Oak Park Preparatory School

Petition Respectfully Submitted to the Sacramento City Unified School District

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Preparing Students for College.

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

Excellence in Academics

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

Excellence in Behavior

As with academics, behavioral expectations will be set at a high bar. At Oak Park Prep, we do not see excellence as the absence of trouble; a student merely not getting into difficult situations is not a hallmark of excellence, but one of basic expectation. To be excellent, students will have affirmative responsibilities, such as participating actively in class, wearing their uniform, engaging in the material with enthusiasm, and helping classmates when needed. Building on the philosophy of successful charter schools like Amistad Academy, a public charter middle school in New Haven, CT,[5] we will approach behavior just as we do academics: it must be taught and modeled by staff, learned and practiced by students, and consistently and rigorously expected and reinforced throughout the school. We are obsessive about high standards for student

Accountability

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

Accountability to the Public

As a charter school, we gain autonomy in exchange for a higher level of accountability for student achievement. We believe that to be a fair and welcome trade-off. Oak Park Prep takes seriously its responsibility for public accountability. Through student achievement indicators, family surveys, external evaluators, and community participation, we will invite the public to ensure that the school keeps its promises and successfully meets the educational needs of our students. Our student performance results are annually published on the California Department RI (GXFDWLRQ¶V ZHEVLWH EXW ZH ZLOO IXUWKHU LQIRUP

Fourth Grade Slump

Source:

Capacity and Impact

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

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

As stated above, Oak Park, does not have one public charter or traditional district stand-alone middle school. There are five traditional middle/junior high schools in the greater South Sacramento area: Fern Bacon Middle, John H. Still, Rosa Parks, Kit Carson and Will C. Wood; however, all four schools have fallen significantly below AYP targets, and the majority of students in these schools are not currently proficient in reading or math as measured by the Ca O L I R U Q L D 6 W D W H 7H V W [18] Table 1.1 indicates the current academic status of South Sacramento middle and junior high schools. Review of data from the last five (5) years indicates that poor academic performance is not a fact unique to the 2010 school year, but instead a historical pattern for these schools.

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

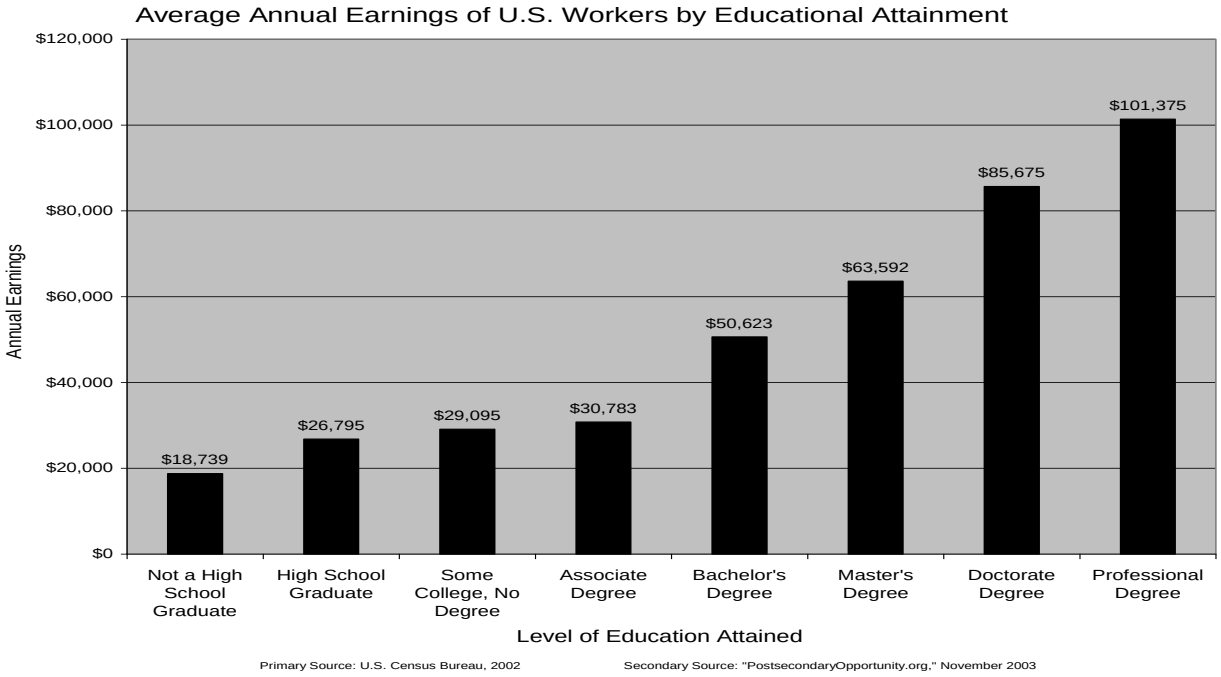
also found that a middle school allows them to maximize time with their students before high school and therefore maximize student preparation and student performance; further, students in such schools see the most dramatic growth in the first year and a half of being enrolled.[20] Given our mission,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

Our Commitment

The founders of Oak Park Prep commit to creating a school that will deliver on the promise of high student achievement. We are committed to creating a school of excellence where teachers deli

students. Each year thereafter, Oak Park Prep will enroll 60 new students in grade seven and fill any open seats in grade eight. Once the administration finds the school to be successful and the demand to be greater than the seats available, Oak Park Prep will admit 90 students per year, for a total enrollment of 180 students. At maximum student capacity and full grade enrollment, we can serve a total of 120-180 students through grade eight in 2015. [26] However, based upon the experience of charter schools serving similar populations, we anticipate and have planned for a

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



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

PROGRAM DESIGN

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

Extended Time in Middle School

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

Focus on Literacy and Numeracy

The South Sacramento community is in need of schools that are focused solely on addressing the foundational needs of middle school students and schools that are committed to high and

ACADEMIC DESIGN

Student Content and Performance Standards

Academic

The new California and CORE Standards provide the framework for our content standards. We will work strategically and relentlessly so that students master all of these clear and rigorous academic standards. Where necessary to ensure students are fully prepared for demanding college-

Non-Academic

,Q DGGLWLRQ WR DFDGHPLFV WKH VFKRRO¶V PLVVLRQ FD and leadership skills of its students. Just as we have academic standards that describe student outcomes at each grade level, we will internally develop character education standards that describe the focus and outcomes for each grade level.

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

Supporting all Oak Park Prep Students

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

Timeline

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

Oak Park Preparatory Academy Curriculum Development Timeline													
	2011						**2012**						
	Jul	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**
Curriculum Planning													
Identify and hire curriculum design team	X	X											

SCHEDULE

Academic Calendar

In order to accomplish our mission, it is critical that our students are given more time tsnp tha

Extended Learning Time

The acade

Extended Time ±Value Added Comparison

Extended time is a critical component of ensuring that students are prepared to compete, achiev

Figure 1.2: Teacher Schedule

-	Seventh Grade		Eighth Grade
Time	**UC Berkeley**	**USC**	**UCLB(]TJ8>BD**

Table 1.4: Teacher Schedule

Key	Hours Teaching Per Day	

Subject	7th Grade

7th Grade	
Mathematics (Pre-Algebra)	Compare and order positive and negative fractions, decimals, and mixed numbers; solve problems involving fractions, ratios, proportions, and percentages; utilize algebraic expressions and equations; apply the order of operations; solve, graph and interpret simple linear equations; analyze and use tables, graphs, and rules to solve problems; investigate geometric patterns; convert units of measurement, identify properties of angles and two and three-dimensional shapes; determine pi, area and circumference; analyze data sampling; theoretical and experimental probabilities; problem solve; think critically; compute the perimeter, area, and volume of common geometric objects.

World History and Geography	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.

8th Grade	
Mathematics (Algebra I)	Identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers; solve equations and inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable; understand the concepts of parallel lines and perpendicular lines and how those slopes are related; add, subtract, multiply, and divide monomials and polynomials; solve a quadratic equation by factoring or completing the square; apply algebraic techniques to solve rate problems, work problems, and percent mixture problems; problem solve; think critically.
English Literature II (Writing Included)	Know the meanings of common foreign words used in the English language; understand VKDGHV RI PHDQLQJ LQ ZRUGV LGHQWLI\ VSHDN contrast texts covering the same topic; build upon previously developed skills analyzing various nonfiction texts; evaluate structural elements of the plot; analyze how setting relates to SUREOHP DQG UHVROXWLRQ LGHQWLI\ VLJQLILFD multi-paragraph essays with thesis statements, logical organization, detail, rhetorical devices, transitions, and varying sentence structure; write short stories or narratives; support conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons,

Core Curriculum

English Language Arts

Students in the seventh grade will have three (3) hours of English Language Arts instruction daily. Our reading program is modeled after the Achievement First reading program, a successful program first developed and tested at Amistad Academy (and now extensively used throughout many high-performing charter schools) that effectively catches students up in reading level and ELA competencies. We will further utilize the best practice strategies advocated by Doug Lemov through his professional development on literacy development and instruction. All

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

English Literature

In grade seven, students will be prepared to tackle ambitious texts, and begin the critical development of textual analysis. Students will read literature in a number of genres - including novels, short stories, poetry, drama, memoirs, and various other non-fictional texts including speeches and expository narratives. Using the suggested reading lists of the California for English

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

Social Studies/History

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

Mathematics

The Oak Park Prep mathematics curriculum will produce students who have mastered middle school mathematics and Algebra I by the end of their 8th grade year. Therefore, students will have double periods of math each year to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. Modeled after the mathematics curriculum of Roxbury Preparatory Charter School, the mathematics courses will have a dual

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

health program four times a week as a part of the regular school day. We are considering using the award-winning CATCH PE program. CATCH PE is a developmentally appropriate physical education

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INSTRUCTIONAL METHODS

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

*UDGXDO 5HOHDVH RI 5HVSRQVLELOLW\ IRU &RQWUROOLQJ &RP
Perhaps the most powerful pedagogical strategy teachers will use is the consistent, clear modeling of both new behaviors and new academic skills. Teachers will accomplish this by utilizing the Gradual Release of Responsibility model (depicted below), commonly referred to as the ³&RQVWUXFWLRQDO SURFHVV´ or the behavioral, or academic skill by having students watch while he/she works through the new skill step-by-step. 7HDFKHUV WKHQ DOORZ WKH PRGHOLQJ WR VKLIW WR WKH 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 ³&RQVWUXFWLRQ´ VWDJH 7HDFKHUV WKHQ VXSSRUW DQG FKHFN IR LQGHSHQGHQW &RQVWUXFWLRQ´ WR PDQDJH &RQVWUXFWLRQ´ &RQWLQXH &RQVWUXFWLRQ´ &RQWLQXH throughout the day.

The key to the success of this technique is the teacher's ability to move from one step to the next. 7HDFKHUV VKRXOG RQOY PRYH WR WKH QH students have had ample teacher modeling, and in the most important piece of teacher judgment, VWXGHQWV VKRXOG RQOY PRYH WR WKH ³&RQVWUXFWLRQ´ SRUWLRQ L 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.

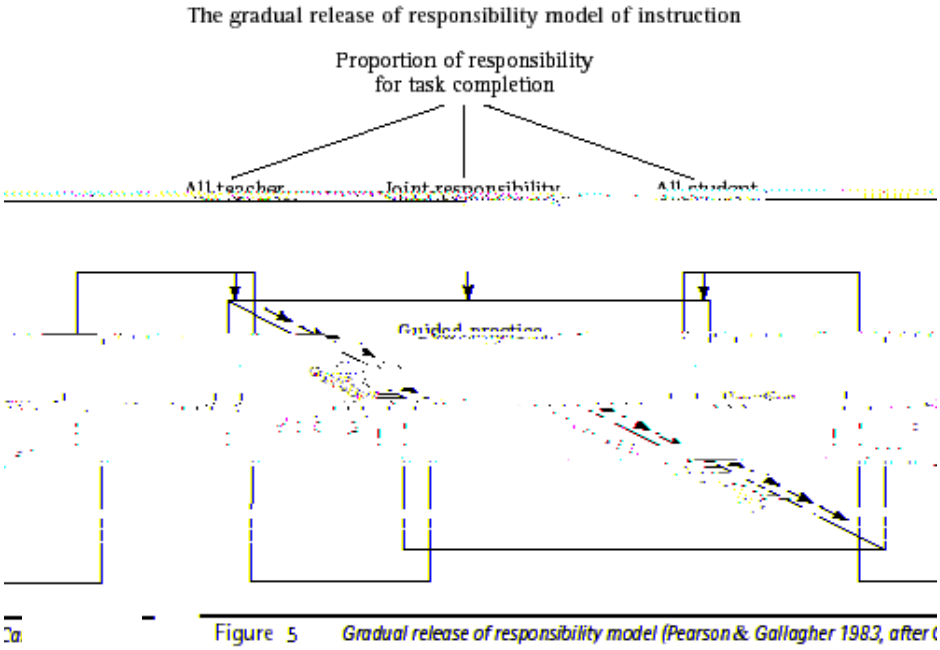

Figure 5 *Gradual release of responsibility model (Pearson & Gallagher 1983, after*

Flexible Ability Grouping of Students to Differentiate Instruction

We believe that flexible ability grouping is the most effective and strategic way to differentiate instruction for students at different academic levels, and as a result, all students will be placed into one of three flexible ability groups for math and reading based on the baseline data generated from diagnostic testing during the student orientation period. [50] Flexible ability grouping will be a mechanism designed to differentiate classroom instruction (i.e., pace at which a subject matter is taught, amount of review spent on one lesson versus another) for students of varying ability levels; however, all students, regardless of their grouping, will be required to

or might not affect their every day life. In social studies/history and math, students will keep a

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

TECHNIQUE	TYPE	DESCRIPTION
Sweat the Details	**Behavioral**	Approach that encourages teachers to enforce compliance with every expectation, including aspects that may seem minor.
Do It Again	**Behavioral**	Technique in which a teacher instructs students to complete a procedure or process that has been practiced and demands that students repeat the process if it is not done well or by all students.
100%	**Behavioral & Academic**	**Behavior** 0HWKRG LQ ZKLFK D WHDFKH 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.

Results of our Instructional Methods

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

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

Supporting Students with Special Needs

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

Instruction for Gifted/Talented Students

2DN 3DUN 3UHSDUHG Learning environment and academic program are both designed to promote overall student achievement. Whether a student enters Oak Park Prep two to three grade levels behind or with advanced academic standing, we see all of our students as gifted/talented, and each student will receive the support needed to reach great heights in academic achievement. Mastery is one of the PREP for Preps values so all students understand that intelligence is rewarded and that we have high expectations for student performance. Simultaneously we understand that just as some of our students will need intense remediation, some will need additional academic challenges.

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

Students with limited proficiency in English will achieve proficiency in the English language WKURXJK WKH XVH RI 2DN 3DUN 3UHS¶V VHUYLFHV DQG WH

As a team, teachers will set writing goals for ELL students which are monitored and assessed frequently. Assessments evaluated a

WKHLU VNLOOV 2QFH ZH HVWDEOLVK D EDVHOLQH RI HDFK

ity, we will adapt instruction in each of the four strands to provide the support where it is needed. We will develop rubrics based on performance expectations that are standards-aligned and conduct schoolwide assessments in each language strand throughout the year. In all classrooms, teachers will modify instruction by creating an inquiry-based environment. Students will be able to conduct experiments and show mastery by categorizing, matching, and recording observations that they may not be able to do through text. This will build their proficiency in language at a developmentally appropriate pace. Additionally, teachers need to be aware of the language levels of their ELL students and include

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

Some additional instructional strategies that we will use include:

& K H F N L Q J V W X G H Q W V ¶ **the content:** o Use sentence strips o Set up dialogue journals between teacher and student o Plan activities using role play and drama o Use student reading log o Use Cloze exercises o Write summaries o Encourage students to write headlines o Write character diaries o Have students present information with illustrations, comic strips, or other visual representations o Allow students to provide answers and explain processes instead of you telling them	**Helping ESL students adjust to the classroom:** o State / display language, content and metacognitive objectives o List instructions / process steps and review orally o Present information in varied ways (oral, written, demonstrations, with tangible objects) o Frequently summarize key points o Repeat and paraphrase important terms o Provide Word Wall with vocabulary for unit/ chapter o Have students maintain notebook o Have student maintain learning log for metacognitive strategies o Allow sufficient response time
Adjusting teaching style: o Develop a student centered approach o Speak a little more slowly (not louder), use shorter sentences, and avoid idioms o Increase the percentage of	**Motivating students and providing background knowledge:** o Use Semantic Webbing and graphic organizers o Use Anticipation Reaction Guides o Have students brainstorm, then record responses on overhead

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 Pr**o**cess
- Explicitly connect learning to

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ef

evaluate and identify any students protected under Section 504. This includes any student determined onlnEk.3TBT7(u)-932.024h[h9(y)4(n)v4( )-2215yn1ya12ti4(lua-22151(or-932.024h[m.021)4(c)ntal

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- Clearly label equipment, tools, and materials. Color code them for enhanced visual recognition.
- Consider alternate activities/exercises that can be utilized with less difficulty for the student, but has the same or similar learning objectives.
- Announce readings as well as assignments well in advance.
- Offer to read written material aloud, when necessary.
- Read aloud material that is written on the chalkboard and on the overhead transparencies.
- Review relevant material, preview the material to be presented, present the new material then summarize the material just presented.
- Suggest that the students use both visual and auditory senses when reading the text.
- Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text.
- Encourage students to practice using technical words in exchanges among peers.

Professional Development of Faculty

Professional training and development for faculty involved with the education of students with disabilities will include the following: the referral process to the Director of Special Education, GHYHORSPHQW RI D VWXGHQW¶V ,(3 LPSOHPHQWDWLRQ R progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities. In addition, as part of our summer orientation for teachers, training will include specific focus on supporting our special education students, and ongoing weekly faculty development will allow for support of teachers providing DFFRPPRGDWLRQV DQG PRGLILFDWLRQV LQ VXSSRUW RI VW

Strategies for providing intensive academic support

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

- Longer school day and school year

- Tutorials
- Summer Academy
- Mentoring through community partnerships
- Universal breakfast and lunch

Several of our supports for intensive academic support are applied to the entire student body of Oak Park Prep because we anticipate that a large number of students entering our school will be below grade level in both math and reading based upon the California State Test results of Oak Park Elementary Schools. 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 the most recent CST data (see the table below). Making common interventions used for low-performing students is a strategic decision to ensure that we let no students fall through the cracks.

2011 CST Results for Oak Park Elementary Schools ±

mathematics and additional options for providing students with academic support. While all students will participate in an extended school day and school year these added hours allow teachers to provide differentiated and targeted interventions to academically struggling students

Literacy Interventions and Remediation

Students who are having extreme difficulty with literacy will participate in an intensive six week intervention program during the Small Group Support section of the daily schedule. We anticipate using the Literacy Links[57] or Corrective Reading[58]

Homework Center will provide a quiet and structured environment where students can complete their homework and receive assistance if needed.

Tutorials

All students will have access to additional tutoring. Teachers will provide tutoring during the enrichment period or in the mornings before the school day begins. If a student needs to access tutoring at lunch, the student will speak with his/her teacher to schedule additional tutoring sessions. Tutorials will be provided either in small group settings or through one-

ELEMENT 2 - Measurable Student Outcomes

"The measurable pupil outcomes identified for use by the charter school pursuant to this part must demonstrate that they have attained the skills, knowledge, and attitudes specified for all students served by the school." [EC 47605(b)(5)(B)]

BENCHMARKS TO BE MET

Oak Park Prep will measure achievement levels through growth and absolute measures. The

NON-ACADEMIC GOALS

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

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

Oak Park Prep will provide regular communication about the school and student performance through a school newsletter. This will keep students, families, and the community aware of school events, performance, and successes. The school will also communicate with families in

ELEMENT 3 - Method by which Student Outcomes will be Measured

³7KH PHWKRG E\ ZKLFK SXSLO SURJUHVV LQ PHHWL Code § 47605 (b)(5)(c)

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

Assessment Method

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

For all grades we will administer the state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to the Education Code 60602.5. The California Standards Test (CST) in English Language Arts and Mathematics will be administered to students in grades seven and eight to measure annual progress in meeting AYP goals. In addition, we will use a nationally-normed assessment, the Stanford Achievement Test, Tenth Edition (Stanford 10) as an additional measure to provide annual, longitudinal, and comparative PHDVXUHV RI RXU VWXGHQWV¶ OHDUQLQJ JURZWK 8VLQJ measure academic gains as each student will take the Stanford 10 when entering the school. This testing system will allow us to conduct an individual and cohort analysis of longitudinal growth, a comparative measure with a national cohort, and to determine the average increase of percentiles per grade level cohort among Oak Park Prep students.

Internal Benchmark Assessments (Interim Assessments)

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

possible to ensure that our students are acquiring the skills outlined in the California Content Standards.

Assessment, Purpose, Grade Levels and Administration Timeline

August	27 t 31	x Internally created tests/quizzes as needed
September	4 t 7	x Internally created tests/quizzes as needed
September	10 t 14	x Internally created tests/quizzes as needed
September	17 t 21	x Internally created tests/quizzes as needed
September	24 t 28	x Interim Assessments 1 (CA Standards based) x Oral Language Development Test (as needed)
October	1 t 5	x Internally created tests/quizzes as needed
October	8 t 12	x Internally created tests/quizzes as needed
October	15 t 19	x Internally created tests/quizzes as needed
October	22 t 26	x Internally created tests/quizzes as needed
October/November	29 t 2	x Timed Writing Assessment 2 x Direct Reading Assessment Test 2
November	5 t 9	x Interim Assessments 2 x Oral Language Development Test (as needed)
November	12 t 16	x Internally created tests/quizzes as needed
November	19 t 23	x Thanksgiving Week – No School
November	26 t 30	x Internally created tests/quizzes as needed
December	3 t 7	x Internally created tests/quizzes as needed
December	10 t 14	x Internally created tests/quizzes as needed
December	17 t 21	x Interim Assessments 3 (Mid- Year Assessment) x Oral Language Development Test (as needed)
December	24 t 28	x Holiday Break – No School
January	1 t 4	x Holiday Break

February	18 t 22	x Interim Assessments 4 x Oral Language Development Test (as needed)
February/March	25 t 1	x Internally created tests/quizzes as needed
March	4 t 8	x Internally created tests/quizzes as needed
March	11 t 15	x Internally created tests/quizzes as needed
March	18 t 22	x Timed Writing Assessment 3 x Direct Reading Assessment 3 x Physical Fitness Testing
March	25	

STATE MANDATED ASSESSMENTS ASSURANCE

Oak Park Prep will administer the state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to the Education Code 60602.5. Please see Figure 3.1 I R U R X U V F K R R O ¶ V D V V H V V P H Q W V F K H G X O H

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

COMMUNICATING DATA TO STUDENTS AND FAMILIES

Oak Park Prep will involve students and their parents in the analysis of student work, student

GRADING POLICY

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

Table 3.1: Grading Policy

Letter Grade	Percentage	Rubric Score	Definition
A+	98-100%	4	A student earning an A or 4 in a course is consistently demonstrating advanced levels of mastery with the content standards.
A	93-97%		
A-	90-92%		
B+	88-89%	3	A student earning a B or 3 in a course is consistently demonstrating proficiency with the content standards.
B	83-87%		
B-	80-82%		
C+	78-79%	2	A student earning a C or a 2 in a course is consistently demonstrating basic competency with the content standards.
C	73-77%		
C-	70-72%		
NI	Below 70%		

STATEWIDE ASSESSMENT

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

The current tests Oak Park Prep will administer include:

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

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

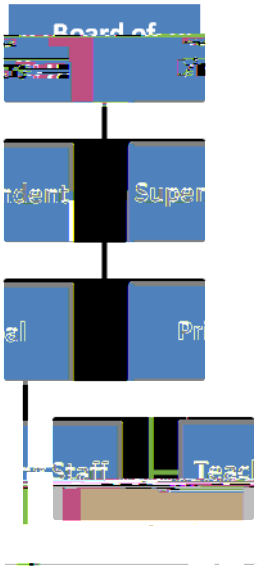
Figure 3.1: Tests Required as Part of California State Testing Program

PROGRAM COMPONENT	TYPE OF ASSESSMENT	PURPOSE	GRADES TESTED

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)	**STANDARDS-BASED** **MULTIPLE-CHOICE** **PERFORMANCE ASSESSMENT**	**MEASURE PROFICIENCY OF ENGLISH LANGUAGE LEARNERS AND RECLASSIFY STUDENTS AS APPROPRIATE**	**ALL ² BASED** 21 678'(17¶ **PREVIOUS ELD LEVEL AND REPEATED ANNUALLY UNTIL STUDENT IS RECLASSIFIED**
CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT (CAPA) AND/OR	**STANDARDS-BASED** **PERFORMANCE ASSESSMENT**	**MEASURE ACHIEVEMENT IN ELA, MATH, SCIENCE**	**VARIES BY CAPA LEVEL**
CALIFORNIA MODIFIED ASSESSMENT (CMA)	**STANDARDS-BASED** **MULTIPLE-CHOICE**	**MEASURE ACHIEVEMENT IN ELA (GRADES 3-11), MATH (3-7), ALGEBRA I, GEOMETRY, AND 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)	**STANDARDS-BASED** **MULTIPLE-CHOICE**	**READING LANGUAGE ARTS AND MATHEMATICS**	**VARIES; GRADES 2-11**

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

Figure 4.1: Staffing Structure



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

PRIMARY RESPONSIBILITIES OF BOARD OF DIRECTORS

Oak Park Prep will be governed by the SHPS Board of Directors that will maintain active and effective governance of the school. The Board is responsible for ensuring that the school fulfills its mission, remains true to the terms of the charter, and is a fiscally viable and responsible organization. The Board of Directors gov H U Q V W K H V F K R R O L–IÑ

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

New members will be elected to the SHPS %RDUG RI 'LUHFWRUV ZKHQ D SUHY expires at an annual meeting occurring during the last quarter of the fiscal year. If vacancies occur mid-year or the Board wishes to grow in size between annual meetings, new members may be added at any Board meeting held for this purpose.

PARENT, TEACHER, AND STUDENT INVOLVEMENT

The input of all school stakeholders will be valued by the Board as well as the school. As such, stakeholders will be given the opportunity to address issues on the agenda at regular Board meetings and to participate at the committee level as appropriate. Further commentary on issues regarding the school can be given to the school ¶V 3ULQFLSDO DV QHHGHG

Oak Park Prep remains committed to parent involvement at the school level. We will establish a School Site Council as outlined in Education Code 52852 (may also be known as Parent Site Council), which will meet on a regular basis (either monthly or quarterly, to be determined by the council). This group will meet with the Principal to discuss issues involving school academics, culture, and community. This will be an important voice at the school and one that will help to ensure a comprehensive understanding of how the school is performing. As students mature into the eighth grade of the school, we will invite a student representative to speak annually to the board.

In addition, Oak Park Prep will form an English Language Advisory Committee as needed based on the number of English Language Learners enrolled. The school will provide 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 will offer, 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 will comply with all requirements for parental notification regarding Program Improvement status and non-Highly Qualified Teachers, as well as provide opportunities for parents to request records and teacher and/or paraprofessional requirements. In addition, the

school will disseminate 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, and other required notices, policies, and documents. SHPS has established a written complaint procedure that is

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

- 6FKRRO¶V GHEW VWUXFWXUH
- Governance policies, procedures and history
- Recording and reporting of attendance data
- 6FKRRO¶V HQUROOPHQW SURFHVV
- Compliance with safety plans and procedures
- Compliance with applicable grant requirements

Oak Park Prep will cooperate fully with such audits and make available any and all records necessary for the performance of the audit upon 30 days notice to school. When 30 days notice may defeat the purpose of the audit, the District may inspect or observe any part of the charter at any time as is stated in Education Code section 47607(a)(1).

In DGGLWLRQ LI DQ DOOHJDWLRQ RI ZDVWH IUDXG RU DE received by the District, Oak Park Prep will be expected to cooperate with any investigation undertaken by the appropriate office of the District.

PROCESS FOR AMENDING THE CHARTER

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

ELEMENT 5 - Employee Qualifications

Teachers

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

Leadership Skills and Characteristics

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

Administrative Duties:

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

Qualifications and Experience

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

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

Office Manager/Administrative Assistant

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

Leadership Skills and Characteristics

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

Administrative Duties

- Collect and enter data into administrative databases
- Serve as a general office manager by ordering, managing, and maintaining inventory of school supplies
- Take notes in meetings and conferences and prepare accurate summaries
- Coordinate special events
- Collect and enter student attendance and make follow-up calls with families
- Coordinate school mailings
- Coordinate daily distribution of homework and detentions
- Develop and edit school newsletters
- Serve and coordinate breakfat es

Academic Support Staff
Academic Support Staff is responsible for

Staff Compensation and Benefits

The Principal in consultation with the Superintendent will develop a salary schedule for the school. This salary schedule will be based on, but not be limited to, the salary scale of the Sacramento City Unified School District, the salaries of leading private and charter schools in Sacramento and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the 3 U L Q F L S D O E D V H G R Q W K H F D Q G L G D W H ¶ V H [S H U L H Q F H D Principal will be set by the Superintendent.

A comprehensive benefits package (medical, dental, and retirement) will be included as part of each full- W L P H H P S O R \ H H ¶ V F R P S H Q V D W L R Q

Performance Evaluation

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

Staffing Plan for Year One-Five

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

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

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Oak Park Prep agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

Fire, Earthquake, and Evacuation Drills

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

Health and Safety Procedures

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

Procedures for Background Checks

The school will follow clear procedures to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237. Ed. Code §47605 9b)(5)(F). New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. SHPS of the school shall monitor compliance with this policy and report to the Oak Park Prep Board of Directors on a quarterly basis. The Oak Park Prep Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

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

TB Testing

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

Immunizations

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

Medication in School

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

Vision, Hearing/Scoliosis

Food Service Program

Oak Park Prep will maintain its own Child Nutrition Program and obtain its own LEA status

5. Professional Educators Errors and Omissions liability coverage including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of $3,000,000 per occurrence.

6. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all hig by sepEsc3(ho

Recreation Centers	distribution
Targeted Outreach to Families with ELL studnets	Please see Appendix N
Advertisements	Advertisements in newspapers, radio, and other media
Press Releases	Press releases to newspapers, radio, and television stations
Having a SUHVHQFH DW«	cultural festivals, neighborhood block parties and community fairs such as: Sacramento Jazz Festival, California State Fair, Sacramento County Fair, Festival de la Familia, Sacramento Jazz Jubilee, Meadowview Jazz and Cultural Festival, Music Circus, Gold Rush Days, Sacramento Heritage Festival Sacramento Arts Festival, Sacramento World Music and Dance Festival

Targeted Outreach

In order to maintain the enrollment goals, the leadership team will recruit students residing in the targeted Oak Park and greater South Sacramento neighborhoods. In addition to these efforts, please see Appendix N for our ELL Student Recruitment Plan which outlines our anticipated ELL population and our strategies for reaching out to the families of ELL students.

Public School Choice Traveling Students

The District and Oak Park Prep are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public Scho RO &KRLFH ³36&´ SODFHPHQW ZLWK DOWHUQDWLYH VWURQJO\ HQFRXUDJHG E\ WKH 1R &KLOG / Prep agrees to discuss with the District the possibility of accepting for enrollment District students partici SDWLQJ LQ WKH 'LVWULFW¶V 36& SURJUDP $V UHT 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 will ensure that all of its PSC students are treated in the same manner as other students attending the school. PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Oak Park Prep will make reasonable efforts to invite and encourage the participation of the parents of PSC students ref(nthe)-87(p0044400.vvs(4)

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 increas

our marketing plan and efforts will absolutely work to attain a racial and ethnic balance that is reflective of the district. Indeed, with the diversity of the district, this is not only our legal requirement but our natural preference as well.

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

ELEMENT 8 - Admission Requirements

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ADMISSIONS

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

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

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

PUBLIC RANDOM

Lottery Process Communication

The school will

ELEMENT 9 - Annual Financial Audits

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shall employ generally accepted accounting principles, and the manner in which
exceptions and deficiencies shall be resolved to the satisfaction of the chartering
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INDEPENDENT CHARTER STATUS

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

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

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

AUDITS

Audit Exceptions and Deficiencies
Audit exception and deficiencies will be resolved in conference with the auditor to the satisfaction of the auditing agency. Oak Park Prep, specifically SHPS Home Office Staff, will resolve any outstanding issues within three weeks from the audit prior to the completion of the
D X G L W R U ¶ V I L Q D O U H S R U W 2 D N 3 D U N 3 U H S Z L O O , S U R Y L G
the CDE and/or any other required agencies with the final audit results within four months following the close of the fiscal year.

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

SHPS and Oak Park Prep will conduct annual, independent financial audits, which shall employ generally accepted accounting principles. Audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority, the District.

annual budget includes estimated revenues and expenditures with ample reserves to accommodate cash flow. An additional reserve is projected for each year. Oak Park Prep projections include revenue that exceeds expenditures during the first five years of the Charter. In addition, Oak Park Prep acknowledges that during the first five years of operation personnel costs as a percentage of revenues and total expenditures for the Charter will be lower than most school districts and even other charter schools. There are several reasons for this discrepancy. First, extra one time start up revenue is assumed in year one from the Public Charter Schools Grant Program, the charter school start up loan and other funding sources. These revenues account for $450,000 of the total revenues of $897,012. Another reason for the lower percentage of salaries to the tot

Human Resources and Payroll Processing

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

Personnel

SHPS will prepare, review, and distribute W-2s and 1099s as required by law, monitor and UHYLHZ DOO VXEPLVVLRQV RI 6WDWH 'LVDEOHG :RUNHU¶ and Unemployment claims. They will assist in completing claim forms and work with the county and state in tracking claim results, maintain copies of pre-determined employment records for the school at SHPS, retain copies of employment records for all employees and consultants in a secured setting.

ELEMENT 10 - Suspensions and Expulsions

"The procedures by which students can be suspended or expelled" (G & R G H (b)(5)(J)

DISCIPLINE POLICY

Cause for Suspension and Expulsion

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

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a student of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
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Parents and students have due process rights with regards to suspensions and expulsions. At the WLPH RI D VWXGHQW¶V VXVSHQVLRQ D VFKRRO HPSOR\HH parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

Step 3: Determination of Length of Suspension

The length of a suspensio

- The date and place of the hearing
- Statement of the specific facts, charges and offense upon which the proposed expulsion is based
- Copy of the disciplinary r

Section 504 student or special education student, the Principal will convene a review committee WR GHWHUPLQH ZKHWKHU WKH VWXGHQW¶V PLVFRQGXFW whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent ZLWK WKH VWXGHQW¶V ,(3 RU 3ODQ ,I LW LV GHWHUPL manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies

ELEMENT 11 - Retirement Programs

- The school calendar (vacations, holidays, hours, etc.) will be set by the Principal and Superintendent of SHPS each year.
- All employees of Oak Park Prep will be at-will employees. The terms and conditions for

ELEMENT 12 - Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district that

ELEMENT 13 - Rights of District Employees

³$ GHVFULSWLRQ RI WKH ULJKWV RI DQ\ HPSOR\HH F
of the school district to work in a charter school, and of any rights of return to the school dis
DIWHU HPSOR\PHQW DW D FKDUWHU VFKRRO ´ (GXFD

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

ELEMENT 14 - Dispute Resolutions

³7KH SUREHGXUHV WR EH IROORZHG LQ WKH FK
FKDUWHU WR UHVROYH GLVSXWHV UHODWLQJ W
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. SHPS and Oak Park Prep also acknowledge the right of the District to revoke this charter without utilizing the dispute resolution process if the Charter is found to have failed to meet statutory criteria and fails to provide ongoing programmatic or fiscal oversight.

During its more than eight 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 EUHDFK WKHUHRI PXVW EH VXEPLWWHG LQ ZULWLQJ ³:ULW
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

ELEMENT 15 - Employer Status & Collective Bargaining

³ $ G H F O D U D W L R Q Z K H W K H U R U Q R W W K H F K D U
school employer of the employees of the charter school for the purposes of the
Educational Employment Relations Act (Chapter 10.7 (commencing with Sectior
3540) R I G L Y L V L R Q R I 7 L W O H R I W K H * R Y H U Q P

CLOSURE PROCEDURE

The following are closing procedures that abide by California **Education Code Section 47605(b)(5)(P)**,

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

If Oak Park Prep fails to submit a certificate of occupancy to the District not less than 45 days before the school is scheduled to open, it may not open unless an exception is made by the District. If Oa

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

FACILITY

Oak Park Prep seeks space in a public school building in the South Sacramento neighborhood of Oak Park through Proposition 39. In its first year of operation Oak Park Prep will have 60 students and will require at least two classrooms, communal meeting space, and adequate space to house its administrative staff and teacher workspace. In its second year of operation Oak Park Prep will have 120 students and will require at least four classrooms, communal meeting space, and adequate space to house its administrative staff and teacher workspace. In year three Oak Park Prep will have approximately 150 students and will require at least five classrooms, communal meeting space, and adequate space to house its administrative staff and teacher workspace. In year four Oak Park Prep will reach its full capacity with approximately 180 students and will require at least six classrooms, communal meeting space, and adequate space to house its administrative staff and teacher workspace.

In the case that a district facility is not secured, Oak Park Prep will begin talks with several real

auxiliary services are safe and developing appropriate policies to ensure the safety of students, staff, and guests.

HOLD HARMLESS/INDEMNIFICATION PROVISION

Consistent with the statutory intent of Education Code Section 47604 (c), the District shall not be liable for the debt or obligations of Charter School. Moreover, it is anticipated the Charter School and the District will enter into a Memorandum of Understanding that will additionally LQFOXGH D SURYLVLRQ UHTXLULQJ &KDUWHU 6FKRRO WR KDUPOHVV´ Finally, this language shall provide that Charter School, to the fullest extent permitted by law, agrees, at its own expense, to indemnify, defend and hold harmless the District and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses DQG H[SHQVHV LQFOXGLQJ EXW QRW OLPLWHG WR DWWR whatsoever, arising out of, or relating to this charter agreement. The school further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the District and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses DQG H[SHQVHV LQFOXGLQJ EXW QRW OLPLWHG WR DWWR whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the charter school, and their officers, directors, employees or volunteers. Moreover, Oak Park Prep agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

APPENDIX A: Resume of Lead Petitioner

Please see attached.

APPENDIX B: Resumes of the Board of Directors

Please see attached.

APPENIDX C: Bylaws

Please see attached.

APPENDIX E: Teacher Signatures

Please see attached.

APPENDIX F: Sample Parent Satisfaction Survey

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

Dear Parent/Guardian:

Oak Park Prep operates with the mission to prepare your child to enter and successfully complete a college-preparatory high school curriculum of study. We remain grateful for your support in this effort. In order to be able to provide the best education to your child, we need your feedback. 3OHDVH FRPSOHWH WKLV VXUYH\ DQG UHWXUQ WR \RXU FKI

In partnership,
Oak Park Prep Staff

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

Higher academic standards	‘	Oak Park Prep has stricter discipline	‘
Small size of school and/or classes	‘	Child was doing poorly at old school	‘
Better teachers	‘	More attention to special needs	‘
Oak Park Prep is a safer school	‘	Location of the school	‘

IV. Please list three strengths of Oak Park Prep.

1.

2.

3.

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

1.

2.

3.

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

Thank you for your feedback!

2. How satisfied have you been with the following aspects of the Approach to Special Education at Oak Park Prep?	Very Satisfied	Satisfied	Uncertain	Not too satisfied	Quite dissatisfied	Does not apply (no answer)
A. Small class size that allows teachers to make reasonable						

7 &RQVLGHUDWLRQ RI VWXGHQW behavioral interventions, ability to follow school discipline codes, and any needed code modifications for a student whose behavior impedes their learning

U. Families and students being provided with copies of Oak Park Prep Family and Student Handbook annually, and Handbook specifies all procedures for suspension and procedures for suspension of students with disabilities

V. School follows all state and federal requirements regarding the provision of special transportation needs

W. All teachers and service providers are appropriately licensed, certified, board registered, or waived when applicable

3. What are the -2( )-159(an)4(d⊰( )] Tn)4(d⊰( )] Tn)4(d⊰(eW*n /

APPENDIX G: Family Outreach Flyers and Marketing Documents

APPENDIX H: Student Application

APPENDIX I: Budget, Cash Flow, and Financial Projections

Please see attached.

Literary Criticism

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

Writing

1.0 Writing Strategies

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

Organization and Focus

1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology

1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

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

2.0 Writing Applications (Genres and Their Characteristics)

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

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

2.1 Write fictional or autobiographical narratives:

a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.

b. Develop complex major and minor characters and a definite setting.

c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

2.2 Write responses to literature:

a. Develop interpretations exhibiting careful reading, understanding, and insight.

b. Organize interpretations around several clear ideas, premises, or images from the literary work.

c. Justify interpretations through sustained use of examples and textual evidence.

2.3 Write research reports:

a.

1.0 Written and Oral English Language Conventions
Students write and speak with a command of standard English conventions appropriate to the grade level.
Sentence Structure
1.1 Place modifiers properly and use the active voice.
Grammar
1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.
1.3 Identify all parts of speech and types and structure of sentences.
1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

Punctuation
1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.
Capitalization
1.6 Use correct capitalization.
Spelling
1.7 Spell derivatives correctly by applying the spellings of bases and affixes.

Listening and Speaking

1.0 Listening and Speaking Strategies
Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.
Comprehension
1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
1.2 Determine the speaker's attitude toward the subject.
1.3 Respond to persuasive messages with questions, challenges, or affirmations.
Organization and Delivery of Oral Communication
1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

3.6

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

Written and Oral English Language Conventions

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

1.0 Written and Oral English Language Conventions
Students write and speak with a command of standard English conventions appropriate to this grade level.
Sentence Structure
1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.
Grammar
1.4 Edit written manuscripts to ensure that correct grammar is used.
Punctuation and Capitalization
1.5 Use correct punctuation and capitalization.
Spelling
1.6 Use correct spelling conventions.

Listening and Speaking

1.0 Listening and Speaking Strategies
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
Comprehension
1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.
Organization and Delivery of Oral Communication
1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
1.7 Use audience feedback (e.g., verbal and nonverbal cues):
a. Reconsider and modify the organizational structure or plan.
b. Rearrange words and sentences to clarify the meaning.
Analysis and Evaluation of Oral and Media Communications
1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

2.0 Speaking Applications (Genres and Their Characteristics)
Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:
2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.

c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

2.2 Deliver oral responses to literature:

a. Interpret a reading and provide insight.
b. Connect the students' own responses to the writer's techniques and to specific textual references.
c. Draw supported inferences about the effects of a literary work on its audience.
d. Support judgments through references to the text, other works, other authors, or personal knowledge.

2.3 Deliver research presentations:

a. Define a thesis.
b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
d. Organize and record information on charts, maps, and graphs.

2.4 Deliver persuasive presentations:

a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
d. Maintain a reasonable tone.

2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

Grade Seven - Msmants

is called the slope of a graph.

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

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

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

Measurement and Geometry

1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:
1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).

1.2 Construct and read drawings and models made to scale.

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

2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:
2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.

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

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

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

3.0 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:
3.1 Identify and construct basic elements of geometric figures (e.g., altitudes, mid-points, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.

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

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

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

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

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

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

Statistics, Data Analysis, and Probability

9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:

25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

Grade Seven - History-Social Science Content Standards.

World History and Geography: Medieval and Early Modern Times

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500Ð 1789. After re(a)-9(l),hSev4(ng)4(t)-9(he)4J ET C BT /F12 9.96 Tf 1 0 0 1 hh(ha

4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
6. Describe the development of the imperial state and the scholar-official class.

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
5. Describe the importance of written and oral traditions in the transmission of African history and culture.

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.
4. Trace the development of distinctive forms of Japanese Buddhism.
5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's Tale of Genji.
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso -American and Andean civ ilizations.

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
4. Describe the artistic and oral traditions and architecture in the three civilizations.
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

7.8 Students analy ze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

7.9 Students analyze the historical developments of the Reformation.

1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated

Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid - 1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion,

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.

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d. Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.

e.

a. Students know Earth processes today are similar to those that occurred in the past

b. Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
c. Students know light travels in straight lines if the medium it travels through does not change.
d. Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
e. Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
f. Students know light can be reflected, refracted, transmitted, and absorbed by matter.
g. Students know the angle of reflection of a light beam is equal to the angle of incidence.
h. Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).
i. Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.
j. Students know that contractions of the heart generate blood pressure and that heart valves prevent back flow of blood in the circulatory system.

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
    a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
    b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
    c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
    d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).
    e. Communicate the steps and results from an investigation in written reports and oral presentations.

g. Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

Structure of Matter

3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:
   a. Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.
   b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
   c. Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
   d. Students know the states of matter (solid, liquid, gas) depend on molecular motion.
   e. Students know that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
   f. Students know how to use the periodic table to identify elements in simple compounds.

Earth in the Solar Systemtomy combining two or more different

a. Students know reactant atoms and molecules interact to form products with different chemical properties.
b. Students know the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.
c. Students know chemical reactions usually liberate heat or absorb heat.
d. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
e. Students know how to determine whether a solution is acidic, basic, or neutral.

Chemistry of Living Systems (Life Sciences)

6. Principles of chemistry underlie the functioning of biological systems. As a basis for

d. Students know how to predict whether an object will float or sink.

Investigation and Experimentation

9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform

APPENDIX K: Sample Curriculum Alignment Templates and Planning Documents

UNIT BACKGROUND	
Unit Number and Title:	**Grade Level:**
Subject/Topic:	
Key Words:	
Length (in weeks / days):	**Quarter:**

Unit Goals:
Reading:

STAGE 1: BIG PICTURE PLANNING

Unit Plan ±Enduring

OAK PARK PREP ±LESSON PLANNING TEMPLATE

Article III. UNIT X LESSON Y PLAN Per: Date:

PREPLANNING: KNOW. SO. SHOW	OBJECTIVES	3 ²

APPENDIX L: Same Principal Evaluation

Sample Principal Description and Basis for Evaluation

The Principal of Oak Park Prep works with the Superintendent and Board of SHPS to assess the

APPENDIX M: Sample Parent and Student Contract of Commitment

At Oak Park Prep, we understand the importance of alignment within the school community in order to achieve our mission of preparing students to enter and successfully complete a college-preparatory high school curriculum of study. This mission can be best achieved when students, families, and school staff DUH DOO DFWLYHO\ LQYROYHG LQ HGXFDWLRQ DQG ZRUNLQJ WR expectations. We all have the responsibility of promoting student learning and, as educational partners, ZH YDOXH HDFK SHUVRQ¶V FRQWULEXWLRQ WR RXU VFKRRO FRP expectations that need to be met to best support student learning, and should be signed by the parent/guardian, student, and staff.

Parents & Guardians

I/We agree to:

- 6XSSRUWLQJ 2DN 3DUN 3UHS¶V GHPDQGLQJ DFDGHPLF SURJU extended school day and year.
- Ensuring that my student is at school on time, in uniform, every day.
- 0RQLWRULQJ P\ VWXGHQW¶V VFKRRORZRUN KRPHZRUN DQG
- Communicating regularly with Oak Park Prep and attending the required parent events.
- I have read and understand the Code of Conduct.

Students

I agree to:

- Doing my best to follow our PREP values
- Arrive at school on time, every day, and prepared to work
- Complete my homework every night and bring it neatly to school.
- Obey the Code of Conduct at school, at any school events, or on the bus.
- Speaking regularly with my parents and guardians about my progress at school, my grades, my assignments, and my behavior.
-

APPENDIX N: ELL Student Recruitment Plan

Please see attached.

APPENDIX O: EDCOE SELPA Policies

Please see attached.

APPENDIX P: EDCOE Application

Please see attached.

APPENDIX Q: EDCOE SELPA Charter Procedural Guide

16JTJET EMC /P ⁄MCID499.51P ⁄MC/F2 12 Tf1 0 0 1 255.89 62617JTJET EMC /P ⁄MCID486.91P ⁄MC/

APPENDIX R: EDCOE Procedural Safeguards (English)

Please see attached.

APPENDIX S: EDCOE Procedural Safeguards (Spanish)

Please see attached.

APPENDIX T: EDCOE Charter Resource Guide

Please see attached.

APPENDIX U: EDCOE Local Plan

Please see attached.

APPENDIX V: EDCOE Assistive Technology Guide

Please see attached.

APPENDIX X: EDCOE CAC Parent Handbook (Spanish)

Please see attached.

APPENDIX Y: EDCOE Allocation Plan

Please see attached.

APPENDIX Z: SHPS Employee Handbook

Please see attached.

APPENDIX AA: Sample Facilities Use Agreement (PS7)

Please see attached.

APPENDIX CC: SHPS Complaint Resolution Policy

Please see attached.

APPENDIX DD: SHPS Parent Involvement Policy

Please see attached.

APPENDIX EE: Sample Student & Parent Handbook (PS7)

Please see attached.