by SHPS special education staff). Ongoing, weekly faculty development targets teachers who provide accommodations and modifications in support of students' IEP goals. We have ongoing professional development for our staff every Wednesday for two hours. These sessions are led by the school's leadership along with school based special education staff and the content is determined by analysis of student progress, observed classroom needs and teacher request.

In addition, training pertaining to necessary skills and legal responsibilities of supporting students with a Section 504 Plan is currently provided annually to all staff at the beginning of the school year. The Section 504 training includes an overview of Section 504 of the Rehabilitation Act of 1973 and recent revisions to the law. Teachers are provided a comparison between IDEA with Section 504 to ensure understanding of the important differences. Teachers are also provided with information pertaining to process, procedures, parents' rights and protection of students with a Section 504 plan.

Strategies for Providing Intensive Academic Support for Low Achieving Students

The founders and current staff are well aware of the hard work and dedication that reaching the level of academic achievement we expect requires. We believe that success is a direct result of hard work and effort, and that hard work and effort must be developed and recognized 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 enter with skills that are substantially below grade level. Our focus on core mastery of skills, a longer school day and

year, and emphasis on structure and organizational skills is a direct response to this reality. Our academic programming is designed to provide intensive remediation in core subjects and skills that many of our 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 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 help and support they will need to succeed in school and in life. There is no stigma to such support, but rather we 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
- Mentoring through community partnerships
- Response to Instruction and Intervention (RTI²)

Several of our strategies for intensive academic support are applied to the entire student body of Oak Park Prep because a large number of students entering our school are below grade level in both math and reading as measured by our internal diagnostics. For the past two years, only 10% of scholars entering Oak Park Prep are on grade level in reading, and only 25% are on grade level in math. When the school was founded, the six elementary schools which students of Oak Park attend have between 4% and 57% of their students leaving 6th grade performing at grade level in math and between 21% and 49% at grade level in ELA according to CST data (see the table below). Making common interventions used for low-performing student's school-wide initiatives is a strategic decision to ensure that we let no students fall through the cracks.

Table 1.16: 2011 CST Results for Oak Park Elementary Schools – 6th Grade Scores		
School	6th Grade ELA CST (Advanced + Proficient)	6th Grade Math CST (Advanced + Proficient)
Tahoe	49%	53%
Oak Ridge	35%	57%
Father Keith B, Kenny	39%	4%
Ethel Phillips	36%	50%
Fruit Ridge	21%	15%
Bret Harte	47%	57%

Students in need of additional academic support are initially identified in two ways. First, Oak Park Prep staff attempts to obtain students' CAASPP testing results from the previous school

year through parents and former schools. CAASPP test results will be our first option since they are aligned to the CCSS; however we recognize that for some students obtaining these records may prove challenging which is why we use a foundational skill diagnostic assessment test which students will complete during orientation. Having two data points on students' ability levels, a state test and foundational skills assessment), also ensures that we have an accurate picture of our students' ability levels and allows us to provide strategic and targeted interventions. Throughout the school year, we monitor students' academic performance on standards aligned, teacher-created, weekly assessments and common benchmarks (interim assessments) administered at the end of each quarter. Students' academic performance is continually assessed and monitored throughout the year to provide targeted and appropriate levels of support as students' master or struggle with specific standards.

Longer School Day and School Year

As discussed in greater detail earlier in Element One, Oak Park Prep has an extended school year and school day, which totals an additional 19,820 minutes of instructional time per year when compared to the traditional school year of the District. 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 options for providing students with academic support. While all students participate in an extended school day and school year, these added hours allow teachers to provide differentiated and targeted interventions to academically struggling students without having to pull them out of regularly scheduled instructional time.

For example, one hour of each day is devoted to small group instruction. For students who are far below grade level this hour would mean small group math and ELA instruction to reteach standards from previous grades which students have not mastered. For students who are slightly below grade level this time may mean extra support on current classwork or homework. For students who are at or above grade level this may mean embracing leadership opportunities such as attending a high school class, becoming an academic mentor, or teaching assistant in the classroom. For students who are in need of social/emotional/behavioral supports this may mean participating in a mentoring or counseling program.

Teachers embed targeted interventions for academically struggling students within each lesson. Classroom teachers scaffold daily material to meet the needs of all scholars. This includes providing guided notes and graphic organizers for students who struggle to thoroughly follow the lesson. It also includes chunking reading passages, or pre-teaching complex vocabulary for scholars who read several years below grade level. Teachers also plan targeted checks for understanding within each lesson to ensure that every student is mastering the daily content.

Oak Park Prep also offers after-school tutoring and professional work assistance. This opportunity is open to all students, but students who are far below grade level are intentionally invited to attend. Parents are made aware of this opportunity through weekly phone calls and letters home. During this tutoring, teachers focus on re-teaching any standards that were not mastered, as well as pre-teaching key ideas so students will be successful in upcoming lessons. For students who have struggled to master core content material for over a semester, Oak Park Prep offers a credit recovery class during the last two quarters of the year. Credit recovery is an hour and a half content-specific session that takes place after school. It is planned over 6 weeks, with one session a week, to re-teach objectives from the previous quarter. As a rule, the Oak Park Prep community believes in supporting all students to be successful, however, those supports may look different depending on the needs of individuals. Oak Park Prep believes

these school-wide supports ensure an academically rigorous and supportive education for our entire student body.

Flexible Ability Grouping

Using flexible grouping for reading and mathematics, as described in detail in Element One, we 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. In addition, these groups allow students who are at or above grade level to work together and be pushed to maximize their potential academically. We choose 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.

While flexible grouping can be construed as tracking students, Oak Park Prep's leadership is confident that flexible ability grouping will not become tracking. A core message of our school is that intelligence is a malleable, not static, characteristic. Intelligence increases with the amount of work students invest themselves in. For example, we have call and response chants of "Work hard, get smart" and "Work harder, get smarter" which communicate this message to students and faculty alike.

To ensure that tracking does not occur, flexible ability groups change every six to ten weeks and are formed using the results of the standards-aligned common assessments. Students have the ability to move into more advanced groups and entire groups have the opportunity to complete more advanced work as their ability levels progress upward. The groups change frequently and are based upon objective student performance. It is also the responsibility of our teachers to ensure that students in the lowest ability groups show the most growth on common assessments so they are able to move to more advanced groups. Because of the data-driven approach to flexible ability groups and the school culture which messages that hard work leads to increased intelligence, the leadership of Oak Park Prep knows that the use of flexible ability groups benefits students by giving them the targeted interventions they need and allows ALL students to grow and progress to advanced academic levels.

ADDITIONAL INTERVENTIONS

Homework and Professional Work Club

Homework, called professional work, is assigned nightly for every class. Homework at Oak Park Prep is not 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 is used to review materials and subject content covered in class that day or in a previous lesson. Homework serves as a consistent barometer for student performance. Since homework is a review of subject content already covered, it allows teachers to know how each student is performing on each lesson and identify any needed interventions. Nightly homework assignments 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 are in danger of failing their classes. These students are immediately identified and required to attend professional work club after school.

Each morning, homework is checked for completion and then turned in during the appropriate class. Assigned faculty members are responsible for general review of homework to ensure that all assignments are complete. Professional work club provides a quiet and structured environment where students can complete their homework and receive assistance if needed.

Tutorials

All students have access to additional tutoring. Teachers provide tutoring during the enrichment period or after school dismissal. If a student needs to access tutoring at lunch, the student speaks with his/her teacher to schedule additional tutoring sessions. Tutorials are provided either in small group settings or through one-on-one support. Tutoring is mandatory for any student scoring below 70% in a subject area. Students are required to attend tutoring until the student demonstrates that he/she is now successfully mastering the class material. Mandatory tutoring takes place during the elective period on Wednesdays or immediately after school four days per week. Tutoring programs are individualized to meet student needs and varies in duration and content covered.

Mentoring through Community Partnerships

The staff at Oak Park Prep believes 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 use our community partners to offer mentoring relationships to our students, which include academic as well as social support. We 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. In the past, these mentors have included high school scholars, college students and graduates, and members from the Sacramento community. Last year staff at Oak Park Prep held weekly small group sessions for students who were struggling with obstacles at home. These sessions were led by high school students who have experienced similar obstacles, and were focused on teaching scholars strategies to persevere. Oak Park Prep staff also offered an after school program where high school students worked with middle school scholars on a daily basis to provide academic and social support. The 8th grade scholars at Oak Park Prep connected with the UC Davis ACE (African Diaspora Cultivating Education) Program, which offered small-group tours and team bonding activities on the UC Davis campus to promote college. The Oak Park Prep staff will continue to pursue mentoring opportunities for students as a method of providing extra support.

Response to Instruction and Intervention (RTI²)


Any students who are identified as far below grade level will receive all of the aforementioned support strategies as well as additional RTI tier 2 or tier 3 supports. These supports are implemented during the extra ELA and math content time. In ELA, these supports include reading literature at each student's designated reading level and working within a smaller group to increase one-on-one comprehension support. In math class, these supports include foundational math skill review or re-teaching objectives in small group settings. Students who have not mastered foundational math skills, including addition, subtraction, multiplication and division, are given dedicated time to learn or practice these skills. Students are then frequently assessed, outside the typical school wide interim assessment schedule, to monitor progress and ensure students are on track to make significant gains.

Instruction for Gifted/Talented or High Achieving Students

Oak Park Prep's structured learning environment and academic program are 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 part of our common vocabulary 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, (outlined on page 95), we 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 allows this 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 chosen curricula that can be extended to meet the needs of our more advanced students. Students who are reading above grade level participate in a reading seminar of advanced texts and textual analysis in place of the decoding in 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 and/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 also supports those students who need acceleration beyond the core curriculum. Enrichment opportunities, offered during Wednesday electives, provide other intellectual pursuits which may include learning a new language, chess, mock trial, debate, geography bees, drama, art, or science experiments. Students are surveyed to gather data about enrichment ideas and classes are developed and planned in response to interest.

If these accommodations are insufficient, the Principal works with teachers to provide additional support for more advanced students. Every member of the Oak Park Prep community is committed to the best education for every child. If it proves necessary to provide other accommodations and challenges, the school does whatever is necessary to meet the learning needs of the child.



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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." Ed. Code § 47605(b)(5)(B)

Benchmarks to be Met

Oak Park Prep's staff measures achievement levels through growth and absolute measures. The performance of students at Oak Park Prep are, where possible, compared to the performances of similar District 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 were selected to allow for comparison between schools that approximately match Oak Park Prep in socio-economic make-up, schools that students would have attended, and other high performing schools across the nation..

Comparisons will continue to be made solely in regard to academic achievement. This achievement is considered in two different comparison metrics. The comparison looks at the schools Oak Park Prep students would have otherwise attended. The first comparison metric Oak Park Prep uses is overall CAASPP results compared by common grade level tests (e.g. 7th grade Math). The second comparison metric used by Oak Park Prep is a comparison of the performance of common subgroups throughout the school (e.g. comparing schools' API among Hispanic or Latino students).

Comparison schools within SCUSD:

- Will C. Wood Middle School
- Cal Middle School
- Sam Brannan Middle School
- Fern Bacon Middle School
- Albert Einstein Middle School
- Kit Carson Middle School

Primary Growth Measures

Oak Park Prep's staff regularly monitors its progress towards meeting ambitious standards for student and school performance. Each of the following goals is measurable, feasible, and ambitious in what it accomplishes. As a college-preparatory school, all of the following goals exist 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 are as follows:

ACADEMIC GOALS

In attempt to meld the original Oak Park Prep charter goals, the Local Control and Accountability Plan (LCAP), and the new State Priorities as defined by the State of California, measurable student outcomes have restructured in the following manner.

- **Goals 1 – 4:** These are the overarching goals articulated in Oak Park Prep’s LCAP
- **State Priorities:** These were defined by the state and are included to align with Goals 1 – 4
- **Sub-goals:** These are the original charter goals, and align with Goals 1 – 4
- **Measures/Assessment Tools:** These are the actions and tools by which Goals 1 – 4 will be measured as articulated in Oaks Park Prep’s LCAP.

Table 2.1 Academic Goals
<p>Goal 1: Ensure all students graduate prepared to attend and succeed at a four-year college/ university</p>
<p>State Priorities</p> <ul style="list-style-type: none"> • Pupil Achievement – priority 4 • Implementation of State Standards – priority 2 • Basic Services – priority 1 • Other Outcomes – priority 8 • Course Access – priority 7 • Pupil Engagement – priority 5 • Parent Engagement – priority 3
<p>Sub-goal 1A: Students at Oak Park Prep Academy will meet or exceed state standards for mastery in English Language Arts.</p>
<p>Measures:</p> <ul style="list-style-type: none"> • Establish ELA baselines as measured by CAASPP • Annually, all grade levels will demonstrate an increase of students, including all subgroups, who scores advanced (or CAASPP equivalent), or move up one performance level from the previous year. • All English language learners will demonstrate, or make progress towards English proficiency. • All students will read at or above grade level, or make two levels of reading growth each year. • All students will score on grade level or higher on internal Common Core State Standards aligned benchmarks, or make one level of growth by the end of the year.

Assessment Tool: CAASPP, CELDT, Internal Benchmarks, Accelerated Reader or Fountas and Pinnell Reading Assessment

Sub-goal 1B: Students at Oak Park Prep Academy will meet or exceed state standards for mastery in Mathematics.

Measures:

- Establish Math baselines as measured by CAASPP.
- Annually, all grade levels will demonstrate an increase of students, including all subgroups, who scores advanced (or CAASPP equivalent), or move up one performance level from the previous year.
- All students will score on grade level or higher on internal Common Core State Standards aligned benchmarks, or make one level of growth by the end of the year.

Assessment Tool: CAASPP, CELDT, and Internal Benchmarks

Sub-Goal 1C: Students at Oak Park Prep Academy will meet or exceed state standards for mastery in Science.

Measures:

- Annually, all grade levels will demonstrate an increase of students, including all subgroups, who scores advanced (or CAASPP equivalent) or move up one performance level from the previous year.
- All students will score on grade level or higher on internal standards aligned benchmarks, or make one level of growth by the end of the year.

Assessment Tool: CST and Internal Benchmarks

Sub-goal 1D: Students at Oak Park Prep Academy will meet or exceed state standards for mastery in Social Studies

Measures:

- Annually, all grade levels will demonstrate an increase of students, including all subgroups, who score advanced or move up one performance level from the previous year.
- All students will score on grade level or higher on internal standards-aligned benchmarks, or make one level of growth by the end of the year.

Assessment Tool: Internal Benchmarks⁵¹

⁵¹ This is due to removal of the Social Studies CST in 2013.

Actions to Achieve Goal 1

1.1 Provide CCSS-aligned curriculum, assessments and high quality instruction.

- Identify benchmarks
- Create CCSS aligned benchmark assessments (EOY and interims)
- Assess curriculum, identify gaps & develop/order new curriculum as needed
- Collaborate with Sac High teachers to ensure vertical alignment
- Assess instructional materials, identify gaps, order new materials as needed
- Implement RTI²
- Partner with City Year

1.2 Provide individual and team-focused professional development and support for teachers, staff and administrators.

- Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture
- Provide teachers with training and support in reading and writing (how to standardize school-wide)
- Develop forum for teachers to share best practices and collaborate with educators within and outside the SHPS network

1.3 Strengthen infrastructure for ongoing analysis of student performance and progress.

- Create (or select) CCSS aligned EOY and benchmark assessments
- Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas

1.4 Expand opportunities for students to received academic support and become more interested in school and learning including enrichment, after school programming and college exploration.

- Implement reading intervention program
- Implement math intervention program
- Incorporate a variety of instructional strategies that support multiple learning modalities
- Switch middle school schedule (students rotate from class to class)
- Strengthen elective program
- Expand accelerated learning options (e.g. honors math)
- Expand after school and enrichment opportunities, (e.g. sports teams, clubs, college visitors)

Table 2.2 Operational Academic Goal

Goal 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university

State Priorities

- Pupil Achievement – priority 4
- Implementation of State Standards – priority 2
- Course Access – priority 7
- Pupil Engagement – priority 5

Sub-goal 1E: Oak Park Prep will demonstrate full enrollment and strong student retention and attendance.

Measures:

- The percentage of student who state they are satisfied with OPPA on the annual survey will increase annually until it reaches at least 80%.
- Maintain an ADA of 95% or better
- Increase student retention yearly until reaching at least 90%
- Increase the number of afterschool and field lesson opportunities
- Oak Park Prep scholars will demonstrate a commitment to service by completing at least one community service project each year.

Metrics/Assessment Tool: Annual student survey, student retention and attendance data, service project completion rate, and enrichment opportunities log.

Actions to Achieve Goal 1

Provide CCSS-aligned curriculum, assessments and high quality instruction.

- Identify benchmarks
- Create CCSS aligned benchmark assessments (EOY and interims)
- Assess curriculum, identify gaps & develop/order new curriculum as needed
- Collaborate with Sac High teachers to ensure vertical alignment
- Assess instructional materials, identify gaps, order new materials as needed
- Implement RTI²
- Partner with City Year

1.5 Provide individual and team-focused professional development and support for teachers, staff and administrators.

- Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture

- Provide teachers with training and support in reading and writing (how to standardize school-wide)
- Develop forum for teachers to share best practices and collaborate with educators within and outside the SHPS network

1.6 Strengthen infrastructure for ongoing analysis of student performance and progress.

- Create (or select) CCSS aligned EOY and benchmark assessments
- Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas

1.7 Expand opportunities for students to received academic support and become more interested in school and learning including enrichment, after school programming and college exploration.

- Implement reading intervention program
- Implement math intervention program
- Incorporate a variety of instructional strategies that support multiple learning modalities
- Switch middle school schedule (students rotate from class to class)
- Strengthen elective program
- Expand accelerated learning options (e.g. honors math)
- Expand after school and enrichment opportunities, (e.g. sports teams, clubs, college visitors)

Oak Park Prep’s measurable student outcomes are aligned with its academic program in a consistent and relevant manner. The basis of our academic program is the California state standards for History and Science, the Common Core State Standards, which were fully adopted in the spring of 2014 for ELA and Math, and the Next Generation Science Standards. Moving forward, measurable student outcomes will align with all State Standards and the CAASPP.

The leadership of Oak Park Prep developed the measurable student outcomes by looking at the common measurable student outcomes of 7th and 8th grade students attending South Sacramento middle schools (such as Kit Carson, California Middle, and Will C. Wood), as well as high performing middle schools around the nation. Goals were set to increase the percentage of students at or above grade level relative to these schools, and ensure all students are on the path to succeed at a college preparatory high school, and be a competitive applicant for college.

An Educated Person in the 21st Century - Profile of an Oak Park Prep Graduate

Oak Park Prep believes an educated person in the 21st Century will be a unique individual; a student who is industrious, critically thinking and motivated to lead social change – a student who walks with a sense of purpose, has his or her head held high and is ready to ask or answer any question. By the time they graduate, Oak Park Prep students will:

- Have mastered 7th and 8th grade content material and are ready to excel at a rigorous high school;

- Have read two million words, or one million words a year, and are reading at or above the 8th grade level;
- Have visited at least two colleges or universities through Oak Park Prep field lessons, or one college per year of enrollment;
- Have completed at least 20 hours of community service.

NON-ACADEMIC GOALS

Table 2.3 Non Academic Culture Goals
<p>Goal 2: Ensure all students are educated in learning environments that are clean, healthy, and safe</p>
<p>State Priorities Pupil Achievement – priority 4 Basic Services – priority 1 Other Outcomes – priority 8 Pupil Engagement – priority 5 Parent Engagement – priority 3 School Climate – priority 6</p>
<p>Sub-Goal 2A: Ensure all students are educated in learning environments that are clean, healthy, and safe</p>
<p>Measures</p> <ul style="list-style-type: none"> • Increase the percentage of staff, students and parents who state on the annual survey that OPPA is clean, safe and has a positive school culture annually until it reaches at least 90% • Conduct monthly School Safety & Cleanliness Inspections and drills • Increase the number of computers accessible by students
<p>Metrics: Annual student, staff and parents survey and Safety and Cleanliness Inspections</p>
<p>Actions to Achieve Goals</p> <p>2.1 Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions.</p> <ul style="list-style-type: none"> • Revise and strengthen Culture Week • Implement new student home visit program • Strengthen homeroom and advisory program curriculum (include character development component) • Review student behavior data with teachers and staff at least monthly and develop

academic/behavior plans with parents as needed

2.2 Enhance support programs and resources.

- Continue to host MFT intern
- Refine high school mentoring program
- Develop more partnerships with community organizations for counseling and support services

2.3 Provide cleaner and better maintained facilities.

- Conduct monthly cleanliness and safety walk inspections and drills
- Hold quarterly campus clean-up days

2.4 Increase health and wellness resources available to students.

- Hold annual health fair on campus in conjunction with Health Corps

Table 2.4 Non-Academic Family Involvement Goal

Goal 3: Empower parents and family to become more actively engaged in supporting their children's education

State Priorities

- Pupil Achievement – priority 4
- Other Outcomes – priority 8
- Pupil Engagement – priority 5
- Parent Engagement – priority 3
- School Climate – priority 6

Sub-Goal 3A: Parents and/or guardians of students at Oak Park Prep will be satisfied with the academic rigor, structure, and communication of the school.

Measures:

- Increase the percentage of parents completing the parent survey annually until it reaches at least 75%
- Visit the homes or meet individually with the families of all incoming students
- Establish a baseline of parents who complete at least 10 hours of school service a year and increase the percentage of parents completing service hours annually

Metrics: Parent survey completion rate, Parent trainings offered, and parent participation hours log

Actions to Achieve Goals

3.1 Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals.

- Implement home visit program for new students
- Distribute weekly parent communication (e.g. email blast, communication folder, newsletter)
- Utilize parent portal for updates
- Create mechanism for parents to send feedback to teachers

3.2 Provide increased opportunities for parents to participate in site activities that increase their skills as partners in education.

- Explore parent volunteer hours requirement
- Improve parent involvement structure
- Add parent education, involvement and volunteer activities to school day and calendar (e.g. conferences, family orientations, lunch monitoring, monthly parent nights/meetings)

Appendix 4.12 contains a sample parent survey with an additional sample survey for the parents of special education students.

ORGANIZATIONAL VIABILITY GOALS

Table 2.5 Organizational Goals

Goal 4: Build a high performing organization that is financially sustainable and recognized as a leader in public education locally & statewide

State Priorities

- Pupil Achievement – priority 4
- Implementation of State Standards – priority 2
- Basic Services – priority 1
- Other Outcomes – priority 8
- Course Access – priority 7
- Pupil Engagement – priority 5
- Parent Engagement – priority 3

Sub Goal 4A: Oak Park Prep will maintain organizational strength by demonstrating fiduciary and financial responsibility for public and private funds.

Measures:

- Close the FY with a balanced budget

- Increase student retention yearly until reaching at least 90%
- Maintain an ADA of 95% or better

Metrics: Budget, Student Retention data, and ADA

Actions to Achieve Goals:

4.1 Institute strategies to maintain high attendance and improved student retention.

- Adhere to attendance policy and fully utilize SART/SARB process
- Create attendance incentive system
- Develop system to track and report student progress more often during school year
- Explore partnerships with local agencies to improve transportation costs and options (e.g. bus passes, car pool program)
- Set up a suggestion box for students and parents
- Conduct exit interviews with families opting to leave OPPA and analyze data to understand primary reasons

4.2 Manage operations and fiscal reporting to obtain acceptable audit at the end of each fiscal year.

- Implement sound fiscal policies and controls
- Allocate sufficient funds for all programmatic and operational expenses

4.3 Exchange best practices with SCUSD, other non-charter public schools/districts and charter schools

- Participate in Sacramento charter school network
- Visit high performing charters and traditional public schools as part of PD
- Invite SCUSD board members and staff to visit campus

Staff at Oak Park Prep provides regular communication about the school and student performance through a school newsletter. This keeps students, families, and the community aware of school events, performance, and successes. The school also communicates with families in regard to the school's performance on its Annual Yearly Progress (AYP) measurements, as well as all other metrics required by the Elementary and Secondary Education Act. Oak Park Prep's staff calculates progress towards measurable student outcomes and makes the results available to our families, the District, and the public after receiving state assessment results.

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. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." Ed. Code § 47605(b)(5)(C)

At Oak Park Prep, staff understands the importance of data collection and analysis in measuring and improving student learning. We 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 Methods

Prior to the start of the school year, we conduct a diagnostic assessment of each student using age- and grade-appropriate standardized assessment tools. For English Language Arts, we use early literacy assessments such as, Accelerated Reader, Fountas and Pinnell, and timed writing assessment. For math we focus on assessing their foundational numeracy skills. The results from such diagnostics 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 also allow a benchmark against which all future academic growth can be measured.

Oak Park Prep conducts the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. With the introduction of Assembly Bill 484, Oak Park Prep shall administer the California Assessment of Student Progress and Performance (CAASPP) assessment system including the Smarter Balanced assessments in English Language Arts and Mathematics, and the CST in Science, which is administered to students in grades seven and eight to measure annual progress in meeting AYP goals.

Internal Benchmark Assessments (Interim Assessments)

To augment the data provided by annual state assessments, we have developed and implemented internally created standards-aligned assessments to ensure that students are meeting or exceeding all State Standards and adjusting elements of the school program and student supports when they are not. The results of our interim assessments, administered every quarter allow us to make the necessary adjustments as quickly as possible to ensure that our students are acquiring the skills outlined in the State 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 oversees the collection and analysis of state assessment data using programs such as a Student Information System or approved data management systems. Our data analysis begins with interim/benchmark assessments (IAs) developed prior to the school year by school leadership and teachers. IAs test content on course appropriate standards. 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 are scored and analyzed using an online student information system. Teachers score the exams and input the data. Using data from the IAs, teachers are able to re-teach standards to ensure students reach 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 instructional action-plan moving forward and for re-teaching.

In addition to interim assessments, teachers have embedded frequent assessments that provide a clear picture of students' academic growth and academic needs. We review these results by grade level cohort, individual class, and individual student, as well as by each test item as a current ongoing part of our weekly staff meetings. This comprehensive approach to data analysis allows: 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 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 are revisited frequently in weekly professional development meetings, grade-level and content-area team meetings to ensure that students are making adequate progress toward mastery. The process of data-driven instructional practices which Oak Park Prep's staff uses is described in further detail by Paul Bambrick-Santoyo's widely acclaimed book, Driven By Data.

Data-driven Instruction and Staff Development

As indicated, assessment data is used to inform curricular decisions, teacher supports, and professional development needs. Assessment data is also 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 is 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 25 days of professional development as well as two hour weekly meetings to analyze data and inform our program.

Table 3.1 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
Writing	Timed Writing Assignment with rubric scoring	7-8	Upon enrollment and every quarter r
California Assessment of Student Progress and Performance (CAASPP)	State Criterion-Based Assessment	7-8	Once a 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

2014-2015 Sample Assessment Calendar

Daily Assessments

Grades/ Students	Assessment	Length	Administered by	Assessment Window	Grading Completion Date
All 7-8 Students	Daily exit tickets or weekly quizzes	5-20 minutes	Classroom Teachers	Daily-weekly	Within 24 hours

Beginning of 2014-2015 School Year

Grades/ Students	Assessment	Length	Administered by	Assessment Window	Grading Completion Date
All 7-8 Students	Narrative Diagnostic	1-2 hours	Classroom Teachers	8/12-8/22	8/29 (Whole School Scoring on 8/27)
New 7-8 Students	Diagnostic Assessments for all contents	1-2 hours	Classroom Teachers	8/12-8/22	8/24
New 7-8 Students	Universal Reading Screener	25 minutes per student	RTI Team	8/12-8/22	8/24
English Language Learners	CELDT	Varies by grade level	Home Office		

End of Quarter 1

Grades/ Students	Assessment	Length	Administered by	Assessment Window	Grading Completion Date
All 7-8 Students	Narrative Final	1-2 hours	Classroom Teachers	9/22-9/23	10/2 (Whole School Scoring)
All 7-8 Students	ELA Amplify Benchmark Assessment # 1	1-2 hours	Classroom Teachers	9/22-10/8	10/9
All 7-8 Students	Math Amplify Benchmark Assessment # 1	1-2 hours	Classroom Teachers	9/22-10/8	10/9
All 7-8 Students	Science Benchmark Assessment # 1	1-2 hours	Classroom Teachers	9/22-10/8	10/9
All 7-8 Students	Social Studies Periodic Assessment # 1	1-2 hours	Classroom Teachers	9/22-10/8	10/9

End of Quarter 2

Grades/ Students	Assessment	Length	Administered by	Assessment Window	Grading Completion Date
All 7-8 Students	Argumentative Diagnostic	1-2 hours	Classroom Teachers	10/23-10/24	10/31 (Whole School Scoring on 10/29)
All 7-8 Students	Argumentative Final	1-2 hours	Classroom Teachers	12/8-12/9	12/19 (Whole School Scoring on 12/18)
All 7-8 Students	ELA Amplify Benchmark Assessment # 2	1-2 hours	Classroom Teachers	12/8-12/18	12/19
All 7-8 Students	Math Amplify Benchmark Assessment # 2	1-2 hours	Classroom Teachers	12/8-12/19	12/19
All 7-8 Students	Science Benchmark Assessment # 1	1-2 hours	Classroom Teachers	12/8-12/18	12/19
All 7-8 Students	Social Studies Benchmark Assessment # 1	1-2 hours	Classroom Teachers	12/8-12/19	12/19

Quarter 3

Grades/ Students	Assessment	Length	Administered by	Assessment Window	Grading Completion Date
All 7-8 Students	Science Informative Diagnostic	1-2 hours	Classroom Teachers	1/12-1/13	1/16 (Whole School Scoring on 1/14)
All 7-8 Students	Science Informative Final	1-2 hours	Classroom Teachers	3/2-3/3	3/13 (Whole School Scoring on 3/12)
All 7-8 Students	ELA Amplify Benchmark Assessment # 3	1-2 hours	Classroom Teachers	3/2-3/18	3/13 (Earlier if results will be used to determine intersession placement)
All 7-8 Students	Math Amplify Benchmark Assessment # 3	1-2 hours	Classroom Teachers	3/2-3/18	3/13 (Earlier if results will be used to determine intersession placement)
All 7-8 Students	Science Benchmark Assessment # 1	1-2 hours	Classroom Teachers	3/2-3/18	3/19
All 7-8 Students	Social Studies Benchmark Assessment # 1	1-2 hours	Classroom Teachers	3/2-3/18	3/19

Quarter 4

Grades/ Students	Assessment	Length	Administered by	Assessment Window	Grading Completion Date
All 7-8 Students	Science Informative Diagnostic	1-2 hours	Classroom Teachers	3/30- 3/31	4/3 (Whole School Scoring on 4/1)
All 7-8 Students	Science Informative Final	1-2 hours	Classroom Teachers	6/1-6/2	6/5 (Whole School Scoring on 6/3)
All 7-8 Students	ELA Amplify Benchmark Assessment # 4	1-2 hours	Classroom Teachers	6/1-6/9	6/10
All 7-8 Students	Math Amplify Benchmark Assessment # 4	1-2 hours	Classroom Teachers	6/1-6/9	6/10
All 7-8 Students	CAASPP	4 hours	Test Administrators	4/1 - 5/30 Exact window TBD	NA
All 7-8 Students	Universal Reading Screener	25 minutes per student	RTI Team	5/26-6/11	6/9
8th Grade Students	Science CST	3 hours	Classroom Teachers	4/1 - 5/30 Exact window TBD	NA
8th Grade Students	Physical Fitness Test	1 hour	P.E. Teacher	4/1 - 5/30 Exact window TBD	5/30

*Please note that Special Education testing is not part of this schedule and is conducted according to the timeline detailed in the El Dorado County Office of Education Charter SELPA Special Education Procedural Guide, see Appendix 1.3.

Communicating Data to Students and Families

Oak Park Prep’s staff involves 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 share results with students and parents in progress reports and conference meetings. Teachers 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 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 are 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 quarterly exams are sent home for parents to review.

State testing results are also sent to families, and Oak Park Prep hosts 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, staff at Oak Park Prep annually prepares the School Accountability Report Card (SARC) to provide the public with important information about our school’s progress toward achieving its goals. The LCAP is also developed and approved annually in accordance with Education Code Sections 47606.5 and 47604.33.

Grading Policy

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

Table 3.2: 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 are school-wide standards for grading. Teachers are trained on the school’s policy and work with the Principal to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of the State 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 may not be eligible for promotion. 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 conducts the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

Oak Park Prep leadership appoints a specific testing coordinator during the course of each academic year to manage the state testing process.

If the Charter School does not test (i.e., CAASPP, 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.

The current tests administered by staff at Oak Park Prep include:

- California Assessment of Student Progress and Performance (CAASPP)
- 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 Table 3.3.

Table 3.3: Tests Required as Part of California State Testing Program

Program Component	Type of Assessment	Purpose	Grades Tested
California Assessment of Performance and Progress	Standards-based Computer adaptive	Measure proficiency with Common core content standards in English-Language Arts Measure proficiency with Common Core content standards in Mathematics	7 to 8
California Standards Tests (CST)	Standards-based Multiple-choice	Measure proficiency with state content standards in 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 science	Varies by CAPA level
California Modified Assessment	Standards-based Multiple-choice	Measure achievement in Science (5-8)/Life Science (10)	Available as 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)	OPTIONAL 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 Assessment of Student Progress and Performance (CAASPP). This test provides Oak Park Prep with the proficiency levels of our students and informs our progress towards the Accountability Goals of **Element Two**. The results of all assessments inform our instructional practices for the following year.

In accordance with Education Code Section 47605(b)(5)(C), Oak Park Prep affirms that to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Accountability Progress Reporting

Staff at Oak Park Prep also follows 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 Table 3.4.

Table 3.4: 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 Elementary and Secondary Education Act (ESEA). Under ESEA 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.
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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 is an independent charter school, operated by St. HOPE Public Schools ("SHPS"), a California 501(c)(3) Nonprofit Public Benefit Corporation. SHPS and Oak Park Prep are governed by the SHPS Board of Directors, which also operates and governs Sacramento Charter High School and St. HOPE Public School 7 (PS7), schools within the Sacramento City Unified School District. Please refer to Appendix 4.1 and 4.2 for a copy of the SHPS Bylaws and Articles of Incorporation.

Legal Assurances

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

Oak Park Prep complies with the Ralph M. Brown Act (Government Code Section 54950, *et seq*) and Government Code Section 1090. Members of SHPS's Board of Directors, any administrators, managers or employees, and any other committees of the school comply with applicable federal and state laws, and nonprofit integrity standards.

Oak Park Prep and/or its non-profit corporation are solely responsible for the debts and obligations of the Charter School.

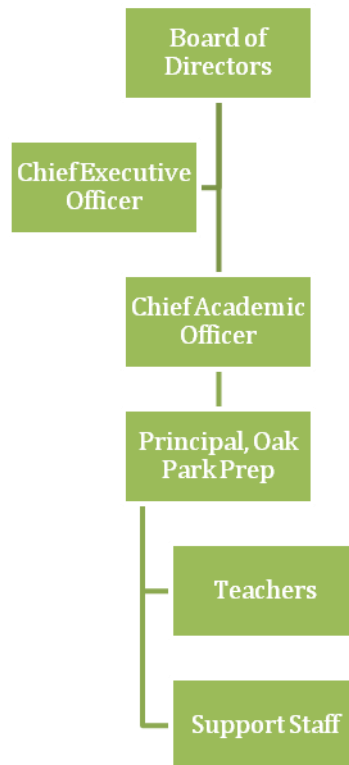
Organization Structure

The organizational structure of the school will continue to 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 teachers and support staff will be added as needed to support enrollment demands and student needs.

The organizational model represents fiscal conservatism and allocation of resources towards the school's mission. 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 outlines the structure of Oak Park Prep. 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



Primary Responsibilities of Board of Directors

Oak Park Prep is governed by the SHPS Board of Directors, in accordance with its adopted bylaws, which shall be consistent with this charter. The Board of Directors meets regularly, at least quarterly, and in accordance with the Brown Act. The Board is responsible for ensuring 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 Chief Executive Officer hires, sets compensation for, supports and evaluates the Principal along with the Chief Academic Officer; 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 undergo a careful and deliberate vetting process before confirmation, which requires the vote of the current board membership in accordance with the organization’s bylaws. New members to the Board of Directors must have:

- Deep and unwavering commitment to the mission of SHPS
- Belief that the school is 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 or more areas that prove to be valuable to the governance of the Charter School, including but certainly not limited to educational program, data and assessment, management and leadership, financial management, legal, community and public relations, district relations, parent relations, student relations, human capital, charter school models, organizational development, facilities and real estate, fundraising, grant writing and development, and higher education
- Experience with and interest in working with a committed, driven, diverse group of people
- Willingness to leverage personal and professional networks on behalf of the school
- Availability and willingness to participate in the governance of SHPS

Parent, Teacher, and Student Involvement

The input of all school stakeholders is valued by the Board as well as the school. As such, stakeholders are 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.

The Oak Park Prep community remains committed to parent involvement at the school level. The school established a School Site Council (SSC) as outlined in Education Code 52852 (may also be known as Parent Site Council), which meets on a regular basis (to be determined by the council each year). This group meets with the Principal to discuss issues involving school academics, culture, and community. The SSC is an important voice at the school and one that ensures a comprehensive understanding of how the school is performing.

In addition, Oak Park Prep will form an English Language Advisory Committee, as needed, based on the number of English language learners enrolled. To date, the school has not needed this committee based on ELL enrollment. The school provides documents translated into other languages, as necessary and feasible, to allow greater communication with parents of ELL students. Similarly, to allow more parents to participate, the school offers, when feasible, multiple times/days for a variety of meetings (i.e., parent conferences, general meetings, Annual Title I Meeting) and home visits to accommodate families.

Oak Park Prep complies with all requirements for parental notification regarding Program Improvement status and non-Highly Qualified Teachers, and provides opportunities for parents to request records and teacher and/or paraprofessional requirements. The school disseminates school-wide information through multiple means (i.e., onsite postings, mail, email, phone calls, notices sent home through students, school website). This includes the Single Plan for Student Achievement, Parent Involvement Policy, the SARC, the LCAP, and other required notices, policies, and documents. SHPS has established a written complaint procedure that is available to all parents and provides parents with the opportunity to make suggestions, as well as voice dissenting views, of school-wide programs through formal and informal means.

In order to inform parents of their individual student's progress, the school regularly reports academic and non-academic (i.e., behavior) progress to parents through regular grading periods, reporting of test score results (i.e., CELDT and CAASPP), and parent conferences. Parents also have direct access to their child's attendance and academic progress through Illuminate, the school's current student information system. As with other SHPS schools, all Oak Park Prep staff have cell phones and SHPS email addresses to allow for ongoing parent-teacher-school communication. Finally, as required by regulations, the school sets aside funds

specifically to build capacity for parental involvement activities (i.e., 1% set aside of Title I funds if allocation is greater than \$500,000).

Appendix 4.11, 4.12, and 4.13 includes supporting documents to provide clarity on parental involvement at SHPS.

Conflict of Interest Policy

The SHPS Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, Government Code Section 1090, and which shall be updated with any charter school specific conflicts of interest laws or regulations. The Conflict of Interest Policy can be found in Appendix 4.3D.

Grievance Policy

Oak Park Prep operates under SHPS's Uniform Complaint Procedures ("UCP") providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. The SHPS UCP is attached as Appendix 14.1.

Oak Park Prep's staff has implemented specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment 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 complies with the District policy related to charter schools, as it changes 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 are handled by the communications representative of the Board or the Board Chair, should those individuals be different parties. Furthermore, SHPS and Oak Park Prep comply with the Public Record Act (Government Code Section 6250, *et seq.*).

Process for Amending the Charter

Oak Park Prep complies with current District policy and Education Code Section 47607 for amendments to the charter petition and will continue to do so moving forward.

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

St. HOPE Public Schools is an equal opportunity employer and does not discriminate on the basis of race, color, gender, religion, age, sexual orientation, national or ethnic origin, physical or mental disability, marital status, veteran status, 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. It is the intention that all staff members at Oak Park Prep are committed to the mission and vision of Oak Park Prep and work diligently to assure they are accomplished. All staff members are tasked with being 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 5.1 for all employee job descriptions.

Administrator Qualifications

Administrators at Oak Park Prep possess a comprehensive educational vision that is consistent with the mission of the Charter School, skill in hiring and supervising excellent teachers and staff, 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)
- Positive references
- Administrative credentials preferred
- Background clearance from FBI/DOJ
- TB Clearance

Teacher Qualifications

Pursuant to Education Code section 47605 (l) all teachers at Oak Park Prep are 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 in credentialing will be granted only in accordance with Education Code Section 47605(l) for teachers in non-core courses and, as permitted by this section of the Education Code, Oak Park Prep may employ non-credentialed teachers to teach non-core courses.

A teacher of core academic subjects must have:

- Bachelor's degree
- CA teaching credential, highly qualified according to ESEA, and demonstrated expertise
- Demonstrated classroom and subject matter competence
- Background Clearance from FBI/DOJ
- TB clearance

Credentials

Leadership at Oak Park Prep strives to hire candidates who 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 to that mission. General qualifications 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 Chief Executive Officer hires the Principal.
- All other staffing decisions at the school level are made by the Principal.

Staff Selection

To ensure selection of the highest quality staff, the following staff selection process is implemented at Oak Park Prep:

- Posting of job openings (online, through referrals, and e-mail)
- Use of teacher recruitment programs and career fairs
- Request of a resume, cover letter, and short essay responses
- Phone interview
- 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 are revised as necessary to reflect the needs of the school.

- Principal
- Dean of Culture and Operations
- Teachers
- Teaching Assistant
- Office Manager/Administrative Assistant

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 has 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

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/TEACHING ASSISTANTS

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

DEAN OF CULTURE & OPERATIONS

The Dean of Culture & Operations leads the school-wide efforts to build and maintain a strong, positive, achievement-oriented school culture where students grow in a warm and supportive environment. The Dean of Culture & Operations creates behavior systems for the school and models how to establish strong, mutually respectful relationships with students and families, and ensures that all operations run smoothly with effective systems. The Dean of Culture and Operations reports to the Principal.

Responsibilities of the Dean of Culture & Operations include, but are not limited to:

- Build and maintain systems for a joyous and achievement-oriented school culture
- Possess incredibly clear vision of what a great school culture looks like and regularly articulate this vision to students.
 - Write, update and maintain systems and policies for effective and efficient school wide operations.
 - Plan and implement a behavior management system with meaningful incentives to reward good behavior and with effective consequences to correct misbehaviors.
 - Analyze school-wide trends around attendance, behavior, homework and class transitions and develop and lead initiatives to address challenges.

Lead school culture and character development

- Persistently, insistent, and consistently reinforce school's high expectations for student behavior with all students all the time; always sweat the small stuff and never give up on a student or on fixing a "broken window."
- Invest students and parents school goals and core values; ensure that all students care deeply about their school community, about their own academic performance, about graduating from college, and about becoming the next generation of leaders in their

communities; ensure students find joy in learning and have fun; preach core school messages in one-on-one, class/advisory, grade level and school-wide venues.

- Conduct regular school culture walkthroughs to maintain a high bar of excellence.
- Train staff in classroom management, student engagement and parent involvement.
- Lead recognition and celebration events (e.g., for perfect attendance or academic achievement) and other school-wide culture-building activities.
- Create individual plans for students with behavior challenges; partner with teachers to provide extra interventions.

Coach teachers toward instructional excellence

- Communicate a high bar for performance in a manner that supports, challenges, and inspires each team member; set clear, measureable, outcome-oriented performance goals for the year; engage team members in self-evaluation and provide formal and informal feedback on performance.
 - Coach a portfolio of teachers in instruction and the establishment of expectations/routines.
 - Help teachers build effective relationships with students and parents.
 - Model great instruction through teaching at least one class.

Lead parent engagement activities

- Engage families in support of the school's goals; create a culture and an expectation so that teachers reach out to parents and enlist their proactive support in the dream – and the hard work – of getting all our scholars to college; build strong relationships with parents.
 - Create and lead the parent orientation process, meeting one on one and communicating regularly with new parents to introduce them to the school's culture and priorities.
 - Coordinate the activities of the MS Parenthood group.
 - Establish protocols and best practices to ensure that teachers communicate regularly with parents.

Serve as an active member of the school leadership team

- Reinforce the mission with staff and inspire them to act on the mission every single day; exude urgency, excellence, and optimism; use the mission as a litmus test for school-based decisions and to provide focus when prioritizing what will have the greatest impact on students; instill staff with a feeling that they are contributing to something greater than themselves.
- Maintain robust personal organization system that ensures all tasks or "To Do" items are captured, prioritized, and ultimately accomplished; plans each day and week to ensure that top priorities are addressed and accomplished on time.
 - Partner with the Principal in championing effective instructional data practices for assessment and effective planning.
 - Collaborate with other Deans and school Leaders across the SHPS organization and other high-performing schools and organizations to ensure that we are doing whatever it takes to make students successful

Support school operations to ensure smooth entry, dismissal and transit to and from school.

- Support Principal in creating master schedule

Qualifications and Experience

- Bachelor's Degree
- Successful experience in education, specifically the development and implementation of a charter school
- Experience in business, finance and/or operations
- Demonstrated skills and belief in facilitative, participative management and shared decision making
- Exceptional ability to manage people and complex projects
- Belief and alignment with St. HOPE's core beliefs and educational philosophy
- Excellent communication skills, both verbal and written, and strong interpersonal skills
- Understanding and experience working with the nuances of urban school environments and school culture
- Strong strategic thinking and problem solving capabilities
- Ability to organize workload independently and set priorities; to adapt quickly to changing priorities; and perform multiple interrelated tasks under deadline pressures

Recordkeeping and Minimization of Use of Emergency Credentialed Teachers

The SHPS Home Office maintains current copies of all teacher credentials and ensures that they are readily available for inspection. Staff at Oak Park Prep will continue to 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, local newspapers, and other recruitment methods. Oak Park Prep seeks 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, in conjunction with the SHPS Home Office, ensures 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 the ESEA. Credentials are reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials are kept at the SHPS Home Office.

Staff Compensation and Benefits

St. HOPE Public Schools has adopted a competitive performance-based salary schedule for the Charter School. Administrative and staff salaries at the school level are set at the discretion of the Principal, based on the candidate's experience and responsibilities. The salary of the Principal is set by the Chief Executive Officer.

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

Performance Evaluation

All Oak Park Prep staff are currently evaluated by their supervisors once a year. Annual goals and objectives are developed jointly by each staff member and the supervisor in accordance with the mission and vision of Oak Park Prep. Staff evaluations are currently 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 provides appropriate support and training.

Staffing Projections

Table 5.1 includes the staffing projections for the next five years of operation. Additional staff will be determined based on budget and need.

Table 5.1: Teacher Staffing Plan		
Year	Total Enrollment	# of Staff
2014 – 2015	130	12
2015 – 2016	150	13
2016 – 2017	180	13
2017 – 2018	180	13
2018 – 2019	180	13

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(b)(5)(F)

In order to provide safety for all students and staff, Oak Park Prep has adopted and implemented full health and safety procedures and risk management policies at our school site in consultation with our insurance carriers and risk management experts. The health and safety policy is annually updated and reviewed, in consultation with staff and parents. This policy is distributed to all staff and parents. Please see Appendix F for examples of SHPS Health and Safety Procedures.

Facility Safety

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

Oak Park Prep complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Oak Park Prep maintains readily accessible records for such compliance.

Oak Park Prep occupies Proposition 39 facilities.

Compliance with Safety Requirements Assurance

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

School Safety Plan Assurance

Oak Park Prep has a school safety plan, which is kept on file for review. Staff is trained annually on the safety procedures outlined in the plan. If District facilities are used during the term of this charter, OPPA abides by all District policies relating to Maintenance and Operations Services.

Fire, Earthquake, and Evacuation Drills

Students and staff participate in earthquake drills and fire drills four-times per year, and at least one lock-down drill annually. As indicated above, the school has a safety plan which is kept on file for review. School staff are trained annually on the safety procedures outlined in the plan.

Procedures for Background Checks

Oak Park Prep follows clear procedures to ensure the health and safety of pupils and staff. These procedures include the requirement that each employee and contractor of the Charter School furnish the Charter School with a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. SHPS Human Resources Department

monitors compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee are 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 are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. All mandated reporters are provided annual training on child abuse reporting. This training covers how the law defines abuse and neglect, what is required of a child abuse mandated reporter, legal protections of a mandated reporter, how to spot child abuse and the steps in making a report of child abuse and/or neglect.

Tuberculosis Testing

In accordance with AB 1667, which amends Education Code Section 49406, all Oak Park Prep faculty, staff, and volunteers hired on or after January 1, 2015 must submit to a tuberculosis risk assessment prior to commencing employment and working with students. If risk factors are identified, the persons must submit to a tuberculosis examination to determine if that person is free of infectious tuberculosis.

Immunizations

All students enrolled and Oak Park Prep staff are 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. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

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

Vision, Hearing, and Scoliosis

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

Diabetes

The Charter School provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Food Service and Other Auxiliary Services Safety

Oak Park Prep contracts with an outside agency for its food service needs. Oak Park Prep and the SHPS Home Office are 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 ensures that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials.

Emergency Preparedness

Staff at Oak Park Prep adheres to an Emergency Preparedness Handbook created specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This Emergency Response Plan and Crisis Management Manual has been developed to help school administrators prepare for the many aspects of responding to a critical incident involving their schools and/or student/teacher population.

SHPS is committed to providing a safe and effective learning environment for every child and every staff member. Unexpected emergencies may occur, however the likelihood of effectively managing an emergency is increased with an established emergency plan. The purpose of the Emergency Response Plan and Crisis Management Manual is to maximize the safety and welfare of all students, visitors and staff by promoting emergency preparedness.

SHPS acknowledges the necessity of preparing an emergency response plan in the event that despite prevention efforts, a crisis should occur. In accordance with California Education Code 32280 and California Government Code section 8607 the emergency response manual includes:

- Written procedures for taking action in the event of a crisis following state law, the federal guidelines outlined in the Homeland Security Act of 2002 and subsequent Homeland Security Presidential Directive's (HSPD 5) establishment of the National Incident Management System (NIMS)
- Written procedures for communication with local law enforcement agencies, community emergency services, parents, students and the media in the event of a crisis in compliance with the Standardized Emergency Management System, SEMS
- A plan for crisis management training of all staff based on the Incident Command System (SEMS)

Health and Safe Environment Training

SHPS will conduct yearly professional staff development on emergency response covering topics such as Air Pollution Episode, Bomb Threats, Chemical Accident, Criminal Act, Explosion, Fallen Aircraft, Fire, Floods, Missing Student, Injury to Student/Fatality, Riots/Civil Disorders, Sever Windstorm/Weather, Threatening Individuals/Intruder, During and After Earthquake, Evacuation Routes, Evacuation of Building, and Evacuation of school site.

Blood Borne Pathogens

Oak Park Prep meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

Oak Park Prep functions as a drug, alcohol and tobacco free environment.

Comprehensive Discrimination and Harassment Policies and Procedures

The Oak Park Prep community is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. SHPS has developed a comprehensive policy to prevent and immediately remediate any concerns about 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 is addressed in accordance with the procedures in SHPS's Employee Handbook (see Appendix 6.4).

Food Service Program

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

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)

Community Outreach and Recruitment Plan

Through various efforts, Oak Park Prep’s leadership will continue to strive to recruit and enroll a student population which reflects that of the general population residing in the territorial jurisdiction of the Sacramento City Unified School District with a focus on serving middle school students living in Oak Park and South Sacramento.

Recruitment materials are published in English and Spanish to communicate the mission and educational program of Oak Park Prep. In addition, an outreach plan including marketing materials are delivered to homes in the targeted community, and presentations and flyer distribution are conducted at community meetings and events. As needed, materials are published in additional languages, such as Hmong, based on the needs of the population targeted at specific events.

In addition, marketing materials at local community centers and after school programs ensure parents residing in the targeted neighborhood are informed about Oak Park Prep. We also recruit by canvassing the surrounding neighborhood and hosting events at the school site for prospective families. Specific student recruitment efforts include:

Table 7.1: Recruitment Efforts	
Location	Efforts
Sacramento Housing and Redevelopment Agency	Flyer distribution
SHPS Events	Information session, flyer distribution
Sacramento Local Events (ex. Latin Food & Music Festival and State Fair)	Flyer distribution
Libraries, stores and other local businesses.	Flyer distribution
Program Locations (ex. Boys and Girls Club, YMCA)	Flyer distribution
Shopping Centers (ex. Broadway & Stockton, Franklin Ave)	Flyer distribution
Community Resources (ex. Oak Park Community Center, Sacramento Food Bank and Family Services, The Effort)	Flyer distribution

Sacramento Community and Recreation Centers	Flyer distribution
Targeted Outreach to Families with ELL students, which included flyer distribution, presentations, or information booths	<p>Sacramento Food Bank Adult ELL classes, CSU Sacramento and Univision: Feria Educativa Es El Momento, Hispanic Chamber of Commers: Latin Food and Music Festival, La Raza Galleria Posada Festival, National Shrine of our Lady of Guadalupe, La Familia Counseling Center, Oak Park Community Celebration, Steps to College Fair, YPSA Middle School Fair, Sacramento Education Empowerment Workshop: Hmong Innovating Politics, College: Making it Happen, 35th Street Fair, Oak Park Farmers Market.</p> <p>(Please see Appendix 7.3)</p>

Targeted Outreach

An admissions team, who is dedicated to student recruitment and enrollment, lead the efforts to attract and enroll students at Oak Park Prep. In order to maintain the enrollment goals, the leadership and admissions team recruit students residing in the targeted Oak Park and greater South Sacramento neighborhoods. In Oak Park Prep's first three years, the total number of applicants who identify as speaking a language other than English on their application increased each year. Table 7.2 shows the increase over each year. The increase in applicants who identify as speaking a language is a result of focused efforts on ELL populations, which have included translating documents to a second language, making presentations at community organizations offering ELL classes, and attending cultural celebrations in the community. Because admissions is determined by a random public drawing, not all applicants who identify as speaking a language other than English enroll at Oak Park Prep. Enrolled ELL students for the 2013-14 school year a can be found in Appendix 7.2.

Table 7.2: ELL Student Recruitment			
	2012-13	2013-14	2014-15
Applicants who identified as speaking a language other than English on their application	11.8%	14.7%	16.4%

Public School Choice Traveling Students

OPPA is 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, subject to enrollment capacity of Oak Park Prep. 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.

Oak Park Prep’s staff 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’s staff 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.

Assurances

Oak Park Prep’s staff works with neighborhood associations and community groups to provide information about enrollment in the Charter School. Oak Park Prep actively recruits students from traditionally underserved areas, which allows the school to enroll a student population that reflects the rich diversity in race, ethnicity, and economics existing in the South Sacramento area.

Student Population

Our marketing plan and efforts work to attain a racial and ethnic balance that is reflective of the district, with a focus on populations residing in Oak Park and South Sacramento. 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 is required to enroll at Oak Park Prep, although diagnostic tests are 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 admits all pupils who wish to attend the school as outlined in Education Code Section 47605(d)(2)(A).

Admissions Requirements and Assurances

There are no specific admission requirements for Oak Park Prep aside from residence in the state of California. The Charter School does not admit, nor deny admission to students based on the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Oak Park Prep is non-sectarian in its programs, curriculum, and operations and does not charge tuition. Oak Park Prep adheres to all state and federal laws regarding the minimum age of students.

Recruitment of academically low-achieving and economically disadvantaged students

Oak Park Prep is open to all students residing in California, but continues to focus student recruitment in Oak Park and South Sacramento to ensure recruitment of low-achieving and economically disadvantaged students.

Public Random Lottery

When the number of students who wish to attend Oak Park Prep exceeds the enrollment limit, a public random drawing (also referred to as a lottery) takes place to determine admission to the school per Education Code Section 47605(d)(2)(B). Preference is given to students as listed in this section. Existing students are exempt from the lottery and are guaranteed admission for the following year provided they complete an intent to return form by the appropriate date.

The lottery, if needed, is held at the Charter School. The conclusion of the open enrollment period generally aligns with the District, and the exact dates are published annually. Families selected for admission during the lottery have three weeks from being notified of admissions to submit enrollment packets along with all required documents, if the enrollment packet has not been submitted prior to the lottery. All students are drawn in the lottery, and a waiting list is created once capacity is reached. Admissions staff contacts the parents/guardians of students who have been promoted off the waiting list by telephone. All lottery procedures and waiting list priorities are available in the Admissions office to ensure all interested parties are informed of procedures. Admissions staff keeps a file documenting the fair execution of lottery procedures. Oak Park Prep, may, however, utilize a computer generated lottery system in the future, which would randomly determine enrollment to ensure complete fairness.

Lottery Process Communication

The school designates an open enrollment period annually and only applications received prior to the deadline are considered for the lottery. Public notice is made available in a public location regarding the date and time of the lottery once the deadline date has passed. The lottery is conducted in the evening so interested parties are able to attend, however attendance is not required. On the application, parents/guardians have the opportunity to indicate any admissions preference that applies to their child as indicated below, such as being a sibling of an Oak Park Prep student or residing within the SCUSD boundaries.

Fair Lottery Procedures

Until a computer generated lottery system is utilized, Oak Park Prep uses a neutral proctor to ensure the lottery procedures are fairly executed. In addition, families are not required to attend the lottery to be accepted.

Admission Preferences

Students who currently attend Oak Park Prep in grade 7 and complete an "Intent to Return Form" by the Open Enrollment Deadline are automatically granted admission for the next school year, and are exempt from any lottery. Additionally, students who are retained are also exempt from the lottery and will be automatically enrolled the next school year. After existing students, admissions preference for new students is granted in the following order:

1. Siblings (defined as sharing at least one biological, foster, or adoptive parent) of existing students.
2. Children of St. HOPE Public School employees and board members (this preference is limited to 10% of the total school enrollment).
3. Students placed by the Charter School on a wait list, and not admitted, the previous year.
4. Students who reside within the boundaries of the Sacramento City Unified School District ("in-district students").
5. All other students residing within the State of California.

A copy of Oak Park Prep's Enrollment Policy can be found in Appendix 8.3 and 8.4 along with an application and enrollment packet. All documents are provided in English and Spanish and can be provided in additional languages as needed.

Waiting List Communication

A waiting list will be developed from the new applications that do not receive admission each year and students on the waiting list are considered in the order they were drawn and placed on the waiting list, should a vacancy occur during the year. Admissions staff contacts parents/guardians by phone of students who have been promoted off the waiting list and informs parents/guardians of the timeline in which they must respond by phone or in person.

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.” Ed. Code § 47605(b)(5)(l)

Independent Charter Status

Oak Park Prep is a fiscally independent, directly funded charter school that is operated by St. HOPE Public Schools.

Each fiscal year, a California certified independent auditor verifies the accuracy of the school financial statements, attendance, and enrollment accounting practices, and internal controls. A list of recommended audit firms from the District 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 is 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 does not have a direct, financial stake in matters audited.

Oak Park Prep and SHPS have and will continue to develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements.

Audits

An annual independent financial audit of the books and records of the Charter School is conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School are kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. That audit covers each of SHPS’s schools. Because St. HOPE Public Schools is one legal entity, only one set of audited financial statements is produced for SHPS, but those financial statements include supplementary information showing school-by-school results.

SHPS’s Board, in conjunction with SHPS’s Chief Business Officer, is responsible for contracting with an independent auditor. SHPS’s Chief Business Officer is responsible for overseeing the independent audit. The auditor has, at minimum, a CPA and educational institution audit experience and is approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope may be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. SHPS transmits a copy of its annual independent financial audit report for the preceding fiscal year to the District, the County Superintendent of Schools, the State Controller, and the CDE by December 15 of each year. Audit exceptions and deficiencies will be resolved in conference with the auditor. Oak Park Prep, through SHPS Home Office Staff, will resolve any outstanding issues prior to the completion of the auditor’s final report. SHPS is confident that its relationship with the District will be maintained and shall resolve any audit exceptions and deficiencies, if they so arise, to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent fiscal audit of OPPA is public record to be provided to the public upon request.

Reporting Requirements

OPPA 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.

Supporting Documents

Additional documents have been included in Appendix 9.2, 9.3, 9.4, and 9.5 to provide further information regarding the past financial performance of OPPA and SHPS.

These documents include:

- Audits for the following fiscal years:
 - 10-11
 - 11-12
 - 12-13
- Declaration of Insurance

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 agrees to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA) 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 ESEA 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 ESEA 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 District Charter School Office may conduct program review of federal and state compliance issues.

ELEMENT 10: SUSPENSIONS AND EXPULSIONS

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

Discipline Policy

SHPS has high standards for academic achievement and student conduct that are clearly defined, quantitatively measurable, and do not allow for excuses based on the background of students. All adults and students on the Oak Park Prep campus share the responsibility for creating and preserving a school environment that is safe, orderly, and exemplifies St. HOPE's five pillars. Students are expected to be responsible for their own behavior where appropriate clear and consistent consequences are strictly applied and enforced. This includes disciplinary action up to and including suspension and expulsion. The purposes of discipline at Oak Park Prep are as follows:

- Promote genuine pupil development;
- Increase respect for authority;
- Assist in the growth of self-discipline; and
- Provide an orderly atmosphere conducive to learning and to promote character training.

Students who do not embrace these principles and who through their actions violate Oak Park Prep's code of conduct are subject to disciplinary measures. Following the approval of an expulsion recommendation by the SHPS Board of Directors for an in-district student, all expulsion documents for the student, along with the student's cumulative file, will be forwarded to the District Director of Student Hearing and Placement.

Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, Charter School and SHPS have reviewed Education Code Section 48900 et seq., which describes non-charter schools' list of offenses and procedures, to establish the Charter School's list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Suspension and Expulsion Policy and Procedure

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

The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy serves as the Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff enforces disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures is printed and distributed as part of the Student Handbook and clearly describes discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration ensures that students and their parents/guardians are notified upon enrollment of all discipline policies and procedures. Notifications are in writing. The notice states that the Charter School's suspension and expulsion policy and procedures are available on request at the Charter School's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School follows all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so

unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil, pupils or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- c) Brandished a knife at another person
- d) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

- e) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code 48900 or committing sexual battery as defined in subdivision (n) of section 48900.

3. Discretionary Expellable Offenses: If a pupil commits a discretionary expellable offense and a Principal or Principal's designee determines either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others, the pupil may have their suspension extended pending an expulsion hearing for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily

injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type,

the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

- b) Brandished a knife at another person
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code 48900 or committing sexual battery as defined in subdivision (n) of section 48900.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions are initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort

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

3. Suspension Time Limits/Recommendation for Expulsion

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

D. Authority to Expel

A student may be expelled either by the SHPS Board of Directors following a hearing before it or by the SHPS Board upon the recommendation of an Administrative Panel, to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the SHPS Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing at least three (3) days prior to the hearing.

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

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;

- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must

present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his

or her testimony heard in a session closed to the public.

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

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the SHPS Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the

pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

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

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

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

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

6. Interim Alternative Educational Setting

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

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

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

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

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

Additional Supporting Documents

Appendix 10.2, 10.3, and 10.4 contains the following documents regarding Oak Park Prep's suspension and expulsion procedures:

- Sample expulsion letter to the District
- OPPA's CALPADS showing suspension and expulsion data

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." Ed. Code § 47605(b)(5)(K)

Assurances

Oak Park Prep makes any contribution that is legally required of the employer, which may include STRS, Social Security, and unemployment insurance. The SHPS Human Resources Coordinator and the Chief Business Officer, or appropriate staff, are responsible for ensuring that all mandatory contributions and deductions are made for all SHPS employees.

Non-certificated Employees

All non-certificated employees are not eligible to participate in the Public Employees Retirement System (PERS). All non-certificated employees will participate in the federal social security program and are eligible to participate in a 401(k) retirement Program.

State Teachers' Retirement System

Oak Park Prep certificated teachers and eligible administrators are a part of the State Teachers' Retirement System (STRS). Employees 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 Section 47611.3(a).

Certificated employees of SHPS participate in STRS and a 401(k) retirement program.

ELEMENT 12: ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who 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. If a student decides to transfer from Oak Park Prep, the Charter School will provide that student with a copy of their most recent report card and current grades at the time of disenrollment. Parents and guardians of each student enrolled in Oak Park Prep will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in Oak Park Prep, except to the extent that such a right is extended by the local education agency.

Moreover, if a pupil is expelled or leaves Oak Park Prep without graduating or completing the school year for any reason, Oak Park Prep shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Cal Ed. Code Section 47605(d)(3).

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.” Ed. Code § 47605(b)(5)(M)

No public school district employee shall be required to work at the Charter School. Employees of the District, or other LEAs, who choose to leave their place of employment to work at Oak Park Prep have no automatic rights of return after employment at the Charter School unless specifically granted by the District or LEA they left through a leave of absence or other agreement or policy. Oak Park Prep employees have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School are considered the exclusive employees of SHPS not of the District, unless otherwise mutually agreed in writing. Oak Park Prep is an independent charter school and as such employees are not under district collective bargaining contract and sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. SHPS has its own sick and vacation policy for employees which can be found in the SHPS Employee Handbook located in Appendix 6.4. Employees of SHPS are considered “at will” employees. Exempt employees are paid a salary and comprehensive benefit package which includes medical, dental, vision, and retirement benefits. Furthermore, SHPS is responsible for the payment of social security and other applicable taxes for Oak Park Prep employees.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the 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 SHPS agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, SHPS and Oak Park Prep request that this shall be noted in the Written Notification, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

During its more than eleven years of operation, SHPS has not been faced with a dispute relating to the provisions of its existing charters with the District that could not be resolved informally. SHPS and its staff appreciate the relationship they share with the District and desire that all disputes, if any, in regards to Oak Park Prep be resolved in a similar informal manner. With that said, however, should a dispute arise between Oak Park Prep and the District over the provisions of the charter that cannot be resolved informally, the following modified and streamlined procedure are suggested until resolution is reached:

1. Any controversy, claim, or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by facsimile, or certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. Written Notifications shall be addressed as follows:

To Charter School:

2315 34th Street
Sacramento, CA 95817
Facsimile: (916) 277-7105

To Entity Creating Charter:

Superintendent
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824
Facsimile: (916) 643-9480

2. A written response ("Written Response") shall be tendered to the other party within ten (10) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue ("Issue Conference"). The Issue Conference shall take place within ten (10) business days from the date the Written Response is received by the other party. The Written Response may be

tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3. If the Issue Conference is not successful, then the parties agree to settle the controversy claim, or dispute by mediation conducted by a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The mediation session shall be held within thirty (30) days of the issue conference date. If both parties are in agreement of mediation, the costs shall be equally split between the District and Charter School. If mediation does not resolve the dispute, then either party may pursue any other remedy available under the law.

4. Any party who fails or refuses to submit to mediation shall bear all costs and expenses incurred by such other party in compelling mediation of any controversy, claim, or dispute.

5. All language in this section may be revised upon mutual written agreement of the District and Charter School.

Other Disputes

Should a dispute arise between Oak Park Prep and a parent of a student or another entity other than the District, SHPS has established policies for how these disputes are to be addressed and resolved. These policies can be found in Appendix 14.1 and 14.2.

ELEMENT 15: EMPLOYER STATUS AND 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)

SHPS is the exclusive public employer of employees of the Charter School for collective bargaining purposes. As such, SHPS complies with all provisions of the Educational Employment Relations Act (EERA) and acts independently from the District 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.” Ed. Code § 47605(b)(5)(P)

Revocation

The District may revoke the charter in accordance with the procedures and requirements specified in Education Code Section 47607 and its implementing regulations.

Closure Procedures

The following are closing procedures that abide by California Education Code Section 47605(b)(5)(P) and the California Code of Regulations, Title 5, Section 11962, should the school close for any reason. The decision to close Oak Park Prep either by the SHPS Board of Directors or by the District 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 District Board of Education or the SHPS Board votes to voluntarily close the school. 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. 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 promptly following the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to the District 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, which shall be done in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g..
 - b. The process for transferring student records to the receiving schools shall be in accordance with the District 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, and completed coursework and credits that meet graduation requirements.
2. Written notification to the District of the list of returning students and their home schools, to be made promptly following the determination of the Closure Action.
3. Transfer of student records to the receiving schools, within seven calendar days from the date of the Closure Action.
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 promptly following 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. All written notifications described above will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.
7. Oak Park Prep shall allow the District access, inspection and copying of all school records, including financial and attendance records, upon written request by the District.
8. Oak Park Prep will ask the District to store original records of Oak Park Prep students. All student records of Oak Park Prep shall be transferred to the District upon closure. If the District will not or cannot store the records, Oak Park Prep shall work with the County Office of Education to determine a suitable alternative location for storage.
9. 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 the District. Oak Park Prep understands and acknowledges that it 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.
10. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the SHPS 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.
11. The SHPS Board of Directors shall adopt a plan for wind-up of the school and, if applicable, the SHPS corporation, in accordance with the requirements of the Corporations Code.
12. On closure of Oak Park Prep, all assets of Oak Park Prep, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Oak Park Prep, remain the sole property of Oak Park Prep and, upon the dissolution of the SHPS non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation.
13. 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 the District in the form and time frame required, pursuant to Education Code Section 47604.33.
14. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

15. Assets of the corporation will remain assets of the corporation following a closure of Oak Park Prep. Should SHPS, the corporation, dissolve, its winding down procedures are governed by, as all California corporations are, its Articles of Incorporation filed with the California Secretary of State's office. The SHPS Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

16. As specified by the Budget, Oak Park Prep will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

PROPOSED OPERATION AND POTENTIAL EFFECTS OF THE PROPOSED SCHOOL ON THE DISTRICT

"Potential civil liability effects, if any, upon the school and upon the District." Ed. Code § 47605(g)

Liability Impact on District

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

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

Further, Oak Park Prep and the District shall renew a memorandum of understanding, wherein Oak Park Prep shall indemnify the District for the actions of Oak Park Prep under this charter.

The corporate bylaws of SHPS provide for indemnification of the SHPS's Board, officers, agents, and employees, and SHPS has purchased general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

In addition to those insurance coverages stated above, Oak Prep has in place workers compensation insurance and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

The SHPS Board has instituted appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

MISCELLANEOUS PROVISIONS

Budget and Financial Reporting

“The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” Ed. Code § 47605(g)

Budget

The Oak Park Prep budget 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.

Expenditures and Revenue Narrative

The Oak Park Prep budget for the renewal term is provided as Appendix 9.1. Included are worksheets (tabs) for Cash flow. The three year budget summary, located in Appendix 9.1, details the expenditures and revenue for the renewal term. 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 following renewal of the Charter.

Historically, the cadence at which St. HOPE Public Schools receives revenue (local, state and federal) does not fit perfectly with the schools' spending patterns. As a result, the organizational cash flow of St. HOPE Public Schools does reflect months where expenditures exceed net cash. SHPS has become effective at predicting these periods, months in advance, and plans for them accordingly. Expenditures are adjusted where possible. Where that does not solve the problem, we have established close relationships with financial institutions and close partners (including SCUSD) who have provided bridge financing for the organization.

District Oversight Costs

In accordance with Education Code Section 47613 the District may charge for the actual costs of supervisory oversight of Oak Park Prep not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Oak Park Prep not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District.

Reporting

The Charter School shall provide reports to the District as follows in accordance with Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Insurance

The Charter School has acquired and financed general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Evidence of the above insurance coverage is on file at the Charter School and available in Appendix 9.5.

Administrative Services

"The manner in which administrative services of the school are to be provided." Ed. Code § 47605(g)

Oak Park Prep provides or procures most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School may be interested in discussing the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Facilities

"The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate." Ed. Code § 47605(g)

Oak Park Prep currently occupies portable classrooms on the campus of Sacramento Charter High School, which is located at 2315 34th Street in Sacramento, CA 95817. The attached facility use agreement between SHPS and the District provides classroom space at this site for Oak Park Prep, Sacramento Charter High School, and PS7 through the 2016-17 school year. See Appendix 6.2. Oak Park Prep intends to continue using the portable classrooms at this site through the expiration term of the facility use agreement.

Oak Park Prep currently enrolls 136 students and is expected to expand to approximately 180 in the next few school years. This will require at least six classrooms, communal meeting space, and adequate space to house its administrative staff and teacher workspace. As the student population of Oak Park Prep and other charter schools operated by SHPS expands, Oak Park Prep will pursue additional space located in the community of Oak Park, as available and subject to agreement with the District through the Prop 39 process.

If Oak Park Prep moves or expands to another facility during the term of this charter that is not controlled by the District, 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, or as

otherwise mutually agreed upon by the parties. 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 District.

While District facilities continue to be used during the term of this charter, Oak Park Prep shall abide by all the District policies relating to Maintenance and Operations Services.

Transportation

The Charter School does not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

Renewal Term

Pursuant to Education Code Section 47607(a)(1), the term of this renewal charter shall be for a period of five years from July 1, 2015 through June 30, 2020.

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.

The Charter Schools Act (or Act), California Education Code Section 47601(a)-(g), requires each charter school to have a “charter” that outlines the sixteen (16) mandatory items of the Act. The provisions of this charter for Oak Park Prep coincide with the requirements of Section 47605 of the Act.

By renewing 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 Oak Park Prep community is honored by the opportunity to apply for a renewal to continue serving families in Sacramento, and we are eager to work with the District to provide the best possible educational opportunities for all students.