SAN LEANDRO

Catalyst Collegiate

Application for San Leandro Catalyst Collegiate Charter School

Presented to the San Leandro Unified School District
February 3, 2020

Requested Charter Term: July 1, 2021 – June 30, 2026

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Affirmations and Assurances

As the authorized lead petitioner, I, Nicolette ("Nicki") Fox, hereby certify that the information submitted in this petition for a California public charter school to be named San Leandro Catalyst Collegiate Charter School ("San Leandro Catalyst Collegiate" or "Charter School"), and to be located within the boundaries of San Leandro Unified School District ("SLUSD" or "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the charter school will follow any and all federal, state, and local laws and regulations that apply to the charter school, and:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the Charter School or for participation in programs that are required for students.

2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.

3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.

4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in **California Ed. Code § 220**, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.

5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.

6. Will meet all statewide standards and conduct the pupil assessments required pursuant to **California Ed. Code § 60605** and **60851** and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

7. Shall meet or exceed the legally required minimum of school days pursuant to Title 5 California Code of Regulations Section 11960.

8. Will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code (**California Ed. Code § 47605(b)(6)**).

9. Will comply with all applicable portions of the Elementary and Secondary Act or Every Student Succeeds Act (ESSA).

10. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by **California Ed. Code § 47605(c)(2)**.

11. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, **§ 11960(b)** with respect to the legally required minimum school days.

12. Will comply with the conditions of apportionment set forth in **California Ed. Code § 47612(b)** that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for generating Charter School apportionments.

13. Will provide SLUSD information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

14. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

15. Will comply with the requirement set forth in **California Ed. Code § 47605(d)(3)** that "[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information."

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

17. Will comply with the Family Educational Rights and Privacy Act (**20 U.S.C. § 1232g; 34 CFR Part 99**).

18. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

19. Will submit an annual report and annual independent audits to SLUSD by all required deadlines.

20. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by **California Ed. Code § 47612.5(a)(2)**.

21. Will submit required enrollment data each March to SLUSD by the required deadline.

22. Will comply with "[a]ll laws establishing minimum age for public school attendance," as required by **California Ed. Code § 47610(c)**.

23. Will operate in compliance with generally accepted government accounting principles.

24. Will maintain separate accountings of all funds received and disbursed by the school.

25. Will participate in the California State Teachers' Retirement System and other retirement systems, as applicable.

26. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.

27. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under **California Ed. Code § 47605(l)**.

28. Will at all times maintain all necessary and appropriate insurance coverage.

29. Will submit to SLUSD the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

30. Will, in the event the Board of Trustees intends to procure substantially all educational services for the Charter School through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

31. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (**California Government § Code 54950 *et seq.***).

32. Will comply with the provisions of the California Public Records Act (**California Government § Code 6250** *et seq.*).

33. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.

34. Will provide SLUSD a school code of conduct, Board of Trustee Bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by SLUSD but in any event prior to the opening of the school.

35. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in **California Ed. Code § 47605** and **47605.1**.

36. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.

Nicolette "Nicki" Fox
Lead Petitioner

02/03/2020
Date

Overview

San Leandro Catalyst Collegiate Charter School ("San Leandro Catalyst Collegiate") hereby respectfully submits this new charter petition to San Leandro Unified School District ("SLUSD" or "District"). The term of the charter will be a five-year period, from July 1, 2021 and ending on June 30, 2026.

San Leandro Catalyst Collegiate will be an elementary school, serving students in grades transitional kindergarten through five in San Leandro, CA. Our mission is to prepare all students in grades TK-5 through rigorous academics, character development, and creative thinking to excel in middle and high school, thrive in college, and create their futures. We are committed to working with San Leandro Unified School District to ensure that every child within its boundaries receives an excellent education.

Our school model is the product of an in-depth study of both the needs of San Leandro and the practices implemented in high-performing schools serving a similar community of students in our state and across the nation. Our Founding Team, inclusive of our Founding Families, engaged in over 400 conversations with key community stakeholders in San Leandro, including families, students, alumni of San Leandro public schools, school leaders, teachers, pastors, community organizations and leaders, District officials, and elected officials.

Our Lead Founder and proposed School Director Nicolette "Nicki" Fox, a Bay Area native, has been a teacher, instructional coach, curriculum and assessment developer, Assistant Principal, and is currently a Fellow with BES, a national nonprofit that trains school founders. During this Fellowship, Ms. Fox has studied and visited nearly 40 high-performing urban schools within the Bay Area and across the nation. She has closely observed the methodologies and educational practices that lead to academic and life success for diverse communities of learners, especially those from underserved backgrounds. Ms. Fox has also visited several district and charter schools within the surrounding communities of San Leandro and will be completing a leadership residency at The Mission Preparatory School in San Francisco, CA.[1]

Through our numerous conversations with families in San Leandro, intentional study of high-performing schools, and current educational research, our Founding Team has developed a unique and innovative school model that is responsive to the needs of students in San Leandro, incorporates best practices from world-class schools within the Bay Area and across the country, and fully aligns with state educational priorities and the intent of the Charter Schools Act of 1992, which is to allow groups of educators, community members, parents, or others to create an alternative type of public school.[2, 3]

[1] In 2019-20, 80.69% of students at The Mission Preparatory School met or exceeded English language arts/literacy standards and 75.11% met or exceeded mathematics standards, as measured by the California Assessment of Student Performance and Progress (CAASPP). The Mission Preparatory School serves approximately 5.00% black, 83.00% Latinx, 70.0% English learners, 12.0% students with disabilities, and 85.0% students identified as socioeconomically disadvantaged.

[2] "C. Strategic Priority Areas." *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department of Education, https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp.

[3] California Ed. Code § 47600, *et al.*

Our school design includes several innovative features to create a new, unique option currently unavailable to parents and families in San Leandro. These features include the following:

- **Individualized Student Supports:** Students at San Leandro Catalyst Collegiate will benefit from small-group instruction and a workshop model, which is made possible by our 1.5-teacher staffing model. During the delivery of instruction in specific content areas such as English language arts and mathematics, there will be two adults in the classroom to provide and support targeted instruction to small groups of students. Students receive targeted instruction based on ongoing collection, use, and analysis of data.

- **Extended Day and Year:** Students in all grades will attend school from 8:00am to 4:00pm, increasing the number of annual instructional minutes in all grade levels, including up to 25,000 more minutes in transitional kindergarten when compared with the District. Because of our extended school day, students have more opportunities to practice and demonstrate mastery in all content areas. We will also implement a 184-day school year, four days more than the District.

- **Creativity & Design:** Beginning in transitional kindergarten, students will take a Creativity & Design course. Students create design projects to apply systems-thinking and thinking routines and demonstrate mastery of knowledge and skills across other content areas such as literacy, mathematics, science, and social sciences. They will curate design portfolios over the course of the year and present their design portfolios at an annual Design Showcase.

- **Comprehensive Professional Development:** Teachers are the most significant drivers of student achievement. San Leandro Catalyst Collegiate will intentionally support and invest in teacher growth and development by implementing a robust coaching model and professional development framework. We will have 26 days of annual professional development, two hours of weekly professional development, and weekly individual coaching and support for every teacher. All teachers at San Leandro Catalyst Collegiate will be supported to grow and become masters of their craft, ensuring our students make significant academic gains.

San Leandro Catalyst Collegiate's model reflects our absolute commitment to high expectations for student learning, character development, and creative thinking. Thus, all of our core components position our students to excel, thrive, and create their futures. **The key design principles that provide the foundation for our school model distinguish San Leandro Catalyst Collegiate from other public school options in San Leandro and uniquely position our school to meet the needs of our student population. These are summarized in Figure 1.**

Figure 1: Summary of Core Beliefs, Key Design Principles, and Innovation Comparisons

Core Belief	Key Design Principle	Innovation Comparison
1. All students can excel at high levels.	Grade-level appropriate, standards-aligned curriculum and	We will provide grade-level, standards-aligned curriculum and instructional practices for all teachers across all content areas and grade levels and will closely monitor, adjust, and ensure all students, including

	instructional practices.	subgroups, demonstrate proficiency or significant growth as stated in our Local Control and Accountability Plan (LCAP).
	Individualized student supports for all through intentional use of data.	We will integrate data-driven practices into every aspect of our education program, including our workshop model, Data Days, instruction, and coaching. For example, during our workshop model, teachers conference with individual or small groups of students based on assessment data and provide targeted instruction and supports. Each of these practices will allow our school to provide targeted student supports and to drive towards exceptional student outcomes at every moment.
		We will employ a 1.5-teacher model in which each classroom has a Lead Teacher and another educator (i.e., Associate Teacher, Learning Specialist, ELD Teacher, Enrichment Teacher, Literacy Specialist) providing additional support during key content area blocks. Our 1.5-teacher model will allow our school to maximize small-group instruction and optimize personalized student supports, especially during literacy and mathematics instruction.
2. A love of literacy translates to a love of learning.	Increased learning opportunities through extended time for literacy.	Unique among SLUSD elementary schools, San Leandro Catalyst Collegiate will operate with an extended school day (until 4:00pm) with extended time for literacy. Our school will provide approximately 2 additional hours of instruction for grades TK/K (SLUSD dismisses at 1:50pm), about 2 hours for grades 1-3 (SLUSD dismisses at 2:10pm), and 1 hour for grades 4-5 (SLUSD dismisses at 3:00pm). On Wednesdays, students will be dismissed at 2:00pm, and our school will provide about 2 additional hours of instruction for students in grades TK/K compared to SLUSD schools, which dismiss at 11:40am.
	Integration of literacy across content areas through oral literacy and informational text.	San Leandro Catalyst Collegiate will be unique in its approach to literacy with its intentionally developed habits of discussion progression across grade spans, beginning in TK/K. Across content areas, including social sciences, sciences, and Creativity & Design, students will access, discuss, and make meaning of informational texts as part of our curriculum.
3. Rigor develops critical thinkers.	Cultivation of classroom cultures of thinking through academic discourse and thinking routines.	San Leandro Catalyst Collegiate will utilize and implement academic discourse and thinking routines as part of our education program. Our school's selected core instructional taxonomies largely focus on strategies aligned with the Socratic method. Thinking routines make up the cognitive thinking framework for maker-centered learning. As a result, students at San Leandro Catalyst Collegiate will transfer thinking routines in Creativity & Design to all other content areas. San Leandro Catalyst Collegiate will be the first public

		school in the District to implement this key design element as part of the school's instructional model.
4. Strong values and habits build character.	Intentional cultivation of a values-driven community.	Our school is distinct from SLUSD schools that also have core values, such as Bancroft Middle and Roosevelt Elementary, in that we will integrate our CREATE core values into our education program components such as curriculum and instruction, professional development, Family & Community Circles, physical space, and schoolwide expectations and structures. Our daily Family Circles and weekly Community Circles will play an integral role in fostering our CREATE core values of Curiosity, Resilience, Enthusiasm, Agency, Team, and Excellence within our school community.
	Integration of socioemotional learning skills and habits to support students' long-term success.	We will implement socioemotional curriculum as part of our daily schedule, which includes our daily Family Circles and weekly Community Circles. This amounts to at least 30 minutes dedicated to socioemotional learning and values-based education every day.
	Safe and structured environment to develop self-sufficiency.	San Leandro Catalyst Collegiate will be unique in our approach to providing a safe and structured environment with shared routines, systems, and structures. In comparison to SLUSD schools, our school will develop, practice, and employ schoolwide routines and systems, such as classroom configurations, student arrival, bathroom use, and incentive systems.
5. Creative thinking drives student agency.	Focus on creativity & design as part of student experience.	While makerspaces are available and offered at some of the schools in the District, our approach to making is unique in that we leverage a maker-centered learning framework as well as apply academic content knowledge and skills into design projects in our Creativity & Design course. San Leandro Catalyst Collegiate will have, beginning in TK, a Creativity & Design course for all students. Throughout the year, students add design projects to their design portfolios, which will be highlighted at our annual Design Showcase. Additionally, thinking routines that make up part of the maker-centered learning framework in Creativity & Design will be implemented across all content areas at San Leandro Catalyst Collegiate.
6. Exceptional teaching yields exceptional results.	Frequent, comprehensive coaching and observation-feedback loops.	San Leandro Catalyst Collegiate's teacher support and development program will include a comprehensive coaching cycle in which teachers engage in an individual coaching session, participate in 1-2 informal observations, and receive written feedback each week.
	Strategic and relevant professional development centered on instruction.	San Leandro Catalyst Collegiate will provide 26 total professional development days compared to 6 days offered by SLUSD. SLUSD includes 2 teacher days (1 staff development and 1 planning) prior to the start of the year, while our school will provide 17 days as part

		of our Induction Training for all staff. SLUSD provides 2 staff development and 2 planning days over the course of the year, while San Leandro Catalyst Collegiate includes 9 professional development days, 6 of which are Data Days. Additionally, our school will include an innovative component not currently offered at SLUSD schools with our weekly professional development sessions during abbreviated Wednesdays.

Our team is committed to partnering and collaborating with San Leandro Unified School District to ensure that every child receives a high-quality, equitable education within the District's boundaries. The areas in which we envision a collaborative partnership include, but are not limited to, expanding creativity and design opportunities in the District, sharing best practices, strengthening professional development for teachers, and serving students from underserved backgrounds. We look forward to working with San Leandro Unified School District in the service of all students.

Founding Team

San Leandro Catalyst Collegiate's Founding Team, inclusive of Founding Families, is committed to ensuring the fulfillment of our mission: to prepare all students in grades TK-5 through rigorous academics, character development, and creative thinking to excel in middle and high school, thrive in college, and create their futures.

We strategically assembled our Founding Team to provide the knowledge, competencies, experiences, and skills to open, execute, and operate a sound educational program as outlined in this charter petition. Members of the San Leandro Catalyst Collegiate Founding Team bring a diverse wealth of expertise, talent, and skills, including education and school leadership, finance, community engagement, law, human resources, organization & development, and governance (see **Figure 2**). Our Founding Team comes to this work with humility, intentionally reaching out to families and key community stakeholders to listen, learn, and shape the vision of San Leandro Catalyst Collegiate.

Figure 2: Functional Expertise of San Leandro Catalyst Collegiate Founding Team

Founding Team								
Name	Finance	Law	Education	Community Outreach	Fundraising	Board Governance	Human Resources	San Leandro-Based
Rohit Agarwal	X				X			
Carey Hawkins Ash	X	X		X		X		
Ryan Delaney		X				X		
Nicolette Fox			X	X				
Aniya Grimm							X	
Sharrie Overall				X		X	X	X

Elizabeth Raji-Grieg			X					
Keyur Shah			X					
Darryl Stafford				X				X
Founding Families								
Name	**Finance**	**Law**	**Education**	**Community Outreach**	**Fundraising**	**Board Governance**	**Human Resources**	**San Leandro-Based**
Soledad Lozano Arenas								X
Jesus Ferrel								X
Monica Ferrel				X				X
Ana Romo								X
Muzhgan Sadat								X
Marleda Stacey								X
Precious Watson				X				X
Sanni Zainab								X

Founding Team Biographies

As of January 2020, the Founding Team includes the proposed School Director and eight proposed members for the San Leandro Catalyst Collegiate Board of Directors.

Nicolette Fox, Lead Petitioner and Proposed School Director: A Bay Area native, and the child of first-generation college graduates, Ms. Fox knows firsthand the power of education and how it impacts both a child's and family's trajectory. Currently a Fellow with BES, she has studied nearly 40 high-performing charter schools across the country to learn best practices and spent over 600 hours in professional development tailored to leadership and school founding. Ms. Fox has substantial experience as both an educator and school leader across the East Bay, in schools primarily serving students and families from underserved backgrounds. As an educator, she demonstrated success in producing significant academic gains for students at LPS Oakland R&D, a consistently high-performing public charter school in Oakland with at least a 97% college enrollment rate each year. As an Assistant Principal, Ms. Fox drove the instructional charge at Impact Academy of Arts & Technology, which was the top high school closing the opportunity gap for black and Latinx students in the Bay Area last year. She holds a deep commitment to the children and families of San Leandro and an unwavering belief that all children deserve an excellent education. Ms. Fox graduated from the University of California-Berkeley with degrees in American Studies and Southeast Asian Studies and has a Master's degree in Urban Education & Administration from Loyola Marymount University. She holds an Administrative Services Credential.

Rohit Agarwal, Proposed Board Member: Rohit Agarwal currently runs an education-focused investment fund as the Managing Director of The Tusker Fund. Prior to the Tusker Fund, he

worked at McKinsey & Company where he focused primarily on the public, education, and private equity sectors. Additionally, he led McKinsey & Co.'s nonprofit, Generation, across more than ten cities. Generation delivers training for unemployed and underemployed youth from the ages of 18 to 29. Before McKinsey, Mr. Agarwal taught secondary social studies at a New York City public school through Teach For America. He also worked for Teach For India and Rocketship Education, helping train new teachers, advancing the use of blended learning in the classroom, and developing instructional and school leader professional development. He holds a Bachelor's degree from Emory University and a JD-MBA from Northwestern University School of Law and the Kellogg School of Management. Mr. Agarwal is the proposed Board Treasurer of the Finance Committee for San Leandro Catalyst Collegiate.

Carey Hawkins Ash, Proposed Board Member: Dr. Carey Hawkins Ash, Esq. is the Managing Director of Community Engagement and Growth at Making Waves Academy, a high-performing, grades 5 through 12, public charter school serving low-income students in Richmond, CA. Prior to joining Making Waves, Dr. Hawkins Ash served as Chief of Staff for Business and Operations in Oakland Unified School District, where he oversaw seven departments and 24 subdivisions in service of 118 schools. Dr. Hawkins Ash is also a licensed education law attorney who practiced public school law in Lozano Smith's Sacramento office and specialized in issues pertaining to students' rights, special education, litigation, and labor and employment issues. Dr. Hawkins Ash earned both his JD and PhD in Education Policy and Organizational Leadership from the University of Illinois at Urbana-Champaign after successfully defending his doctoral dissertation entitled "The First, Fifth, and Fourteenth Amendment Rights to Access Equal Information in America's Public Schools." Dr. Hawkins Ash received his Bachelor's degree in Political Science and History from the Honors College at Southern University in Baton Rouge, Louisiana. Dr. Hawkins Ash is the proposed Board Chair, Chair of the Governance Committee, and member of the Finance Committee for San Leandro Catalyst Collegiate.

Ryan Delaney, Proposed Board Member: Ryan Delaney is the Head of Legal at Landed, a startup that offers home buying services to educators, including a unique shared-equity down payment assistance program. He serves on the board and as General Counsel of the Cornell Alumni Association of Northern California, a 501(c)(3) that sponsors area alumni events and annually awards scholarships to undergraduates. Previously, he was General Counsel at another startup, and worked at the law firm of Pillsbury Winthrop Shaw Pittman in Palo Alto. Mr. Delaney has a degree in History, with a minor in Middle Eastern Languages, from Stanford, and a JD and a Master's in International and Comparative Law from Cornell. He was among the initial group of students at High Tech High, a charter school in San Diego, where he personally benefited from the passion and creativity of the staff and administrators who started the school. He is passionate about helping to bring the same opportunity to others who might benefit from a public charter school. Mr. Delaney is a proposed member of the Board of Directors and will serve on the Governance Committee for San Leandro Catalyst Collegiate.

Aniya Grimm, Proposed Board Member: Aniya Grimm currently works as the Director of Talent and Organization Development at Genesys, Inc., where she focuses on supporting legal, finance, and human resources organizations, as well as other global initiatives related to organizational effectiveness. Prior to Genesys, she worked at Uber for four years on the People Development team. She started her time there in onboarding and ended with overseeing a suite of global manager and leadership development interventions, ranging from developing an online manager

information portal to managing in-person learning programs for senior leaders. Ms. Grimm has also worked for Teach For America, supporting learning for a variety of employees, including training for managers, engagement for administrative staff, and values-based leadership development for staff members across the country. Ms. Grimm is a proposed member of the Board of Directors and will serve on the Development Committee for San Leandro Catalyst Collegiate.

Sharrie Overall, Proposed Board Member: A native of San Leandro, a graduate of San Leandro public schools, and a first-generation college student, Sharrie Overall currently works at SLAC National Accelerator Laboratory. As the Talent Pipeline Program Administrator, she is responsible for developing internships and pipeline programs in engineering and science for underserved and underrepresented students as well as seeking out grants specifically geared to middle and high school students. Ms. Overall also serves as a member of the Community Relations Commissions board for the city of San Mateo. She brings extensive experience in human resources and is passionate about bringing equity, strong adult culture, and relationship building to the workplace. As a first-generation college student, she understands the many challenges first-generation students – and families – often experience. She operates with a deep belief that all students can change the world and is driven to ensure that all students, particularly those from historically underserved backgrounds, have that opportunity. Ms. Overall graduated from Mid-America Christian University with a degree in Criminal Justice Administration with an emphasis on ethics. Ms. Overall is the proposed Board Secretary and will serve on the Academic Committee for San Leandro Catalyst Collegiate.

Elizabeth Raji-Greig, Proposed Board Member: Elizabeth Raji-Greig is an Associate Director of Academics for KIPP Bay Area Public Schools. She oversees the network's priorities related to TK-4 education, curriculum, and school leader coaching and development. With over 15 years of experience in education, she has served both elementary and middle school students, families, and schools through her roles as a founding teacher, instructional dean, assistant principal, and principal. She has worked with organizations such as Teach For America, Democracy Prep, KIPP NYC, and Rocketship Public Schools to support student growth. Ms. Raji-Greig is passionate about educational equity and the crucial roles that socioemotional learning, family inclusion, and staff development play in student learning and development. She has a Master's in Administration and Supervision from National Louis University in Chicago, and a Bachelor's in English from Kenyon College in Ohio. Ms. Raji-Greig is the proposed Vice Chair and will serve on the Academic Committee for San Leandro Catalyst Collegiate.

Keyur Shah, Proposed Board Member: Keyur Shah started his career as a science teacher, and has since been a math instructional coach, data instruction dean, founding vice principal of curriculum and instruction, and most recently, a high school principal in San Jose. Previously, he also worked at the Alameda County Office of Education as a Professional Expert in Common Core Learning, where he trained districts on implementing the Common Core State Standards for Mathematics in their schools and classrooms. Currently, he is a Program Manager at California Education Partners, consulting with districts all over California to improve currently inequitable outcomes for students in elementary and middle school math. He consults with districts such as San Francisco, Oakland, Sacramento, Elk Grove, and others to develop systems that increase effectiveness of instructional practices and develop strategy that helps districts improve adult learning experiences. Mr. Shah brings a strong focus on equity and empowerment

to his work. He holds a BS in Operations Research: Engineering Management Systems from Columbia University and a Master's in Policy, Organization, and Leadership Studies from the Graduate School of Education at Stanford University. Mr. Shah is a proposed member of the Board of Directors and will serve as the Academic Committee Chair for San Leandro Catalyst Collegiate.

Darryl Stafford, Proposed Board Member: A native and resident of San Leandro, Darryl Stafford is a valuable member of the San Leandro community. Currently, he serves as a Boys & Girls Clubs of San Leandro Site Director at Hesperian Elementary. Born in Oakland and raised in San Leandro, Darryl attended schools in both San Leandro Unified School District and San Lorenzo Unified School District. Growing up in San Leandro, Mr. Stafford himself participated in activities at Boys & Girls Clubs of San Leandro. Working with the Boys & Girls Clubs of San Leandro since 2007, he has had the unique opportunity to work in various schools across San Leandro and San Lorenzo. In his capacity as a Site Director, Mr. Stafford implements quality programs for thousands of youth ranging from kindergarten to high school in the San Leandro area. Mr. Stafford is a proposed member of the Board of Directors and will serve on the Development Committee for San Leandro Catalyst Collegiate.

Founding Families: We are deeply grateful for the support, insight, and dedication our Founding Families have contributed to the founding of San Leandro Catalyst Collegiate. All Founding Family names are listed above in **Figure 2**. Our Founding Families were instrumental in raising awareness for San Leandro Catalyst Collegiate by hosting listening circles, supporting information sessions, and connecting with other families, community members, and leaders across the city on behalf of our school. Their efforts contributed to our team's ability to design a high-quality school that is truly responsive to and reflective of the specific needs of our community.

External Partners

San Leandro Catalyst Collegiate will draw upon the expertise and experience of external partners to ensure our mission is fulfilled. **Appendix 4: Letters of Support** represents formal partners from whom we intend to receive resources or support. We have outlined the nature of our partnership with each external partner below.

BES

BES is a national nonprofit that identifies and prepares excellent leaders to transform education in their communities. San Leandro Catalyst Collegiate's Lead Founder, Nicolette Fox, is currently a BES Fellow. By the end of her fellowship, she will have visited and studied 40+ high-performing charter schools across the country, undergone intensive leadership coaching and development, and completed two leadership residencies at The Mission Preparatory School, which is a local high-performing public charter school. A Letter of Support from BES is attached in **Appendix 4: Letters of Support**. Following authorization, BES will provide Follow On Support during the school's planning year and first two years of operation in the form of leadership and governance coaching. BES coaches make a minimum of three visits to the school each year, conduct weekly check-ins with the school leader, and provide direct training in governance to the school's Board of Directors.

EdTec

EdTec is an established back office support provider for more than 325 charter schools and charter developers, supporting over 90,000 students across 60 districts in over 40 counties and seven states. It is widely used throughout California and has been recommended to our Founding Team by multiple charter school operators in nearby school districts. EdTec lends its expertise in a variety of ways, including supporting the development of this charter petition, school launch and operations, board governance, strategic planning, student and school performance, and charter renewal.

Silicon Schools Fund

Silicon Schools Fund is a Bay Area-focused, nonprofit investment fund that supports the work of passionate entrepreneurs, charter school leaders, school districts, and independent schools as they re-imagine teaching and learning for the 21st century. The organization invests in schools and human capital organizations that are operationally and financially sustainable and demonstrate a potential to serve as proof points for education innovation. Silicon Schools Fund has invested in 25+ schools, 5+ school districts and charter networks, and 5+ education-based programs across the Bay Area that serve a diverse mix of student demographics, including Aurum Preparatory Academy, East Bay Innovation Academy, Milpitas Unified School District, and Envision Education. San Leandro Catalyst Collegiate will receive startup funds during the first two operational years and engage in design reviews to support the refinement of the academic model.

Young, Minney & Corr, LLP

Young, Minney & Corr, LLP is California's most experienced, knowledgeable, and respected firm working in the unique area of charter school law, since the passage of California's Charter Schools Act of 1992. The firm represents more than half of the charter schools in the state, offering expertise in all aspects of charter school creation, expansion, and operation. Young, Minney & Corr, LLP provides legal counsel to San Leandro Catalyst Collegiate.

Element 1: The Educational Program

Governing Law: ***The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.***
Education Code Section 47605(b)(5)(A)(i).

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

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

Mission

San Leandro Catalyst Collegiate prepares all students in grades TK-5 through rigorous academics, character development, and creative thinking to excel in middle and high school, thrive in college, and create their futures.

Vision

San Leandro Catalyst Collegiate students will develop intellectual, moral, and creative agency in their lives, excelling in school and serving as catalysts within their communities. Our students will internalize the power to create, to make things happen, and to shape the world as it could be. San Leandro Catalyst Collegiate will partner and collaborate with the community to ensure all students across San Leandro have access to a transformative education.

Educational Philosophy

San Leandro Catalyst Collegiate is founded on a set of six core beliefs that drive our team to tenaciously pursue our vision and mission of ensuring opportunity and achievement outcomes for students in San Leandro regardless of race, class, language, or other social differences. Our core beliefs are shared by all stakeholders: our Founding Team, Founding Families, parents, and

community members. We will build, grow, and sustain San Leandro Catalyst Collegiate with staff, families, leaders, and board members who demonstrate strong alignment with our mission and core beliefs to cultivate a strong, positive school culture relentlessly focused on student achievement and excellence. Our core beliefs are informed by an in-depth study of best practices from 40+ high-performing schools in the Bay Area and across the nation. These schools include, but are not limited to, The Mission Preparatory School in San Francisco, CA; Springfield Preparatory Charter School in Springfield, MA; and Gilroy Prep: A Navigator School in Gilroy, CA.[4] The key design elements underpinning the outcomes of these schools are aligned with the vision and objectives outlined by the San Leandro Unified School District in its 2019-20 Local Control and Plan (LCAP) and Annual Update, which states the following systemic goals and expectations:

1. **"Teach, Learn, and Achieve:** Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e., critical thinking, problem-solving, communication, collaboration, and creativity) and civic engagement;

2. **Equity and Inclusions through College and Career Readiness:** Promote the development of our students' college and career readiness and positive personal development;

3. **Collaborative and Engaged District Culture:** All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students;

4. **Family and Community Involvement:** SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students; and

5. **Facilities and Technology:** SLUSD will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students."[5]

San Leandro is a city in the Bay Area, beautiful in its vibrant energy and strong sense of community. The diverse residents of this community demonstrate tremendous pride in the history of the city, where the city is at present, and the direction of the city's future. While many of San Leandro's residents have access to the educational foundation necessary to participate in the building and development of the city's future, other community members experience limited access to high-quality educational options.

[4] In 2019-20, 80.69% of students at The Mission Preparatory School met or exceeded English language arts/literacy standards and 75.11% met or exceeded mathematics standards, as measured by the California Assessment of Student Performance and Progress (CAASPP). In 2019-20, 69% of students at Springfield Preparatory Charter School met or exceeded English language arts/literacy standards and 72% met or exceeded mathematics standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS). In 2019-20, 80.62% of students at Gilroy Prep: A Navigator School met or exceeded English language arts/literacy standards and 69.38% met or exceeded mathematics standards, as measured by the California Assessment of Student Performance and Progress (CAASPP).

[5] "LCAP / 2019-2020 LCAP." 2019-2020 LCAP, San Leandro Unified School District, https://www.sanleandro.k12.ca.us/Page/11247.

San Leandro Catalyst Collegiate believes that the execution of our mission and vision as a public charter school will play a supporting role in transforming San Leandro into a city thriving on innovation, talent, and character. We will create 360 high-quality TK-5 seats by 2025-26, with the intent to serve children in San Leandro's most marginalized regions, particularly Halcyon-Foothill and Floresta/Springlake. Through our unique educational program grounded in our core beliefs, we will ensure that all students across San Leandro have access to a transformative education, elevating the larger community of San Leandro. Our model reflects our absolute commitment to high expectations for student learning, character development, and creative thinking, and our core components position our students to excel, thrive, and create their futures. **The core beliefs that provide the foundation for our design principles and practices distinguish San Leandro Catalyst Collegiate from other public schools and uniquely position our school to meet the needs of our target student population. These are listed below and summarized in Overview: Figure 1**.

Aligned with the Charter Schools Act, California Department of Education State Priorities, and San Leandro Unified School District's long-term goals, San Leandro Catalyst Collegiate is committed to providing a high-quality education that prepares all students to access lives of opportunity and choice – colleges of choice, professional opportunities, and career options.

1. All students can excel at high levels.

All students, regardless of the background and circumstances they are born into – race, socioeconomic status, home language, special education need, or zip code – deserve the right to a high-quality education that will place them on the path towards academic success and personal excellence. While the percentage of students graduating San Leandro High School sits at approximately 91%, only 36.2% of graduates from San Leandro High School during the 2017-18 academic year met a-g course requirements for entrance into University of California (UC) or California State University (CSU) schools (see **Figure 12**).[6] In 2019, 43.79% of third-grade students in San Leandro met or exceeded English language arts/literacy standards and 44.93% met or exceeded mathematics standards, as measured by the California Assessment of Student Performance and Progress (CAASPP).[7] When broken down by specific student subgroups, students from historically underserved backgrounds are performing at half the level of their counterparts. 32.43% of black, 35.29% of Latinx, 36.85% of economically disadvantaged, 6.75% of English learners, and 14.87% of students with disabilities in third grade demonstrated proficiency in English language arts/literacy standards. In mathematics, 28.38% of black, 36.60% of Latinx, 38.14% of economically disadvantaged, 10.07% of English learners, and 17.57% of students with disabilities in third grade met or exceeded standards.[8] Given that gaps in academic achievement described above begin in kindergarten, persist through one's lifetime, and lead to lifelong repercussions for future academic success, higher education options, and professional opportunities, we believe that our robust program beginning in transitional kindergarten/kindergarten will best address those gaps for students historically underserved in

[6] "District Summary: San Leandro Unified." *Ed-Data Education Data Partnership*, California Department of Education, www.ed-data.org/district/Alameda/San-Leandro-Unified.

[7] San Leandro Unified Smarter Balanced Test Results." *Smarter Balanced Test Results*, EdSource, http://caaspp.edsource.org/sbac/san-leandro-unified-01612910000000.

[8] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments." 2019 View Smarter Balanced Test Results at a Glance, California Department of Education, caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=2&lstSubGroup=128&lstGrade=3&lstSchoolType=A&lstCounty=01&lstDistrict=61291-000&lstSchool=0000000&lstFocus=a.

San Leandro. Currently, San Leandro Unified School District is experiencing an increase in enrollment for transitional kindergarten and kindergarten, which means there is a need for additional seats for transitional kindergarten/kindergarten across the city.[9]

When we believe students can achieve, we use language and take actions aligned with that belief. In *Teach Like a Champion*, Doug Lemov states, "One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement…"[10] This research finding holds tremendous significance in teaching because teachers' expectations for their students likely predict students' academic success (or lack thereof). When we demand and expect excellence from students, students will rise to meet those demands and high expectations. At The Mission Preparatory School in San Francisco, CA, a school that serves 82.2% students eligible for free or reduced-lunch and 59.0% students identified as English learners,[11] students consistently thrive and meet high academic and behavioral expectations, as demonstrated by their exceptional academic performance: 85.0% met or exceeded English language arts/literacy proficiency standards and 83.0% met or exceeded mathematics proficiency standards on the 2019 CAASPP assessments.[12]

Our expectations for what students can do manifest in our choices for curriculum and instruction. In "The Opportunity Myth," TNTP revealed that teacher expectations are one of the four key levers that dramatically contribute to student learning. When teachers expected students to meet grade-level standards or higher, they tended to provide stronger assignments and instruction. Alternatively, teachers who did not believe students could meet the bar set by grade-level standards tended to offer below grade-level assignments and provide lower-quality instruction.[13] We will provide grade-level, standards-aligned curriculum for all content areas and grade levels and will closely monitor, adjust, and ensure all students, including subgroups, demonstrate proficiency or significant growth as stated in our Local Control and Accountability Plan (LCAP). When students are not demonstrating the level of proficiency expected of them, we will provide appropriate supports to ensure all students can meet grade-level appropriate proficiency levels or demonstrate substantial growth that will best position them for success at subsequent grade levels without compromising academic rigor or lowering academic standards.

We know that college, while not the only path, is a critical tool for choice and opportunity in life. In a recent publication, the National Center for Education Statistics concluded that for young adults who maintained full-time employment year-round, higher educational attainment not only led to higher employment rates but also higher median annual earnings. Over the course of a lifetime, a person with a Bachelor's degree could earn at least 75 percent more compared to someone with only a high school diploma. Children born into low-income households are far less likely to experience social mobility unless they have a college degree: slightly less than 50 percent

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[9] "Enrollment Information / Kindergarten and Transitional Kindergarten (TK) Information." / *Kindergarten and Transitional Kindergarten (TK) Information*, San Leandro Unified School District, https://www.sanleandro.k12.ca.us/Page/9204.

[10] Lemov, Doug. *Teach Like A Champion: 49 Techniques That Put Students on the Path to College*. Jossey-Bass, 2010.

[11] "School Summary: Mission Preparatory." *Ed-Data Education Data Partnership*, California Department of Education, https://www.ed-data.org/school/San-Francisco/SBE----Mission-Preparatory/Mission-Preparatory.

[12] "Smarter Balanced Assessment Test Results for School: Mission Preparatory." *2018 School: Mission Preparatory Smarter Balanced Results – CAASPP Reporting (CA Dept of Education)*, California Department of Education, https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=1&lstCounty=38&lstDistrict=68478-0123505&lstSchool=0123505.

[13] McGovern, Katie, and Andy Jacob. *The Opportunity Myth: What Students Can Show Us about How School Is Letting Them Down -- And How to Fix It*. TNTP, 2018.

never escape the lowest income quintile and only roughly 5 percent reach the highest income quintile as adults. Higher education plays a crucial role in providing individuals with access to economic mobility and a life of meaningful civic participation, which is why we propose a college-preparatory school model and believe that all children should be prepared with the skills and knowledge to be successful in college.

2. A love of literacy translates to a love of learning.

Literacy opens doors and other worlds for both children and adults. Whether it is to escape or to seek an adventure, there is always a book lying in wait for someone to turn the page. When students love reading, they love learning. Through reading, students develop lifelong learning habits and mindsets at an early age that allow them to utilize their skills to make informed decisions, ask critical questions, and make new discoveries.[14]

We know that literacy begins even before a student steps foot into a classroom as a kindergartner. Multiple studies document pervasive, persistent literacy gaps among subgroup populations, particularly for children of color belonging to low-income households prior to starting kindergarten. When controlling for socioeconomic status, children experience dramatic differences even in the number of words used in the household: "…an average child in a professional family would have accumulated experience with almost 45 million words, an average child in a working-class family would have accumulated experience 26 million words, and an average child in a welfare family would have accumulated experience with 13 million words."[15] By age four, a gap of roughly 30 million words of cumulative experience might exist between the average child belonging to a household living in poverty and the average child belonging to a middle-class household. These gaps begin early in life and accumulate over time.

The ability to feel and be successful in school is inextricably tied to a student's literacy level. When students can access material and demonstrate proficiency, they are more likely to engage in the process of learning, which includes noncognitive skills such as persistence, academic confidence, collaboration, and curiosity. In turn, this stimulates the "skills beget skills" cycle, meaning that developing foundational knowledge and literacy supports students with acquiring skills more easily in the future.[16]

To access and do well across all content areas, students must have strong foundations for reading and writing. This work begins in kindergarten and first grade, with third grade marking the essential grade level at which students are expected to demonstrate mastery of learning to read in order to begin reading to learn.[17] San Leandro Catalyst Collegiate will intensely focus on early literacy through **extended time for literacy**, specialized literacy instruction, and literacy implementation across content areas. San Leandro Catalyst Collegiate students will receive 180 minutes of literacy instruction in grades transitional kindergarten through two and 195 minutes of literacy instruction in grades three to five daily, more than double the current offerings within San Leandro Unified School District.

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[14] Bambrick-Santoyo, Paul, et al. *Great Habits, Great Readers*. Wiley, 2013.
[15] Hart, B. & Risley, T.R. "The Early Catastrophe: The 30 Million Word Gap by Age 3" (2003, spring). *American Educator*, pp.4-9. http://www.aft.org//sites/default/files/periodicals/TheEarlyCatastrophe.pdf.
[16] Heckman, James J. 2008. "Schools, Skills, and Synapses." *Economic Inquiry* no. 46(3):289–324.
[17] Hernandez, Donald J. 2011. *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. Baltimore: Annie E. Casey Foundation.

3. Rigor develops critical thinkers.

The goal of education is not only to have choice in life but also to develop the capacity to think for oneself. To think critically and for oneself is an act of liberation, as it leads to self-determination, the ability to determine one's course in life.

We define rigor as the cognitive challenge required and expected of students, meaning the extent to which students engage in complex, higher-order cognitive skills such as synthesizing multiple texts, drawing connections across disciplines, challenging narratives, finding multiple solutions to complex problems, and making sound judgements based on criteria. San Leandro Catalyst Collegiate believes academic rigor plays a vital role in developing critical thinking skills. In general, engaging in more demanding, or more rigorous, tasks benefits learning because "it recruits the high-level frontal areas that we most associate with intelligence, creative problem-solving, executive control, [and] deep reflection...."[18]

Our model mirrors the first strategic priority area from the California Department of Education: "Continue articulating and communicating our state's vision for our children's education and for the continuous improvement of California Standards, done deliberately and thoughtfully."[19] We will develop critical thinkers at San Leandro Catalyst Collegiate by first holding all students to grade-level, standards-aligned practice and expectations. When students are tasked with grade-level appropriate assignments, they meet the demands of those assignments slightly more than half the time regardless of race, income level, and language status.[20]

In conjunction with grade-level appropriate work, we must also engage in instructional practices that require students to deeply engage with learning by flexing their brains and pushing their thinking, trying out new skills, and taking on different cognitive challenges. When students are not given the chance to develop greater intellective capacity, they "get academically poorer, while the cognitively rich will only get academically richer, as small differences in learning abilities such as information processing" persists, widening the cognitive and academic gap.[21] Therefore, we will ensure developmentally appropriate academic rigor through strong instruction that places most of the cognitive load on students. San Leandro Catalyst Collegiate's instructional practices, outlined in **Element 1: How Learning Best Occurs**, heavily emphasize the use of thinking routines and academic discourse to cultivate classroom cultures of thinking, a component of our instructional model unique to our school. By establishing and fostering classroom cultures of thinking, students at San Leandro Catalyst Collegiate will deepen their abilities to think critically, challenge ideas, and analyze complex problems.

4. Strong values and habits build character.

Since the inception of public education, character development has always been one of its goals.[22] Horace Mann, one of the founding fathers of universal public education, espoused that public

[18] Jacobs, Joanne Lee, and Richard Lee Colvin. "Understanding and Reporting on Academic Rigor." A Hechinger Institute Primer for Journalists, 2015.

[19] "C. Strategic Priority Areas." *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department of Education, https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp.

[20] McGovern, Katie, and Andy Jacob. *The Opportunity Myth: What Students Can Show Us about How School Is Letting Them Down -- And How to Fix It*. TNTP, 2018.

[21] Hammond, Zaretta. *Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin, 2015.

[22] McClellan, B. Edward. *Moral Education in America: Schools and the Shaping of Character from Colonial Ties to the Present*. New York: Teachers College Press, 1999.

schools had a responsibility to instill values such as responsibility and service that are critical to a productive adulthood. We believe that it is necessary to equip students with strong academic foundations and to cultivate and strengthen students' character.

As defined by the Harvard Graduate School of Education, character is "a set of culturally determined skills, values, and habits required to understand, care about, and act upon core ethical values (e.g., respect, justice, citizenship, responsibility for self and others) and to perform to one's highest potential in achievement or work contexts, such as perseverance, diligence, and self-control."[23] Although character education is not explicitly tied to academic achievement, its presence has been shown to result in significant growth in interpersonal skills, positive relationships, self-regulation, problem solving, noncognitive skills, self-efficacy, and engagement – all of which are connected to academic learning and achievement.[24]

Aligned with our mission of preparing students for academic success and personal excellence in middle school, high school, and in life, San Leandro Catalyst Collegiate will nurture students' character through a values-oriented community, socioemotional learning framework, and a safe, structured environment. Our core pillar of developing our students' moral agency through the aforementioned design principles strongly aligns with one of the strategic priority areas from the California Department of Education, specifically 1.1.2: "Support the development of standards for social and emotional learning (SEL), preschool through high school, building on existing California and national models."[25] Character is taught in part through values, which serve as guiding principles, or our internal moral compass, in life. They dictate what we stand for, and if we are not able to identify our core values, we become more susceptible to being swayed, influenced, or worse, make choices that are misaligned with our values and who we are as people. All students and staff at San Leandro Catalyst Collegiate will embrace, follow, and uphold our core values of **CREATE: curiosity, resilience, enthusiasm, agency, team,** and **excellence.** In doing so, our community at San Leandro Catalyst Collegiate will model, create, and cultivate a culture that motivates and promotes character development for our students.

In addition to modeling and fostering a values-centered community, San Leandro Catalyst Collegiate commits to explicitly teaching our students the skills inherent to strong character development. In and out of the classroom, we will provide and leverage a socioemotional learning program and experiences that educate students on the language, knowledge, tools, and competencies for self-management, self-regulation, self-awareness, social awareness, social management, relationship skills, and responsible decision-making.[26] Our character education program distinguishes San Leandro Catalyst Collegiate from San Leandro Unified School District elementary schools because we weave three core components into our program: (1) a values-based community, (2) socioemotional learning focus, and (3) a safe, structured environment. We will implement our values education and socioemotional curriculum and instruction as part of

[23] Jones, Stephanie, et al. *Navigating SEL From the Inside Out: Looking Inside & Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers*. Harvard Graduate School of Education with Funding from the Wallace Foundation, 2017.
[24] Catalano, R, et al. (2002), Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs. *Prevention & Treatment*, Vol. 5, Article 15, June 24, 2002.
[25] "C. Strategic Priority Areas." *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department of Education, https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp.
[26] Civic Enterprises., Bridgeland, J., Bruce, M., & Hariharan, (2013). *The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools*. Collaborative for Academic, Social, and Emotional Learning. Chicago: Author.

our daily schedule. Although SLUSD schools offer socioemotional learning through The Toolbox Project, our school will implement The Toolbox Project as part of our daily Family Circles and weekly Community Circles, with a minimum of 30 minutes dedicated to socioemotional learning and values education every day. Because our students at San Leandro Catalyst Collegiate will receive explicit instruction in socioemotional skills such as self-awareness, self-management, social awareness, and social management, they will demonstrate resilience even in the face of challenging situations, a critical skill and trait necessary throughout their lives as they continue on to middle school, high school, college, and career.

5. Creative thinking drives student agency.

Gever Tulley, founder of the Brightworks School in San Francisco, once said, "The world doesn't need more graduates with good grades: What the world needs is voracious, self-directed learners with the creative capacity to see the problems of the world as puzzles, and the tenacity to work on them, even in the face of adversity."[27] Creative thinking can be generally thought of as examining things in novel ways, applying new approaches to systems, developing original ideas, and creating different products.

In a rapidly changing and evolving world, creative thinking is becoming increasingly important in addition to a college degree.[28] Across all sectors, individuals rate the changing nature of work as having the greatest impact on change.[29] Changes to the employment landscape are two-fold: first, many jobs face a growing threat of elimination with the advent of automated and computer-assisted technologies; and, second, remaining and emerging jobs have a greater proclivity to require higher-level skills, especially cognitive skills.[30] As the pace of change increases and work evolves, the skills most important and in-demand now and in the future are also changing. According to LinkedIn, the number one most in-demand soft skill of 2019 was creativity, an active process inherent in innovation.[31] Furthermore, the World Economic Forum suggests that the top skill valued in 2018 – analytical thinking and innovation – will continue to be prominent beyond 2022.[32] This is especially pertinent in the Bay Area, a region rich with technology and resources, and yet one where black and Latinx individuals account for only one in 14 employees in the Bay Area technology industry.[33]

San Leandro Catalyst Collegiate believes that students in San Leandro deserve both access and opportunity to engage in experiences promoting creative thinking, a belief that further advances the California Department of Education's strategic priority area of "Support use of holistic and engaging curricula and pedagogy that include arts education, civics education, environmental literacy, Linked Learning, physical education, and science, technology, engineering, and mathematics (STEM) education."[34] We commit to ensuring our students access spaces that

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[27] Clapp, Edward P., et al. *Maker-Centered Learning: Empowering Young People to Shape Their Worlds*. Jossey-Bass, 2017.
[28] *Executive Summary: The Future of Jobs Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution*. World Economic Forum, 2016.
[29] Ibid.
[30] *The Condition of College & Career Readiness 2013 Students from Low-Income Families*. ACT & National Council for Community and Education Partnerships (NCCEP), 2013.
[31] Hess, Abigail. "The 10 Most In-Demand Skills of 2019, According to LinkedIn." *CNBC*, CNBC, 7 Jan. 2019, https://www.cnbc.com/2019/01/04/the-30-most-in-demand-skills-in-2019-according-to-linkedin-.html.
[32] *Insight Report: The Future of Jobs Report 2018*. World Economic Forum, 2018.
[33] Sun, Feifei. "Silicon Valley Has a Diversity Problem. These Entrepreneurs Aim to Solve It." *Slate Magazine*, Slate, 19 Dec. 2013, https://slate.com/technology/2013/12/silicon-valley-diversity-gap-bay-area-entrepreneurs-encourage-stem-skills-in-black-and-latino-students.html.
[34] "C. Strategic Priority Areas." *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department

facilitate creative thinking so that all students internalize that they have the power to create, to make things happen, and to shape the world through the development of agency. Agency promotes students' ability to think critically and solve challenging problems that arise in their lives as "they feel empowered to create something or fix something that may occur in their life."[35] When students are exposed to and can take part in creative learning experiences, students construct their own knowledge, identity, and learning.

6. Exceptional teaching yields exceptional results.

Students learn best when they have exceptional teachers in front of them. Research consistently demonstrates that effective teachers are the most predictive and significant factor contributing to student achievement. One of the key conclusions from the 1966 "Equality of Educational Opportunity" report, widely known as the Coleman Report, was that teacher quality is the strongest driver of student achievement, especially for students most marginalized: "…for any groups whether minority or not, the effect of good teachers is greatest upon the children who suffer most educational disadvantage in their background, and that a given investment in upgrading teacher quality will have most effect on achievement in underprivileged areas."[36] Many of the research-supported influences that significantly impact student achievement are in the hands of the teacher: feedback, instructional quality, direct instruction, remediation and intervention support, class environment, challenge of goals, collaborative learning, progress to mastery, homework, and questioning, among many others.[37] Thus, schools must have a strong cohort of excellent teachers and a commitment to identifying and developing exceptional teaching in order to provide the type of instruction that produces extraordinary student achievement.

Our professional learning program strongly supports the California Department of Education's strategic priority area of teaching and leading excellence, as we aim to revitalize and offer a high-quality professional learning system that builds capacity for all educators.[38] Recognizing that teacher quality is the strongest driver of student achievement, San Leandro Catalyst Collegiate commits to recruiting, hiring, developing, and retaining exceptional teachers. This commitment informs both our philosophy and approach to teacher development – outlined in **Element 1: Professional Development** – to ensure that all students learn from outstanding teachers in every classroom.

San Leandro Catalyst Collegiate's teacher support and development program is intentionally designed, based on the belief that teachers are the most important influencers of student achievement on many levels. By providing exceptional support to our teachers, our teachers will be much more likely to stay in the classroom, continue to grow their teaching craft, and provide consistently high-quality learning experiences for our students. Effectively retaining teachers is vital to our work of ensuring that our students at San Leandro Catalyst Collegiate learn from the very best teachers committed to learning, growing, and serving all students.

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of Education, https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp.

[35] Clapp, Edward P., et al. *Maker-Centered Learning: Empowering Young People to Shape Their Worlds*. Jossey-Bass, 2017.

[36] Coleman, James S. *Equality of Educational Opportunity (COLEMAN) Study* (EEOS), 1966. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2007-04-27. https://doi.org/10.3886/ICPSR06389.v3.

[37] Ibid.

[38] "C. Strategic Priority Areas." *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department of Education, https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp.

How Learning Best Occurs

Our mission and each core belief of our educational philosophy shape the vision for San Leandro Catalyst Collegiate. Our philosophy, supported by research and proven best practices, inform our school design elements, which are aligned to our core beliefs.

1. All students can excel at high levels.

Grade-level appropriate, standards-aligned curriculum and instructional practices.
High-quality curriculum and instruction require students to have access to and engage with grade-level appropriate, standards-aligned work. The integrated preschool through third grade approach to high-quality elementary education consists of six components, one of which is aligned curriculum, standards, and assessments from preschool through third grade.[39] This alignment for children identified as low-income, English learners, and with special needs can dramatically improve their early reading, vocabulary, writing, and social skills.[40] The Common Core State Standards call for high-level literacy instruction across all disciplines that prepares all students with the appropriate literacy skills to analyze primary and secondary sources, make sense of data, and write from evidence, as soon as students begin school in kindergarten.[41]

In a school district serving 29.3% students identified as English learners, 63.5% students eligible for free or reduced-price meals, and 13.9% students with disabilities,[42] it is paramount that we provide an educational option that will offer a curricular and instructional program aligned to Common Core State Standards and California Content Standards beginning in transitional kindergarten so that our students needing the most support can excel in any academic setting of their choice. The San Leandro Catalyst Collegiate school leadership team will intentionally select core curricula (see **Element 1: Curriculum and Instruction**) and assessments for the entire school to use, and provide high-level, effective supports for educators throughout the year that will continue to improve the quality of instruction across the school.

Within and across all grade-level classrooms in San Leandro Catalyst Collegiate, our teachers will study, prepare, and implement grade-level appropriate, standards-aligned curriculum and assessments. Prior to the beginning of the year, teachers at San Leandro Catalyst Collegiate will participate in Induction Training and spend several professional development days unpacking and internalizing their respective grade-level, disciplinary Common Core State Standards and California Content Standards. Additionally, teachers will review and acquire a high-level understanding of the standards before and after their respective grade levels so that they understand how to support both students with unfinished learning and those who have already mastered the expected standards.

Providing grade-level, standards-aligned curricula must also be combined with grade-level, standards-aligned instruction in order to best prepare our students to meet and exceed grade-

[39] Drummond, Katie, et al. *Preschool Through Third Grade Alignment and Differentiated Instruction: A Literature Review*. U.S. Department of Education, Aug. 2016, www2.ed.gov/rschstat/eval/disadv/p-3-alignment-differentiated-instruction/report.pdf.
[40] Fiester, Leila. *Early Warning Confirmed: A Research Update on Third-Grade Reading*. The Annie E. Casey Foundation, 2013.
[41] Gewertz, Catherine. (2012, November 14). Common standards drive new reading approaches. *Rethinking literacy: Reading in the Common-Core Era.* Retrieved from www.edweek.org/go/common-reading, p. S2.
[42] "District Summary: San Leandro Unified." *Ed-Data Education Data Partnership*, California Department of Education, www.ed-data.org/district/Alameda/San-Leandro-Unified.

level standards. Planning for and executing high-level standards-aligned instruction necessitates deep internalization of practices from teachers. To deliver this instruction, teachers will internalize and intellectually prepare for lessons through scripting purposeful questions, deliberately planning academic discourse, and developing challenging tasks that are appropriate for the expected grade level and are standards-aligned. Teachers will also place the majority of the cognitive load on students and act primarily as facilitators in the classroom. In doing so, students deeply engage with the learning and develop essential cognitive skills such as critical thinking and metacognition. Each week, San Leandro Catalyst Collegiate teachers will intellectually prepare for their grade-level appropriate, standards-aligned lesson plans by reviewing focus standards for the lessons, identifying students to support based on data, and developing effective high-level questions that place the cognitive load on students. Intellectual preparation will be reviewed by the school leadership team for schoolwide instructional foci and returned to teachers with feedback. Reviewing and supporting teachers with intellectually prepared lesson plans will be one component of coaching sessions, practice opportunities, and professional development sessions.

During weekly grade-level team collaborations (called Grade-Level Team Huddles) and weekly coaching sessions, teachers at San Leandro Catalyst Collegiate will extensively practice high-impact instructional moves expected at the grade level and content area. For example, one Common Core State Standard for speaking and listening in English language arts expects kindergarten students to be able to "follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)."[43] To practice this specific standard in their classrooms, kindergarten teachers will practice verbal instructions, redirections, and encouragements that support students to uphold the class discussion agreements. This could sound a variety of ways: "Student X, restate what you said and include the title of the text," "Student X, show that you're listening by rephrasing what Student Y shared with us," and "Student X, wait your turn to speak and let Student Y finish completely." The more practice teachers participate in and the more feedback teachers receive both from their peers and coaches, the more effective teachers will be at delivering high-quality instruction that is both on grade-level and standards-aligned at San Leandro Catalyst Collegiate.

Individualized student supports for all through intentional use of data.

Aligned with our core belief that all students can excel at high levels, highly effective teachers both hold high expectations and ensure high supports for all of their students. At San Leandro Catalyst Collegiate, we will use data to make intentional decisions in service of, and for, our students. At all levels, decision-making will be centered on what will drive and advance student learning outcomes for all students at San Leandro Catalyst Collegiate.

The Mission Preparatory School, a school founded by a BES Fellow in San Francisco, CA, utilizes strategic, data-driven instruction that consistently results in exceptional student performance. In the 2018-19 academic year, The Mission Preparatory School enrolled approximately 70.0% English learners, 12.0% students with disabilities, and 85.0% students identified as socioeconomically disadvantaged, and 85.0% of the school's students met or exceeded English language arts/literacy standards and 83.0% met or exceeded mathematics standards.[44] In San

[43] *English Language Arts Standards* >> *Speaking & Listening* >> *Kindergarten* (CCSS.ELA-LITERACY.SL.K.1.A). Common Core State Standards Initiative: Preparing America's Students for College & Career, http://www.corestandards.org/ELA-Literacy/SL/K/.
[44] "Smarter Balanced Assessment Test Results for School: Mission Preparatory." *2018 School: Mission Preparatory Smarter Balanced*

Leandro, where approximately 63.5% of our students are eligible for free or reduced-lunch and roughly 29.3% identify as English learners, strong data-driven instruction can have a significant impact on student learning, and, in turn, academic and life outcomes.[45] We have modeled our data-driven approach after the practices implemented by Mission Prep, which include: planning and including Data Days within our annual school calendar, employing frequent formative assessments paired with small-group instruction across content areas, providing individualized student supports through workshops based on data, and administering and reflecting on interim assessments throughout the academic year. For details regarding our instructional model and assessment approach, see **Element 3: Assessment System** and **Element 3: Data Analysis**.

San Leandro Catalyst Collegiate will use data to support our students academically by consistently and frequently monitoring student learning progress and mastery of expected grade-level standards. In addition to internalizing and preparing for daily lesson plans and interim assessments, our teachers will collect data every day through the use of formative assessments such as, but not limited to, catalysts (also known as do nows or launches), pre-release exit tickets, and end-of-lesson exit tickets to understand where students are in terms of content and skill understanding, pull small-group instruction, and plan for corrective instruction.

Ongoing, frequent formative assessments for learning provide teachers with the opportunity to plan for intentional, targeted supports for specific students. At San Leandro Catalyst Collegiate, every classroom will have a designated half-circular table, called the "Genius Bar," located in the back of the classroom. During small-group instruction or practice time, teachers will use real-time data with the aid of technology to support specific groupings of students at the Genius Bar. Individualized supports will occur every day at every grade level, including during workshops, small-group rotations, and core content instructional periods. Our school will have a deliberate focus on using data to provide strategic supports and targeted interventions so that all children can demonstrate proficiency and mastery, a focus aligned with San Leandro Unified School District's 2019-20 Local Control and Accountability Plan (LCAP) goal of "provid[*ing*] students with engaging, responsive and personalized learning experiences."[46]

2. A love of literacy translates to a love of learning.

Increased learning opportunities through extended time for literacy.

We believe that a strong foundation of literacy is paramount to lifelong learning. When students have strong foundations in reading and writing, they are more likely to experience academic success in the classroom. With each subsequent year following third grade, the gap between strong and struggling readers widens even more, and struggling readers fall even further behind compared to their counterparts on grade-level.[47]

Results – CAASPP Reporting (CA Dept of Education), California Department of Education, https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=1&lstCounty=38&lstDistrict=68478-0123505&lstSchool=0123505.

[45] "District Summary: San Leandro Unified." *Ed-Data Education Data Partnership*, California Department of Education, www.ed-data.org/district/Alameda/San-Leandro-Unified.

[46] "LCAP / 2019-2020 LCAP." 2019-2020 LCAP, San Leandro Unified School District, https://www.sanleandro.k12.ca.us/Page/11247.

[47] McNamara, J.K., Scissons, M., and Gutknecth, N. (September/October 2011). A longitudinal study of kindergarten children at risk for reading disabilities: The poor really are getting poorer. In *Journal of Learning Disabilities*, 44(5), 421-430.

In the state of California, 1,195,988 English learners constitute 19.3% of the total student enrollment in public schools. A total of 2,587,609 students (English learners and fluent English proficient students) speak a language other than English in their homes. San Leandro Unified School District is no different. The vast majority of students are students who identify as Latinx and those who speak a language other than English at home. At 47.86%, Latinx students made up nearly one-half of total student enrollment in San Leandro Unified School District and 29.48% of San Leandro Unified School District students were English learners in 2017-18. Languages spoken at home include Spanish, Cantonese, Tagalog, Vietnamese, and Arabic among others.[48]

Because we know that literacy is by far the greatest predictor of a student's success in higher education, career, and life, and because we commit to developing strong readers at an early age, San Leandro Catalyst Collegiate will provide 180 minutes of literacy instruction daily and will offer an extended school day. Since 2010, research on full-day kindergarten has concluded that "children who attended for a full day had better academic outcomes the following year, more self-confidence, and were better at playing with others."[49] Particularly for children coming from low-income households and more disadvantaged backgrounds, and, therefore, who are more likely to demonstrate lower levels of school "readiness," time to catch up to their wealthier and more advantaged peers is crucial.

San Leandro Catalyst Collegiate is unique among San Leandro district kindergarten programs in that it will offer a full-day transitional kindergarten/kindergarten program. Whereas elementary schools in San Leandro follow a staggered bell schedule by grade level, San Leandro Catalyst Collegiate will maintain the same bell schedule for all students regardless of grade level, including transitional kindergarten/kindergarten. For instance, kindergartners in McKinley Elementary School attend school for 3.5 hours on Wednesdays and 5 hours and 40 minutes all other days (i.e., Mondays, Tuesdays, Thursdays, and Fridays).[50] To ensure that all our students benefit from extended instructional time and a full-day instructional program, San Leandro Catalyst Collegiate will follow an extended school day bell schedule on all days of the week, except Wednesday, starting at 8:00am and ending at 4:00pm – a total of 8 hours – for all grade levels, including transitional kindergarten and kindergarten. On Wednesdays, our school will follow an abbreviated school day bell schedule, starting at 8:00am and ending at 2:00pm, so that staff can engage in weekly professional development (see **Element 1: Daily Schedule**).

In addition to our extended school day model, San Leandro Catalyst Collegiate will spend additional instructional time on literacy. According to key findings declared by American Institutes for Research, "children in programs that devoted a greater than average proportion of academic time to reading instruction relative to the total academic instruction time made more reading progress."[51] Schools that have been effective at improving the literacy outcomes of large populations of students who identify as having low socioeconomic status, learning disabilities,

[48] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments." 2019 View Smarter Balanced Test Results at a Glance, California Department of Education, caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=2&lstSubGroup=128&lstGrade=3&lstSchoolType=A&lstCounty=01&lstDistrict=61291-000&lstSchool=0000000&lstFocus=a.
[49] Cooper, Harris, et al. "Effects of Full-Day Kindergarten on Academic Achievement and Social Development." *Review of Educational Research*, vol. 80, no. 1, 2010, pp. 34–70., doi:10.3102/0034654309359185.
[50] "Schedules and Calendar / Bell Schedule 2018-2019." / *Bell Schedule 2018-2019*, https://www.sanleandro.k12.ca.us/Page/8363.
[51] Rathbun, Amy. "Making the Most of Extra Time: Relationships Between Full-Day Kindergarten Instructional Environments and Reading Achievement." *American Institutes for Research*, Nov. 2010.

and black or Latinx racial backgrounds structure their literacy instructional program into 90- or 120-minute blocks during the school day.[52] To develop lifelong learners and highly engaged readers at an early age, San Leandro Catalyst Collegiate designed and structured our school bell schedule to increase time for literacy. In grades transitional kindergarten through grade two, students will receive 180 minutes of literacy instruction (see **Element 1: Daily Schedule** for regular bell schedule and abbreviated bell schedule by grade span). In grades three through five, students will receive 195 minutes of literacy instruction. By providing additional time for literacy across all grade levels, San Leandro Catalyst Collegiate students will develop into strong, independent readers extremely prepared to meet academic demands beyond our elementary school.

Integration of literacy across content areas through oral literacy and informational text.
Aligned with Common Core State Standards (CCSS) and California Content Standards, we believe that the responsibility of literacy instruction does not belong solely to humanities instructors; teachers of other disciplines – mathematics, science, and others – are also expected to teach literacy skills relevant to their subjects.[53] All teachers at San Leandro Catalyst Collegiate are literacy teachers, and we expect students to use targeted, intentional literacy strategies in all classes. For example, students will engage in close-reading protocols of primary and secondary sources in social sciences as a way to focus on literacy and to approach the text with a historical lens. In a first-grade mathematics class, students might use a shared grade-level annotation strategy to make sense of a mathematical word problem.

Through our small-group and whole-class discussions, book clubs, and reading partnerships, we will support the development of students' comprehension of texts through oral literacy or academic discussions. A 2010 practical guide released by the U.S. Department Education identified high-quality text discussion as one of the five recommendations to support reading comprehension and literacy skills among students in kindergarten through third grade.[54] There is also value in oral literacy and verbal outputs to support emerging readers, especially those who are acquiring English proficiency as a second, or third, language. Language acquisition skills – reading, writing, speaking, and listening – are all intertwined; people learn languages effectively when they practice all four consistently and regularly. Thus, when we support students who may not be reading on grade level, it is important to note that their reading skills will get better when they also practice writing, speaking, and listening. Because San Leandro has a significant student population of English learners, our core instructional model and practices emphasize oral literacy and academic discourse. By implementing an intense focus on oral literacy, San Leandro Catalyst Collegiate will provide a strong educational program well-positioned to meet the needs of the roughly 29.3% of students identified as English learners, a group in which 7.46% met or exceeded ELA/literacy standards and 6.55% met or exceeded mathematics standards in 2018-19.[55]

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[52] Underwood, Steve. "Education Northwest Literacy Brief: What Is the Evidence for an Uninterrupted, 90-Minute Literacy Instruction Block?" *Education Northwest*, Jan. 2018.
[53] Gewertz, Catherine. (2012, November 14). Common standards drive new reading approaches. *Rethinking literacy: Reading in the Common-Core Era.* Retrieved from www.edweek.org/go/common-reading, p. S2.
[54] Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.
[55] San Leandro Unified Smarter Balanced Test Results." *Smarter Balanced Test Results*, EdSource, http://caaspp.edsource.org/sbac/san-leandro-unified-01612910000000.

3. Rigor develops critical thinkers.

Cultivation of classroom cultures of thinking through academic discourse and thinking routines.

San Leandro Catalyst Collegiate's instructional model and practices are grounded in our core belief that rigor develops critical thinkers. If we are to produce students who are engaged learners and active thinkers well-versed in communicating, innovating, collaborating, and problem-solving, then we must actively advance and promote students' thinking.[56] We emphasize the use of instructional practices that require students to deeply engage with the learning by pushing their thinking, trying out new skills, and taking on different cognitive challenges. These instructional practices "promote an instructional delivery model that develops the global competencies (i.e., critical thinking, problem solving, communication, collaboration, and creativity," one goal highlighted in San Leandro Unified School District's 2019-20 LCAP.[57]

Academic discourse at San Leandro Catalyst Collegiate supplements our emphasis on oral literacy. While oral literacy is primarily text-based, academic discourse includes discussions of concepts, ideas, and models. Planning for and facilitating high-quality, structured academic discourse is one instructional model that places most of the cognitive load on students when executed well. In a well-facilitated academic discussion and classroom environment, "the group's thinking as well as each individual's thinking was valued, visible, and actively promoted as part of the regular day-to-day experience of all group members."[58] Part of this equation involves teacher preparation and strong instructional practice. Before students can participate and lead a productive academic discussion, they must encounter a question worth thinking about. As part of their weekly intellectual preparation, teachers at San Leandro Catalyst Collegiate will identify and develop meaningful, discussion-worthy questions: "good questions, the kind that can drive learning and elicit deep thinking."[59] In classrooms that build a culture of thinking, teacher questioning often takes the form of constructive and facilitative questions, which ask students to connect ideas, extend thoughts, and push students' understanding of essential concepts. Thus, San Leandro Catalyst Collegiate teachers will work towards cultivating a culture of thinking in their classrooms by purposefully preparing questions that drive student learning, expose student thinking, and deepen student understanding.

Every day, we envision our students engaging in rich learning experiences that allow them to take academic risks, safely share their thinking with their peers, and feel challenged to extend or shift their thinking. Modeling, teaching, and supporting students to exercise and practice habits of discussion during academic discourse will shape our classrooms at San Leandro Catalyst Collegiate into cultures of thinking. To implement strong discourse, we will leverage habits of discussion sentence starters, including:

- Connecting to what _____ said…
- I agree/disagree with _____ because…

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[56] Ritchhart, Ron. *Creating Cultures of Thinking: the 8 Forces We Must Master to Truly Transform Our Schools*. Jossey-Bass & Pfeiffer Imprints, Wiley, 2015.
[57] "LCAP / 2019-2020 LCAP." 2019-2020 LCAP, San Leandro Unified School District, https://www.sanleandro.k12.ca.us/Page/11247.
[58] Ritchhart, Ron. *Creating Cultures of Thinking: the 8 Forces We Must Master to Truly Transform Our Schools*. Jossey-Bass & Pfeiffer Imprints, Wiley, 2015.
[59] Ibid.

- Building on _____'s idea…
- _____'s comment is now making me think…
- If we follow that idea out, then…

San Leandro Catalyst Collegiate will also incorporate thinking routines as part of our essential instructional practices. Thinking routines are a distinct type of classroom routine that allow "teachers to make thinking visible and support students' development of understanding."[60] In other words, they act as tools to promote thinking. Because thinking routines will be utilized by our teachers as part of our core instructional practices, the thinking routines will eventually form the fabric of the classroom learning environment because of their repeated use. Ron Ritchhart purports that when "thinking routines are used regularly in classrooms and become part of the pattern of classroom, students internalize messages about what learning is and how it happens."[61] Examples of two thinking routines that will be commonly encountered in San Leandro Catalyst Collegiate classrooms originate from a set of routines specifically intended to dig deeper into ideas: **What Makes You Say That?** and **Claim-Support-Question**. The first thinking routine, What Makes You Say That?, focuses on the core thinking move of reasoning with evidence. Teachers applying this thinking routine pose a question in the middle of an academic discussion to push students to give evidence for their assertions. Claim-Support-Question, the second thinking routine, gives students the opportunity to develop thinking moves such as identifying generalizations and theories, reasoning with evidence, and making counterarguments; this thinking routine is often applied in mathematical and scientific contexts and can also be paired with text in other disciplines.[62] These practices, or thinking routines, will enable our students at San Leandro Catalyst Collegiate to become proficient in various types of thinking and emerge as independent thinkers and self-sufficient learners.

4. Strong values and habits build character.

Intentional cultivation of a values-driven community.

We are committed to ensuring all children excel academically and conduct their lives purposefully beyond San Leandro Catalyst Collegiate. Armed with rigorous academics, creative thinking skills, and strong character development, our students will be prepared to be well-educated, creative, and ethical citizens in our society. Because we believe that strong values and habits build character, San Leandro Catalyst Collegiate will place a high value and a strong emphasis on our core values. Our **CREATE core values** – curiosity, resilience, enthusiasm, agency, team, and excellence – will be interwoven into the fabric of our school. When school communities are values-driven, students are more likely to experience academic success and personal excellence. A growing body of research indicates a correlation between a whole-school approach to values and enhanced academic diligence: "…there were observable and measurable improvements in students' academic diligence, including increased attentiveness, a greater capacity to work independently as well as more cooperatively, greater care being invested in schoolwork and students assuming more responsibility for their own learning as well as classroom 'chores.'"[63] Schools that create an environment in which values constantly shape

[60] Ritchhart, Ron, et al. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. Jossey Bass, 2011.
[61] Ibid.
[62] Ibid.
[63] Lovat, T., Toomey, R., Dally, K., & Clement, N. (2009a). *Project to test and measure the impact of values education on student effects and school ambience*. Report for the Australian Government Department of Education, Employment and Workplace Relations (DEEWR)

interactions, relationships, and language experience more substantial student learning, happier teachers and students, and calmer school environments.[64] Therefore, San Leandro Catalyst Collegiate will strongly emphasize, model, and live out our CREATE core values in our school community so that our students become well-rounded, kind human beings in addition to strong academic learners and critical thinkers.

We know that developing character does not happen by chance. Character education is both caught and taught, and, therefore, we will leverage relationships, language, and rituals grounded in our core values to build character in our students. At San Leandro Catalyst Collegiate, we live and exercise our CREATE core values each and every day. Our **CREATE** core values are outlined and defined below in **Figure 3**.

Figure 3: CREATE Core Values	
Core Value	**Meaning**
Curiosity	We embrace new ideas, ask critical questions, and never stop learning.
Resilience	We stick to our promises and do not give up when setbacks occur.
Enthusiasm	We participate fully in everything we do with positivity and eagerness.
Agency	We believe in ourselves and our ability to make a collective difference.
Team	We encourage, support, and collaborate with each other.
Excellence	We hold high standards for ourselves and for each other, go the extra mile, and take pride in our work.

All stakeholders in our building will demonstrate, model, and reinforce our CREATE core values for our students and each other in classrooms, hallways, and other public spaces. San Leandro Catalyst Collegiate will foster a strong values-driven community for both students and adults, thereby ensuring all students and adults develop character together, preparing our students to be well-educated citizens of strong character in the 21st century.

Integration of socioemotional learning skills and habits to support students' long-term success.

San Leandro Catalyst Collegiate believes, as Linda Darling-Hammond once wrote, that "the survival of the human race depends at least as much on the cultivation of social and emotional intelligence as it does on the development of technical knowledge and skills."[65] For students to be fully prepared in our world as intelligent, creative, and ethical human beings, schools must pair strong academics and learning experiences with character education. San Leandro Catalyst Collegiate will provide a comprehensive character developmental education through a three-pronged approach: (1) a values-based community, (2) a socioemotional learning focus, and (3) a safe, structured environment.

Socioemotional learning, as defined by the CASEL, "involves the processes through which adults and children develop social and emotional competencies in five areas: self-awareness, like

by The University of Newcastle, Australia. Canberra: DEEWR. Available from http://www.valueseducation.edu.au/values/val_articles,8884.html.

[64] DEST. (2006b). *Implementing the national framework for values education in Australian schools: Report of the Values Education Good Practice Schools Project–Stage 1: Final report*, September 2006. Melbourne: Curriculum Corporation. Available from http://www.curriculum.edu.au/verve/_resources/VEGPS1_FINAL_REPORT_081106.pdf.

[65] DePaoli, Jennifer L., et al. *Ready to Lead: A National Principal Survey on How Social and Emotional Learning Can Prepare Children and Transform Schools*. Civic Enterprises with Hart Research Associates: A Report for CASEL, 2011.

knowing your strengths and limitations; self-management, like being able to stay in control and persevere through challenges; social awareness, like understanding and empathizing with others; relationship skills, like being able to work in teams and resolve conflicts; and responsible decision-making, like making ethical and safe choices."[66] Combining socioemotional skills with strong academic foundations helps students develop agency, empowering them to be active participants and meaningful contributors in their classrooms, communities, and workplaces.

In recent years, substantial evidence has highlighted the benefits of socioemotional skill development for students. Schools that provide effective socioemotional learning programs have the potential to develop students' socioemotional skills and classroom behavior; enhance association and attitudes toward school; reduce rates of aggression, violence, discipline, and substance use; and increase student learning and academic performance.[67] Early childhood programs that integrated and explicitly taught socioemotional learning showed positive effects on executive-functioning, reasoning, engagement, and self-regulation – all of which encompass school readiness skills – as well as dramatic improvements in academic performance in reading, vocabulary, and mathematics that began at the conclusion of kindergarten and persisted through first grade.[68] Developing our students' socioemotional learning skills, then, is paramount to our work and mission of closing the achievement gap.

San Leandro Catalyst Collegiate will embed socioemotional learning in curricula and instruction, teacher training, and disciplinary approach – three components of highly effective socioemotional learning programs and implementation as evidenced by research and supported by the California Department of Education's strategic priority areas.[69, 70] Instruction of socioemotional learning skills will take place in students' classrooms during Family Circles and Community Circles, and will be embedded in character education instruction at San Leandro Catalyst Collegiate. We will use the curriculum The Toolbox Project, which is a well-designed and classroom-based socioemotional learning program that provides students with repeated opportunities for students to practice and develop the skills.

San Leandro Catalyst Collegiate will also include socioemotional learning in our constructive disciplinary practices. Our policies assume that students have not yet fully developed soft skills and, therefore, should not be punished for infractions that children do not yet know how to manage or navigate. We will work closely with families to identify the socioemotional learning skills to focus on with specific students. In some cases, this might result in a referral to the Student Support Team, a team that develops a multi-tiered system of support for the referred student. Our cohesive, multi-tiered support system and framework aligns with San Leandro Unified School District's 2019-20 Local Control and Accountability Plan (LCAP) goal of "utilize[*ing*] a multitiered intervention framework for academic and behavioral support."[71] Providing multi-

[66] Civic Enterprises., Bridgeland, J., Bruce, M., & Hariharan, (2013). *The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools*. Collaborative for Academic, Social, and Emotional Learning. Chicago: Author.
[67] DePaoli, Jennifer L., et al. *Ready to Lead: A National Principal Survey on How Social and Emotional Learning Can Prepare Children and Transform Schools*. Civic Enterprises with Hart Research Associates: A Report for CASEL, 2011.
[67] "Social and Emotional Learning." *American Institutes for Research*, 10 Sept. 2019,
[68] Ibid.
[69] Garcia, Emma, and Elaine Weiss. *Education Inequalities at the School Starting Gate*. Economic Policy Institute, 2017.
[70] "C. Strategic Priority Areas." *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department of Education, https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp.
[71] "LCAP / 2019-2020 LCAP." 2019-2020 LCAP, San Leandro Unified School District,

tiered systems of support is an important element of schoolwide socioemotional learning, as it ensures that the variety of services and adult supports provided for the student are working in alignment and cohesively.[72]

Safe and structured environment to develop self-sufficiency.

San Leandro Catalyst Collegiate's safe and structured environment will serve as a vehicle for self-sufficiency among students. Our school will teach, model, reinforce, and practice purposeful routines and structures that promote strong, positive lifelong learning habits. The cultivation of these habits – curiosity of the unknown, resilience in the face of challenges, enthusiasm in attitude, agency to make change, team-player mindset, and excellence in all endeavors – will strengthen our students' character throughout their educational careers and life experiences.

We will hold high behavioral expectations for students and provide appropriate supports so that all students can meet the bar of excellence at San Leandro Catalyst Collegiate. To effectively support positive habit formation that leads to lifelong success, "…schools need to expect good character of all members. The expectations should be clear, they should be high but attainable, and there should be support structures."[73] In addition to clear expectations, predictable routines allow more opportunities for young children to practice self-regulation and self-management – two skills and habits that lead to a greater likelihood of agency when developed at an early age: "Young children are better able to exercise self-regulation in the company of educators who have developmentally appropriate expectations for their self-control, provide predictable routines, and offer guidance that scaffolds their developing skills of self-management – especially in the context of carefully designed daily practices in a well-organized setting."[74]

Routines, systems, and structures serve multiple purposes in the context of learning, including providing a sense of safety through predictability and developing self-regulation and self-management through structure. All systems and routines at San Leandro Catalyst Collegiate will be intentionally designed and maintained for the purpose of fostering a safe environment that allows learning to take place, ensuring the physical and emotional safety of children, and supporting students in developing self-sufficiency, one hallmark of character development. For example, our morning routine at San Leandro Catalyst Collegiate expects all students to arrive at school each day on time, in uniform, and prepared to learn. From the minute students are dropped off by their families to the minute students head to their classes to begin instruction, students will prepare for the day's learning by greeting staff at the school entrance, preparing the day's materials, turning in their nightly homework from their Lifework folder, and eating a nutritious breakfast. When students finish their breakfast early, they will begin academic practice (called "morning work"). During this time, our teachers are modeling and reinforcing the appropriate expectations; they will be greeting students one by one at the classroom door entrance, collecting the nightly homework, and writing daily comments for family communication while simultaneously keeping an eye on the classroom. This morning routine is one example of how San Leandro Catalyst Collegiate will ensure a safe environment that allows

https://www.sanleandro.k12.ca.us/Page/11247.

[72] Weissberg, Roger. "Why Social and Emotional Learning Is Essential for Students." *Edutopia*, George Lucas Educational Foundation, 15 Feb. 2016, https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta.

[73] Berkowitz, Marvin W. (2002). The science of character education. In W. Damon (Ed.), *Bringing in a new era in character education*. Stanford, CA: Hoover Institution Press.

[74] Allen, LaRue, and Bridget Burke Kelly. *Transforming the Workforce for Children Birth through Age 8: a Unifying Foundation*. The National Academies Press, 2015.

all students to learn and build their independence as students with positive habits of coming to school on time, completing nightly homework, and learning how to monitor themselves with minimal adult prompting.

5. Creative thinking drives student agency.

Focus on creativity & design as part of student experience.

The world is rapidly changing with the continuing advancement of technology, shifting from a production-based economy to a knowledge-based economy. Twenty-first century skills, especially creativity and creative thinking, are increasingly more favored and in demand than ever before.[75] Too often, access to creative thinking spaces such as magnet schools, STEAM academies, STEM-focused and maker-centered institutions – especially in the Bay Area – are not designed for students with limited resources. This lack of access and opportunity to such spaces that foster innovation and creative thinking does not set students up for success for accessing and thriving in STEM majors and careers. Aligned with our mission, San Leandro Catalyst Collegiate will integrate creative learning experiences so that students develop the ability to think critically, solve complex problems, and develop agency.

Daily, students will take **Creativity & Design**, a course that is devoted to inquiry, self-exploration, and making. Starting at four years old, our students will participate in this course, where they will be "tinkering to learn." They might examine how cardboard works, various ways to manipulate cardboard, and how each structure serves many purposes. Alternatively, students might collaborate with each other in our Idea Lab to make their ideas a reality. During Creativity & Design, students explore and utilize an assortment of materials, tools, and technologies to invent and produce their ideas. Students in early elementary grade levels will explore, learn, and make various products with materials considered to be low-technology – cardboard, wood, paper, fabric, etc. As students advance to higher grade levels, they will engage with high-technology resources and materials such as vinyl, 3D printing, metal, and microbits.

We believe that one of the ways to foster creative thinking at an early age is to provide students a dedicated time and physical space to explore their curiosities, wonder about the design of objects within their surroundings, and construct initial prototypes derived from their interests. Our **Creativity & Design** course will allow students "to teach and learn from others; to explore, discover, and invent; and to test out the predictive power of their reasoning and calculations, [*this*] help[*s*] children construct a sense of scholarly and personal agency."[76] In doing so, students drive their own learning, develop a critical lens to view the world, and build a capacity to shape one's world through making.

While makerspaces are available and offered at some of the schools in the District, our approach to making is unique in that we leverage a maker-centered learning framework as well as integrate making into academic content areas. Throughout the year, as students engage in design projects and add to their design portfolio, they may be working on a design project to demonstrate proficiency and knowledge of standards and skills covered in other core academic disciplines,

[75] *Executive Summary: The Future of Jobs Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution*. World Economic Forum, 2016.
[76] Immordino-Yang, Mary Helen, et al. *The Brain Basis for Integrated Social, Emotional, and Academic Development: How Emotions and Social Relationships Drive Learning*. The Aspen Institute, National Commission on Social, Emotional, & Academic Development, 2018.

such as English language arts, mathematics, science, and social sciences. This approach aligns with both the California Department of Education's strategic priority area of "Support use of holistic and engaging curricula and pedagogy that include arts education, civics education, environmental literacy, Linked Learning, physical education, and science, technology, engineering, and mathematics (STEM) education"[77] and SLUSD's 2019-20 Local Control and Accountability Plan (LCAP) goal of "implementing Project-Based Learning so that every student experiences at least two project based units every academic year."[78]

6. Exceptional teaching yields exceptional results.

Frequent, comprehensive coaching and observation-feedback loops.

Doug Lemov writes, "Great teaching, its teachers have proven, is strong enough to close the achievement gap."[79] Because we believe that exceptional teachers yield exceptional results, we are committed to upholding high expectations of our teachers – a commitment advanced by the California Department of Education as one of its strategic priority areas: teaching and leading excellence.[80] We will prioritize partnering with and growing educators so that all classrooms at our school have highly-qualified teachers in front of students.

San Leandro Catalyst Collegiate offers a robust framework for developing and supporting educators, unique from other teacher support and development programs currently offered at schools within the San Leandro Unified School District. Coaching is a key component of teacher growth and development, and we consider exceptional teaching an art: "Great art relies on the mastery and application of foundational skills, learned individually through diligent study."[81]

All teachers at San Leandro Catalyst Collegiate will engage in weekly coaching and regular informal and formal observations that push teachers to refine their teaching craft through intentional practice, thoughtful reflection, and deliberate application. We have designed our coaching program to include a minimum of one informal observation with written feedback and one 30-minute coaching session each week, during which teachers will engage in one of the following practices with his or her designated instructional coach: planning upcoming lessons, previewing assessments and conducting assessment analysis, debriefing lesson executions, analyzing student work samples, or practicing instructional strategies.[82]

Strategic and relevant professional development centered on instruction.

San Leandro Catalyst Collegiate believes that masterful teaching can be developed through intentional professional development focused on high-impact instructional practices that can be modified based on teacher experience and observed need. This belief is supported by a recent research brief on effective teacher professional development, which outlines essential elements of effective professional development: "(1) is content focused, (2) incorporates active learning

[77] "C. Strategic Priority Areas." *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department of Education, https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp.
[78] "LCAP / 2019-2020 LCAP." 2019-2020 LCAP, San Leandro Unified School District, https://www.sanleandro.k12.ca.us/Page/11247.
[79] Lemov, Doug. *Teach Like A Champion: 49 Techniques That Put Students on the Path to College*. Jossey-Bass, 2010.
[80] "C. Strategic Priority Areas." *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department of Education, https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp.
[81] Lemov, Doug. *Teach Like A Champion: 49 Techniques That Put Students on the Path to College*. Jossey-Bass, 2010.
[82] The Instructional Leadership Team is comprised of the School Director, Deans of Curriculum & Instruction, and Manager/Dean of Student Supports. Individuals on the ILT will coach teachers. In Years 4-5, the Dean of Culture will coach Enrichment Teachers.

utilizing adult learning theory, (3) supports collaboration, typically in job-embedded contexts, (4) uses models and modeling of effective practice, (5) provides coaching and expert support, (6) offers opportunities for feedback and reflection, and (7) is of sustained duration."[83] To this end, we have structured our academic calendar, operational systems, and professional program to maximize teacher support and strategic professional development. Our annual school calendar includes 17 days of professional development during the summer (**Induction Training**), weekly professional development and collaboration, six **Data Days**, and three additional staff professional development days, for a total of 26 professional development days – more than three times the days offered by San Leandro Unified School District. Our annual school calendar can be found in **Element 1: Annual School Calendar**.

Our **Induction Training** will support teachers to develop skills necessary to become a high-quality, effective teacher at San Leandro Catalyst Collegiate. This entails internalizing our mission and core beliefs, understanding how to live out language and actions aligned to our CREATE core values, unpacking grade-level and content-specific Common Core State Standards (CCSS) and California Content Standards, and learning and practicing systems and routines critical to a strong start to the school year. Every Wednesday, we will have an abbreviated bell schedule during which students leave school early so that staff can convene and engage in weekly professional learning that is content-specific, job-embedded, focused on student learning, and provides opportunities for collaboration, reflection, and application – all components of effective professional development.[84] After the administration of interim assessments at the end of an assessment for learning cycle, teachers at San Leandro Catalyst Collegiate will participate in a **Data Day**, where teams will examine interim assessment results for both individual classes and their grade-level cohort. The school leadership team will develop an annual scope and sequence for professional learning each year that is aligned to the year's schoolwide goals and maintains coherence with teachers' professional goals. Our professional development learning systems and structures are intentionally designed to support and continually enhance our teachers' instructional practices so that all students at San Leandro Catalyst Collegiate can excel at high levels and make significant achievement gains at each grade level.

The Educated Person in the 21st Century

San Leandro Catalyst Collegiate will prepare students to become self-sufficient, critical, and competent lifelong learners armed with the academic knowledge, character traits, and creative thinking skills necessary to excel in school, thrive in college, and create their futures.

To be an educated person in the 21st century demands intellectual, moral, and creative agency. Our world is rapidly changing and becoming more complex with the advancement of technology, emphasis on emotional intelligence, and focus on innovation. The world our students will enter following graduation will look dramatically different than the world we know and face today. With that change, one simple fact remains clear: we must adapt and ensure that our students are adequately equipped to navigate and solve complex problems, negotiate questions of justice and ethics, and design equitable systems and structures.

[83] Darling-Hammond, Linda, et al. *Research Brief: Effective Teacher Professional Development*. Learning Policy Institute, 2017.
[84] Ibid.

To support our students to develop personal agency that results in their choice of college and career, San Leandro Catalyst Collegiate is committed to equipping our students with the knowledge, skills, abilities, and mindsets to thrive in a changing economic, social, and political landscape and, ultimately, to shape our world. In service of our school's mission of preparing all students to excel in middle and high school, thrive in college, and create futures filled with choice, a student who graduates from San Leandro Catalyst Collegiate will have fundamental competencies in all disciplines; building blocks of moral, civic, and performance virtues; and creative agency. These skills, qualities, and goals are outlined in **Figure 4.**

Figure 4: 21st Century Skills and Goals		
Category	**Description**	**Student Goal(s)**
Intellectual Agency	Students develop fundamental competencies in all disciplines, including those considered to be more traditional (i.e., English language arts, mathematics, science, social sciences, etc.) and those driven by current and future demands (i.e., computer science, design thinking, making, etc.). This allows students to comprehend information and make informed decisions across a variety of disciplines.	• Think critically, solve meaningful and relevant problems, and make informed decisions. • Quantitatively and qualitatively reason to solve problems. • Use evidence to form and defend an argument to diverse audiences. • Communicate effectively and powerfully when speaking and writing. • Develop and create models, analyze phenomena, and analyze data.
Moral Agency	Develop building blocks of moral (e.g., courage, integrity, justice, respect, etc.), civic (e.g., citizenship, community/team, service, etc.), and performance (e.g., determination, enthusiasm, excellence, resilience, teamwork, etc.) virtues.[85] Individuals who are developing these character traits gain practical wisdom and moral agency, "which enables [*them*] to perceive, know, desire, and act with good sense."[86]	• Develop self-awareness and self-management skills to achieve school and life success.[87] • Use social-awareness and interpersonal skills to establish and maintain positive relationships.[88] • Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.[89] • Respond to diversity by building empathy, respect, understanding, and connection.[90] • Speak up with courage and respect when they or someone else has been hurt or wronged. • Exhibit leadership through service.
Creative Agency	Creativity and design-thinking frameworks are singularly focused on	• Utilize technology to access information, solve problems, and

[85] *A Framework for Character Education in Schools*. The Jubilee Centre for Character & Virtues, 2017.
[86] Ibid.
[87] "SOCIAL/EMOTIONAL LEARNING STANDARDS." *Illinois State Board of Education*, https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx.
[88] Ibid.
[89] "SOCIAL/EMOTIONAL LEARNING STANDARDS." *Illinois State Board of Education*, https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx.
[90] Chiariello, Emily, et al. *Social Justice Standards: The Teaching Tolerance Anti-Bias Framework*. Teaching Tolerance.

	building students' creative agency. These frameworks, which include maker-centered learning and thinking routines, offer opportunities to develop creative agency as students think critically about systems, reflect on design through a lens of equity (or absence of), and construct more just systems.	communicate. • Leverage properties of materials and phenomena to achieve design goals and construct products.[91] • Take intellectual and creative risks, work without a blueprint, and troubleshoot and refine through iteration.[92] • Find opportunities to make things that are meaningful to oneself and to one's community; take ownership of construction.[93] • Look closely at and reflect on the design of objects and systems, explore the complexity of design, and understand themselves as designers of their worlds. [94]

Students at San Leandro Catalyst Collegiate will develop skills aligned with intellectual agency through our grade-level, standards-aligned curriculum, integration of literacy across content areas, and classroom cultures of thinking. For example, our intentionally selected standards-aligned curriculum, such as EngageNY/Eureka Math, will provide students with opportunities to not only become fluent in mathematics, but also learn how to think, strategize, reason, and solve problems. Our literacy program will allow students to build important content knowledge with rich, informational texts across all content areas. Through informational texts, students will learn how to ask and answer questions, apply knowledge to a variety of complex tasks, and engage in meaningful, real-world topics. **Element 1: Curriculum and Instruction** provides a detailed overview of how our education program will support students at San Leandro Catalyst Collegiate to develop intellectual agency.

To support students' development of moral agency, San Leandro Catalyst Collegiate has developed a comprehensive character education program, which includes internalizing character traits through our CREATE core values, developing socioemotional skills through curriculum and circles, and learning self-sufficiency strategies through structure. For instance, students will learn how to speak up with courage and respect when they or someone else has been hurt or wronged by engaging in conflict and relationship work openly during our Family Circles. **Element 1: Curriculum and Instruction** provides a detailed overview of how our character education program will help students at San Leandro Catalyst Collegiate develop moral agency.

San Leandro Catalyst Collegiate students will internalize skills associated with creative agency by engaging in the maker-centered learning framework that forms the foundation of our Creativity & Design course and applying thinking routines across content areas. For example, students may utilize sewing materials and skills to create a quilt square that represents the law of conservation of matter as their design project in our Creativity & Design course. **Element 1:**

[91] *Learning Dimensions of Making and Tinkering*. Exploratorium, et al.
[92] Ibid.
[93] Ibid.
[94] "Agency by Design." *Explore the Framework*, Agency by Design, http://www.agencybydesign.org/explore-the-framework.

Curriculum and Instruction provides additional details on how our focus on creativity supports students' development of creative agency and its related skills.

Our education program at San Leandro Catalyst Collegiate – uniquely designed around the core pillars of intellectual, moral, and creative agency – will ensure that all students TK-5 will develop fundamental academic competencies, essential character traits, and necessary creative thinking approaches, setting them up for success in the 21st century.

Population to be Served by San Leandro Catalyst Collegiate

San Leandro Catalyst Collegiate aims to serve families in San Leandro who desire a college-preparatory program focused on rigorous academics, character education, and creative thinking for their children. Our academic program is intentionally designed to support and propel all students – regardless of background or identity markers – to mastery of grade-level, standards-aligned skills and knowledge.

San Leandro is home to roughly 85,000 residents and educates approximately 9,335 students.[95] There are several schools operating in San Leandro Unified School District: eight elementary schools, two middle schools, one comprehensive high school, an alternative education center, and an adult school. According to the most recent California Assessment of Student Performance and Progress (CAASPP) results from the 2018-19 school year, more than one-half of students in SLUSD are not meeting or exceeding ELA standards and more than two-thirds of students are not meeting or exceeding mathematics standards for their grade.[96] The District performed below the county and state average, with a 42.13% ELA proficiency rate versus 56.05% countywide, and a 28.71% mathematics proficiency rate versus 48.60% countywide.[97] Similarly, the District falls behind the state of California, with a 42.13% ELA proficiency rate versus 49.88% statewide, and a 28.71% mathematics proficiency rate versus 38.64% statewide.[98] SLUSD Superintendent Mike McLaughlin acknowledges more work is required: "However, our scores are not yet where we want them to be, especially for our highest-need students. We will replicate what's working and add that to our analysis of all student success measures. As we build our next strategic action plan, improved academic performance will continue to be our primary focus."[99]

Within the city of San Leandro, San Leandro Catalyst Collegiate proposes its target community in the general areas associated with the 94578 zip code, including the areas of Halcyon-Foothill and Floresta/Springlake, as the academic data and demand from families demonstrates the need for the proposed school model.

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[95] "Quick Facts: San Leandro City, California." *United States Census Bureau*, U.S. Department of Commerce, www.census.gov/quickfacts/fact/table/sanleandrocitycalifornia#.
[96] "San Leandro Unified Smarter Balanced Test Results." *Smarter Balanced Test Results*, EdSource, http://caaspp.edsource.org/sbac/san-leandro-unified-01612910000000.
[97] "County Summary: Alameda." *Ed-Data Education Data Partnership*, California Department of Education, https://www.ed-data.org/county/Alameda.
[98] "State of California Smarter Balanced Test Results." *EdSource*, Smarter Balanced Test Results, http://caaspp.edsource.org/sbac/statewide.
[99] San Leandro Unified School District. "San Leandro Unified Shows Significant Progress in CAASPP Summary." *San Leandro, CA Patch*, Patch, 21 Oct. 2019, patch.com/california/sanleandro/san-leandro-unified-shows-significant-progress-caaspp-summary.

San Leandro City

San Leandro is uniquely positioned in the heart of the San Francisco Bay Area. The city is part of the "East Bay" subregion, which consists of 33 cities in Alameda and Contra Costa Counties. Based on 2000-2010 Census Bureau data, San Leandro is the fifth largest city in Alameda County in terms of population, after Oakland, Fremont, Hayward, and Berkeley.[100] The current population of San Leandro, California, is estimated at 89,703, compared to 84,967 during the 2010 U.S. Census.[101] This is an increase of approximately 5.6% in population size. Population growth occurred in each zip code, with an increase of approximately 14% in 94577, 13% in 94578, and 15% in 94579 over the last twenty years.[102] According to San Leandro's General Plan developed by the City Council, "San Leandro's population is projected to increase [even further] by approximately 17 percent during the next 20 years."[103]

San Leandro City Council outlines ten major neighborhoods, although there are several smaller neighborhoods within each of the major neighborhoods. **Figure 5** below illustrates the ten major residential areas within San Leandro as outlined in the city's General Plan.[104]

Figure 5: Map of San Leandro by Residential Area



Based on the 2010 U.S. Census, San Leandro's population is 37.6% white, 12.3% black or African American, 0.8% American Indian and Alaska Native, 29.7% Asian, 27.6% Hispanic or Latino, 0.8% Native Hawaiian and other Pacific Islander, 13.3% some other race, and 5.6% two or more races.[105] Twenty-six percent of the city's residents primarily speak a language other than English at home

[100] Bay Area Census -- Alameda County." *Bay Area Census*, Metropolitan Transportation Commission and the Association of Bay Area Governments, http://www.bayareacensus.ca.gov/counties/AlamedaCounty.htm.
[101] "Quick Facts: San Leandro City, California." *United States Census Bureau*, U.S. Department of Commerce, www.census.gov/quickfacts/fact/table/sanleandrocitycalifornia#.
[102] "San Leandro, California (CA) Zip Code Map - Locations, Demographics." *San Leandro, California (CA) Zip Code Map* - Locations, Demographics - List of Zip Codes, http://www.city-data.com/zipmaps/San-Leandro-California.html#94578.
[103] *San Leandro 2035 General Plan*. San Leandro City Council, 2016, 9-1.
[104] *San Leandro 2035 General Plan*. San Leandro City Council, 2016, 3-35.
[105] "Quick Facts: San Leandro City, California." *United States Census Bureau*, U.S. Department of Commerce, www.census.gov/quickfacts/fact/table/sanleandrocitycalifornia#.

and about a quarter of the population is multi-lingual.[106] San Leandro has experienced significant changes in its population over the last two decades. Recent data points to a shifting trend in the age and racial background of residents living in San Leandro, with an influx of younger families into the city.

The U.S. Census 2010 data show that the median household income in San Leandro was approximately $66,178. Although San Leandro's median household income is about $1,000 below that of California's, its median is well below the Alameda County median household income of $85,743 by almost $20,000. Compared to the county and state level, 51.4% of San Leandro's population speaks a language other than English at home. The percentage of high school graduates in San Leandro is slightly below that of Alameda County and California (82.2% in San Leandro compared to 87% in Alameda and 82.5% in California), and the percentage of San Leandro's population with a Bachelor's degree or higher is significantly lower than that of Alameda County by almost 15% (29.8% in San Leandro compared to 44.7% in Alameda County).[107] Key economic and educational indicators are illustrated in **Figure 6** below.

Figure 6: Key Economic and Educational Indicators for San Leandro			
Indicator	**San Leandro**	**Alameda**	**California**
Percent of Persons Below Poverty Level	11.1%	9.3%	13.3%
Median Household Income	$66,178	$85,743	$67,169
Employment Rate	65.5%	66.6%	63.0%
Percent High School Graduate or Higher	82.2%	87.5%	82.5%
Percent Bachelor's Degree or Higher	29.8%	44.7%	32.6%
Language Other Than English Spoken at Home	51.4%	44.6%	44.0%

An analysis of the economic and educational indicators in San Leandro by zip code reveals that the median household income in 2016 varied, with an estimated 37% difference in median household incomes between zip code 94578 ($52,947) and zip code 94579 ($76,831). The trend for the percent of persons below poverty level in 2016 was similarly disparate; 14.6% of the population residing in 94578 lived below the poverty level in 2016, compared to 8.7% in 94579. Additionally, the unemployment rate in 94578 is the highest compared to the other two zip codes (6.8% in 94578 compared to 5.9% in 94577 and 4.6% in 94579).[108] **Figure 7** below compares economic and educational indicators in San Leandro by zip code. San Leandro Catalyst Collegiate aims to target and serve the communities residing within the 94578 zip code of San Leandro.

Figure 7: Key Economic and Educational Indicators for San Leandro by Zip Code			
Indicator	**94577**	**94578**	**94579**
Percent of Persons Below Poverty Level in 2016	9.9%	14.6%	8.7%
Median Household Income in 2016	$67,706	$52,947	$76,831

[106] "Quick Facts: San Leandro City, California." *United States Census Bureau*, U.S. Department of Commerce, www.census.gov/quickfacts/fact/table/sanleandrocitycalifornia#.
[107] "2013-2017 American Community Survey 5-Year Estimates." *American Fact Finder*, U.S. Census Bureau, factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF.
[108] "94577-94579 Zip Code (San Leandro, CA) Detailed Profile." *94577-94579 Zip Code (San Leandro, California) Profile* - Homes, Apartments, Schools, Population, Income, Averages, Housing, Demographics, Location, Statistics, Sex Offenders, Residents and Real Estate Info, http://www.city-data.com/zips/94577.html.

Unemployment Rate	5.9%	6.8%	4.6%
Percent High School Graduate or Higher	84.0%	80.5%	81.4%
Percent Bachelor's Degree or Higher	32.2%	23.7%	9.5%

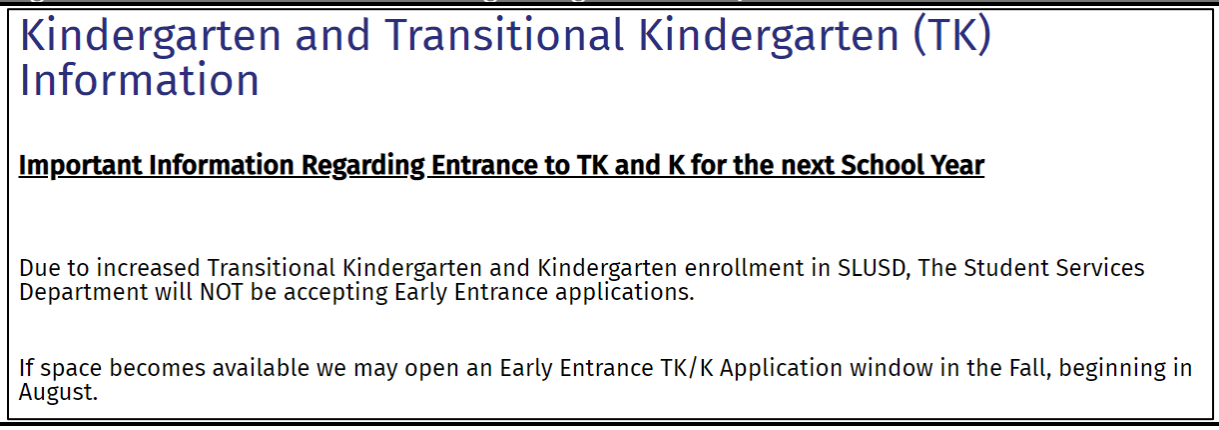
San Leandro Schools

San Leandro schools are administered by the San Leandro Unified School District and include eight elementary schools, two middle schools, one comprehensive high school, an alternative education center, and an adult school. At present, there are no public charter schools operating under the authorization of San Leandro Unified School District. Key Academy Charter School, a TK-8 public charter school, authorized by Hayward Unified School District, has a campus in San Leandro. The neighboring city of San Lorenzo oversees two public charter schools: KIPP Summit Academy Middle School and KIPP King Collegiate High School.

San Leandro City Council's General Plan depicts the locations of the thirteen schools across the city and its unincorporated neighboring city, San Lorenzo. Zip code 94577 contains the greatest number of schools compared to 94578 and 94579. Five elementary schools, two middle schools, and one high school reside within the zip code 94577. In comparison, two elementary schools are situated in 94578 and one elementary school in 94579.

During the 2017-2018 school year, the district enrolled 9,335 students.[109] Student enrollment in San Leandro has steadily increased in the last five years and is expected to continue to increase. Recent five-year student enrollment projections for San Leandro Unified School District illustrate a 2% growth at the elementary school level and a 4% decline at secondary levels.[110] Effects of a growing population in San Leandro are already felt at the early elementary levels, as evidenced by the school district's recent notice regarding transitional kindergarten and kindergarten enrollment for 2020-21 (see **Figure 8**) and a notice regarding district enrollment for 2020-21 (see **Figure 9**).[111, 112]

Figure 8: SLUSD Website Notice Regarding 2020-21 TK/K Enrollment



[109] "District Summary: San Leandro Unified." *Ed-Data Education Data Partnership*, California Department of Education, www.ed-data.org/district/Alameda/San-Leandro-Unified.
[110] *San Leandro 2035 General Plan*. San Leandro City Council, 2016, 9-10.
[111] "Enrollment Information / Kindergarten and Transitional Kindergarten (TK) Information." *Kindergarten and Transitional Kindergarten (TK) Information*, San Leandro Unified School District, https://www.sanleandro.k12.ca.us/Page/9204.
[112] "Enrollment Information for 2020/2021." *Enrollment Information*, San Leandro Unified School District, https://www.sanleandro.k12.ca.us/Domain/2632.

Figure 9: SLUSD Website Notice Regarding 2020-21 General Enrollment

Enrollment Information for 2020/2021

IMPORTANT NOTICE: THE SAN LEANDRO UNIFIED SCHOOL DISTRICT IS EXPERIENCING AN INCREASE IN ENROLLMENT. IF YOU PLAN TO ENROLL YOUR STUDENT FOR THE 2020-2021 SCHOOL YEAR, Online registration opened January 1st, 2020 and will continue thru April 1st, 2020. Late registration will begin April 2nd. To hold a spot at your home school you must enroll by April 1st, 2020. You can start the enrollment process below please make sure to choose the correct school year.

Considering that the pace of housing construction in San Leandro will impact student enrollment, San Leandro forecasts that within twenty years, the city could potentially produce 1,800 more students.[113] To meet this demand, the city must expand classroom capacity or possibly construct new school campuses; San Leandro's General Plan suggests that "[n]on-traditional classroom models such as public "magnet" schools and academics (focused on technology, medical sciences, hospitality, etc.) could be considered an alternative educational option as future school facility plans are prepared."[114]

The likelihood of San Leandro needing new school facilities to accommodate increasing numbers of students in the district remains a concern among city residents. These issues are further complexified by class-size reduction programs, "lack of potential school sites, limited funding, and State restrictions on development impact fees."[115] In an effort to mitigate overcrowding, the City Council and School Board may potentially construct portable classrooms, reduce inter-district transfers into San Leandro Unified School District, and increase inter-district transfers to nearby San Lorenzo Unified School District as outlined in the city's General Plan.[116] San Leandro Catalyst Collegiate aims to mitigate the effects of a growing student population in San Leandro Unified School District by providing 120 high-quality seats for incoming transitional kindergarten/kindergarten and first grade students in its first year and eventually growing to serve 360 students across transitional kindergarten through grade five.

During the 2017-18 school year, approximately 67.45% of students within San Leandro Unified School District were eligible for free or reduced-lunch (see **Figure 10** below).[117] Of the 9,335 enrolled students in San Leandro Unified School District in 2017-18, 2,602 identified as English learners, roughly one-third of the student population.[118] Since 2013, the number of English learners in San Leandro has continued to steadily rise, with an increase of about 300 students (2% increase) from 2013-14 to 2017-18.

Figure 10: 2017-18 Key Student Demographics for San Leandro Unified School District

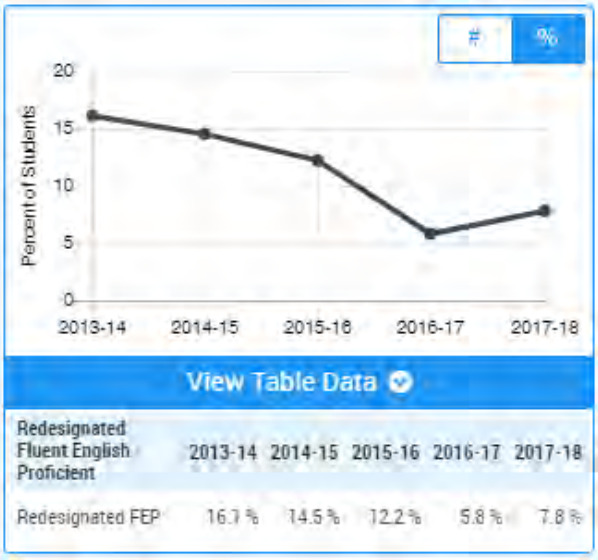
Subgroup	Percent (%)
Unduplicated Pupil Count of Free or Reduced-Priced Meals	67.5%
English Learners	29.3%

[113] *San Leandro 2035 General Plan*. San Leandro City Council, 2016, 9-10.
[114] Ibid.
[115] *San Leandro 2035 General Plan*. San Leandro City Council, 2016, 9-12.
[116] Ibid.
[117] "District Summary: San Leandro Unified." *Ed-Data Education Data Partnership*, California Department of Education, www.ed-data.org/district/Alameda/San-Leandro-Unified.
[118] Ibid.

Socioeconomically Disadvantaged Students	66.4%
Students with Disabilities	13.9%

Although the percent of students in San Leandro Unified School District who identify as English learners has essentially remained the same at roughly 30%, the percent of students who are re-designated as Fluent English Proficient (RFEP) has significantly decreased. Compared to the 2013-2014 school year, the percent of students who were reclassified declined by one-half in the 2017-2018 school year (7.8% in 2017-2018 vs. 16.1% in 2013-14). **Figure 11** below depicts the percent of students in San Leandro Unified School District who were re-designated as Fluent English Proficient (RFEP) each year.[119]

Figure 11: Re-Designation Percentage for SLUSD 2013-14 to 2017-18 School Years



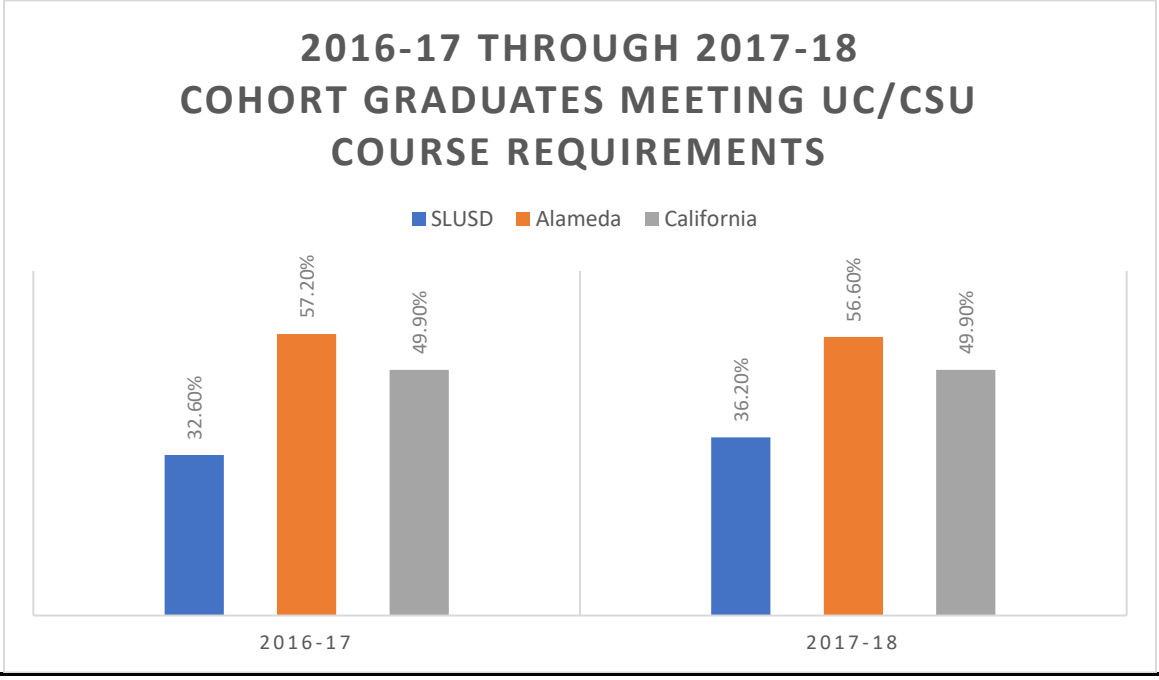
Based on the data presented above, it is evident that there is a critical need for an educational program that supports English learners in San Leandro. With growing numbers of students who speak a language other than English at home, a pattern that will likely not abate in the near future, our city must address the present need urgently. Therefore, we purposefully designed San Leandro Catalyst Collegiate to meet the needs of students identified as English learners through our extended literacy minutes, focus on oral literacy, and personalized student supports.

Data from the last three school years demonstrate an increase in cohort graduates from San Leandro Unified School District, a pattern visible across Alameda County and the state of California. From the 2016-17 to 2017-18 school years, the percentage of cohort graduates in San Leandro Unified School District increased by roughly five percent, whereas those for the county and the state remained largely the same.[120] While the percentage of students graduating from San Leandro High School sits at approximately 91%, only 36.2% of graduates from San Leandro High School during the 2017-18 academic year met a-g course requirements for entrance into University of California (UC) or California State University (CSU) schools (see **Figure 12**

[119] "District Summary: San Leandro Unified." *Ed-Data Education Data Partnership*, California Department of Education, www.ed-data.org/district/Alameda/San-Leandro-Unified.
[120] Ibid.

below).[121] The percentage of students meeting a-g course requirements at San Leandro Unified School District was more than twenty percentage points lower than that of Alameda County (32.6% in San Leandro compared to 57.2% in Alameda) and an estimated seventeen percent lower than that of the state of California (32.6% in San Leandro compared to 49.9% in California) during the 2016-17 school year.[122]

Figure 12: Graduates Meeting UC/CSU Requirements in San Leandro, Alameda, and California



Although a significant percentage of students in San Leandro Unified School District are graduating high school, only about one-third of high school students are graduating at levels considered to be college and career ready. We know that education is inextricably tied to income and lifetime earnings; numerous studies point out that college graduates earn more money than their degree-less counterparts and are far less likely to be unemployed.[123] Furthermore, a college degree today is seen as a necessary prerequisite to 21st century career and employment opportunities. Providing an educational program that adequately ensures all our students meet or exceed college and career readiness standards will increase the college enrollment and graduation rates, increase median household incomes, and decrease unemployment rates across the city, supporting the transformation of San Leandro.

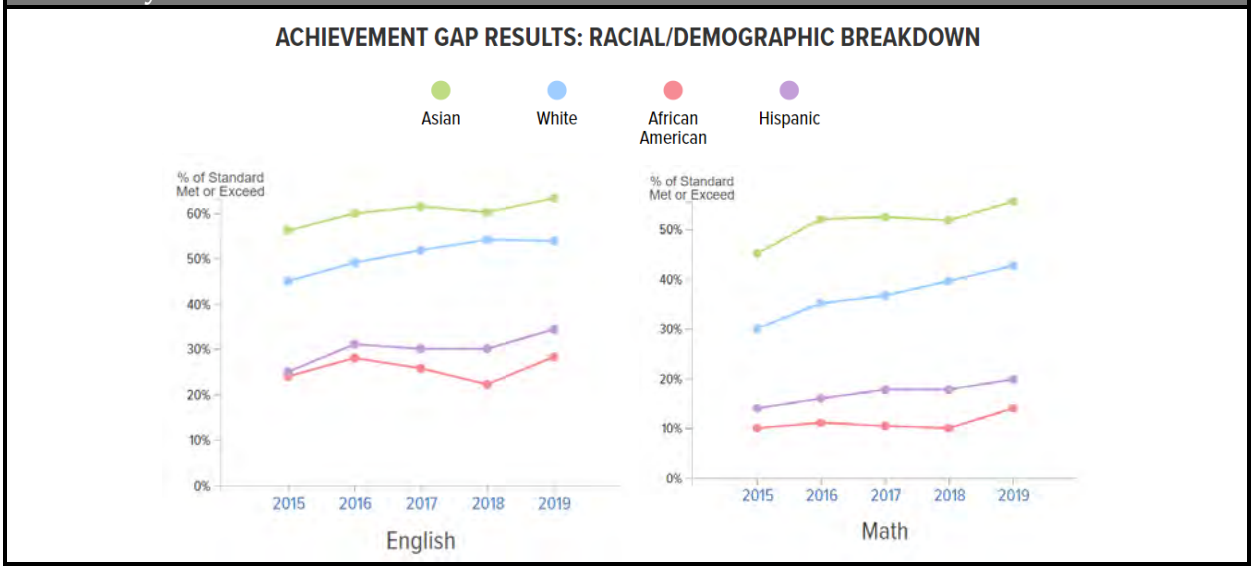
The percentage of students in San Leandro Unified School District meeting (level 3) and exceeding (level 4) grade-level English language arts/literacy standards as measured by the California Assessment of Student Performance and Progress (CAASPP) trails that of Alameda County and that of the state by almost twenty percent: 37.74% standard met or exceeded in San

[121] "District Summary: San Leandro Unified." *Ed-Data Education Data Partnership*, California Department of Education, www.ed-data.org/district/Alameda/San-Leandro-Unified.
[122] Ibid.
[123] Haycock, Kati. "Higher Ed's Pivotal Role in Breaking the Cycle of Poverty." *The Education Trust*, 4 June 2015. https://edtrust.org/the-equityline/higher-eds-pivotal-role-in-breaking-the-cycle-of-poverty/.

Leandro Unified School District compared to 56.05% in Alameda County and 49.88% in California.[124] Similarly, the percentage of students in San Leandro Unified School District meeting (level 3) and exceeding (level 4) grade-level mathematics standards as measured by the California Assessment of Student Performance and Progress (CAASPP) is significantly lower than that of Alameda County and that of the state by almost twenty-five percent: 25.64% standard met or exceeded in San Leandro Unified School District compared to 48.6% in Alameda County and 38.65% in California.[125]

When broken down by specific student subgroups, there are clear achievement gaps. Across the city, students who identify as black or Latinx are performing well below their white and Asian student counterparts, regardless of zip code. Based on the 2019-20 ELA/literacy California Assessment of Student Performance and Progress (CAASPP) for San Leandro Unified School District, roughly 3 out of 10 students who identify as black or African American and 3 out of 10 students who identify as Latinx met or exceeded literacy proficiency. On the other hand, about 5 in 10 of their white student counterparts and 6 in 10 of their Asian student counterparts demonstrated literacy proficiency.[126] On last year's California Assessment of Student Performance and Progress (CAASPP) for mathematics in San Leandro Unified School District, about 14% of black students and about 20% of Latinx students met or exceeded proficiency in mathematics, whereas approximately 43% of white students and roughly 56% of Asian students met or exceeded proficiency in mathematics.[127] **Figure 13** provides a detailed graph, illustrating student proficiency rates by race on the CAASPP assessment over time in San Leandro Unified School District.

Figure 13: Distribution of CAASPP English Language Arts/Literacy and Mathematics Results by Race in SLUSD from 2015-16 to 2019-20 School Years



[124] San Leandro Unified Smarter Balanced Test Results." *Smarter Balanced Test Results*, EdSource, http://caaspp.edsource.org/sbac/san-leandro-unified-01612910000000.
[125] "District Summary: San Leandro Unified." *Ed-Data Education Data Partnership*, California Department of Education, www.ed-data.org/district/Alameda/San-Leandro-Unified.
[126] San Leandro Unified Smarter Balanced Test Results." *Smarter Balanced Test Results*, EdSource, http://caaspp.edsource.org/sbac/san-leandro-unified-01612910000000.
[127] Ibid.

To address the significant gaps in academic performance between our students in San Leandro in literacy and mathematics, adequate academic preparation must commence as early as transitional kindergarten and continue through the early elementary grades. Students attending low-performing schools are more likely to enter middle and high school significantly behind grade level, which, in turn, drastically reduces their likelihood of graduating from high school, obtaining a Bachelor's degree, and accessing career opportunities.[128] As illustrated in last year's state assessment results, there is tremendous need – and work to be done – to ensure all students in San Leandro, regardless of racial background and other identity markers, are prepared for high school, college, and career. This work must begin in the foundational years of a child's life, as numerous studies agree that one's academic and life outcomes are largely predicated on one's ability to read by the 3rd grade.[129] Out of necessity, we must offer a high-performing, intentionally designed public school option for our elementary students, especially those historically underserved, in San Leandro.

In San Leandro, the urgency and call for strong, high-performing educational programs that prepare all students for college and career at the elementary level is vital. The areas served by Jefferson Elementary School, located in 94578, make up the highest enrollment of English learners and students eligible for free or reduced-priced meals, as depicted by **Figure 14**.

Figure 14: 2018-19 Key Student Demographics by Elementary School & Zip Code

Elementary School by Zip Code	2018-19 Enrollment	English Learners	Foster Youth	Homeless	Socio-economic-ally Disadvan-taged	Students with Disabilities
94577						
Garfield	412	28.2%	0.0%	2.7%	64.8%	16.5%
McKinley	484	43.4%	0.0%	2.3%	74.0%	6.0%
Roosevelt	528	15.7%	0.2%	0.9%	34.8%	9.8%
Washington	382	44.8%	0.0%	1.8%	73.6%	7.9%
Wilson	722	48.9%	0.0%	0.8%	74.5%	6.2%
94578						
Jefferson	609	50.9%	0.3%	2.0%	79.1%	6.4%
Monroe	376	30.1%	0.5%	1.6%	64.9%	16.0%
94579						
Madison	488	33.6%	0.0%	1.2%	50.2%	14.3%

Across San Leandro, the quality of school options varies widely. **Figure 15** indicates the percentage of students meeting or exceeding standard on CAASPP English language arts/literacy and mathematics tests by school and zip code in San Leandro Unified School District for the 2018-19 and 2019-20 academic years.[130] While the District demonstrated some progress on student

[128] Palardy, G. J. (2008). "Differential school effects among low, middle, and high social class composition schools: A multiple group, multi-level latent growth curve analysis." *School Effectiveness and School Improvement,* 19, 21-49.
[129] Ibid.
[130] "District Summary: San Leandro Unified." *Ed-Data Education Data Partnership*, California Department of Education, www.ed-data.org/district/Alameda/San-Leandro-Unified.

proficiency rates for ELA/literacy and mathematics, the District data lags behind that of the county and the state, as described in detail earlier.

Figure 15: 2018-20 & 2019-20 CAASPP English Language Arts/Literacy & Mathematics Results by Elementary School & Zip Code in SLUSD						
Elementary School by Zip Code	English Language Arts/Literacy			Mathematics		
	Standard Met or Exceeded in 2018-19	Standard Met or Exceeded in 2019-20	Percent Change (%)	Standard Met or Exceeded in 2018-19	Standard Met or Exceeded in 2019-20	Percent Change (%)
94577						
Garfield	33%	26%	-7%	26%	24%	-2%
McKinley	25%	35%	+10%	17%	20%	+3%
Roosevelt	56%	58%	+2%	50%	53%	+3%
Washington	36%	31%	-5%	31%	41%	+10%
Wilson	44%	46%	+2%	36%	38%	+2%
94578						
Jefferson	27%	29%	+2%	23%	26%	+3%
Monroe	45%	46%	+1%	31%	40%	+9%
94579						
Madison	56%	66%	+10%	58%	55%	-3%

Those living in the areas associated with the 94578 zip code, students who identify as black or Latinx, and those who speak a language other than English at home in San Leandro must have access to a high-quality option in their neighborhood that is uniquely designed to meet their needs, beginning in transitional kindergarten. On average, 16.67% and 12.23% of black students attending San Leandro elementary schools in the 94578 zip code met or exceeded standards in English language arts/literacy and mathematics, respectively. For students who identify as Latinx, 28.25% and 24.40% of students within the 94578 zip code demonstrated grade-level proficiency in English language arts/literacy and mathematics, respectively. Based on averages from Jefferson and Monroe Elementary Schools, 3.23% and 6.22% of English learners met or exceeded English language arts/literacy and mathematics standards, and 8.61% and 6.69% of students with disabilities enrolled in Jefferson and Monroe Elementary Schools met or exceeded English language arts/literacy and mathematics standards (see **Figure 16**).

Figure 16: 2019-20 CAASPP English Language Arts/Literacy & Mathematics Results in SLUSD Schools in 94578 by Key Student Demographics[131]						
	English Language Arts/Literacy Standard Met or Exceeded in 2019-20			Mathematics Standard Met or Exceeded in 2019-20		
	Jefferson	Monroe	Average	Jefferson	Monroe	Average
Black	20.00%	13.34%	16.67%	17.79%	6.67%	12.23%
Latinx	27.71%	28.79%	28.25%	24.55%	24.24%	24.40%

[131] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments." 2019 View Smarter Balanced Test Results at a Glance, California Department of Education, https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=3&lstSubGroup=31&lstGrade=13&lstSchoolType=A&lstCounty=01&lstDistrict=61291-000&lstSchool=6002398&lstFocus=a.

English Learners	0.00%	6.45%	3.23%	3.61%	8.82%	6.22%
Socioeconom-ically Disadvantaged	25.92%	40.19%	33.06%	24.42%	35.13%	29.78%
Students with Disabilities	7.70%	9.52%	8.61%	3.85%	9.52%	6.69%

In accordance with **California Ed. Code § 47605(b)(G)**, San Leandro Catalyst Collegiate intends to enroll a student population that mirrors that of the schools within the District. We intend to target, conduct outreach to, and enroll specific subgroup student populations – particularly students who identify as black, Latinx, English learner, socioeconomically disadvantaged, or as having disabilities – reflective of those populations of students within District schools at a minimum. Based on San Leandro Unified School District's 2019-20 Local Control and Accountability Plan (LCAP) and Annual Update, the District stated several goals pertinent to Local Control Funding Formula (LCFF) Priority 4, which covers pupil achievement:

- "Increase the Academic ELA status for all students and student groups by 7-20 points from 2017-18. Across all student subgroups, with the exception of students who identify as Pacific Islander, the standard was not met in the 2018-19 school year.
- Increase the Academic Math status for all students and student groups by 7-20 points from 2017-18. Across all student subgroups, with the exception of students who identify as Pacific Islander, the standard was not met in the 2018-19 school year.
- Increase the reclassification rate by 0.5% to 2% over the previous year. The standard was met; the reclassification rate increased by 2.0% since the 2017-18 school year.
- Increase College and Career status for ELA grade 11 by 7-20 points from the 16-17 school year. Results indicate a decrease of 5.4 points from the previous year. This standard was not met in the 2018-19 school year.
- Increase College and Career status for Math grade 11 by 7-20 points from the 16-17 school year. Results indicate a decrease of 1.3 points from the previous year. This standard was not met in the 2018-19 school year."[132]

To build a culture of academic excellence and work towards more equitable academic and life outcomes for all students in San Leandro, we must acknowledge the current realities presented in the data described in detail above. When examining the academic performance of students in San Leandro, particularly those from historically underserved subgroups, there is an apparent absence of academic achievement that must be addressed and rectified. San Leandro Catalyst Collegiate will work closely and partner with San Leandro Unified School District to ensure all students in San Leandro, especially our subgroup populations, meet and exceed the academic goals outlined by the state of California. We are committed to improving academic achievement for all students, advancing educational equity for students who have been traditionally underserved, and supporting the broader efforts within San Leandro Unified School District to enhance the academic achievement of all students across the city.

[132] "LCAP / 2019-2020 LCAP." 2019-2020 LCAP, San Leandro Unified School District, https://www.sanleandro.k12.ca.us/Page/11247.

As presented in the data throughout this section, there is a compelling and urgent need for a high-quality, college-preparatory TK-5 elementary school in San Leandro. Increasing access to quality options in San Leandro – particularly in the areas associated with the 94578 zip code and for those who identify as black, Latinx, socioeconomically disadvantaged, English learners, or students with disabilities – will result in significant positive economic implications for the city, providing a high-quality, college-preparatory education for all students, thereby boosting educational attainment and employment rates across San Leandro.

Community Support

Our Founding Team proposes a school model that is deeply informed by and reflective of our community. Because we recognize the critical importance of family and community engagement in the founding of San Leandro Catalyst Collegiate, our team developed a comprehensive community outreach and engagement plan to communicate the mission and vision of San Leandro Catalyst Collegiate, listen and learn from families and community members about their needs and desires, respond to and incorporate their feedback into our school design, and garner support for our proposed school.

Community Outreach, Information Sessions, and Surveys

San Leandro Catalyst Collegiate has proactively communicated with more than 400 key stakeholders throughout San Leandro, including parents, families, community members, alumni, teachers, school leaders, leaders of local religious organizations, local elected officials, leaders of community organizations, employees of city services and organizations, and students. Our outreach efforts include the following:

- Hosting information sessions for families and community stakeholders;
- Tabling at community events;
- Conducting listening circles;
- Promoting and sharing learnings and upcoming events on Facebook, Instagram, and San Leandro Catalyst Collegiate website;
- Distributing informational flyers to families, community members, and organizations;
- Volunteering at local events and community-based organizations regularly;
- Attending local events and connecting with community members; and
- Engaging in one-on-one meetings with parents, families, and community leaders in San Leandro.

Throughout the founding process, we have conducted extensive outreach and hosted several information sessions to engage families and community members. We will continue to engage in family and community outreach and host information sessions as we progress through school planning and startup phases. Our Founding Team has distributed information across the city at various businesses and community centers: Starbucks, Peet's Coffee, Zocalo Coffeehouse, daycares, preschools, Head Starts, Davis Street Family Resource Center, faith-based organizations, and churches. Thus far, we have hosted information sessions at It's A Grind Coffee House San Leandro. Sample family and community outreach flyers are attached in **Appendix 6: Informational Flyers**. Signatures from community members expressing desire and support for

San Leandro Catalyst Collegiate during our community outreach are attached in **Appendix 3: Community Member Signatures of Support**.

The purpose of the information sessions, surveys, and other outreach efforts is to connect with local families and discuss our school design for San Leandro Catalyst Collegiate. These outreach efforts provided opportunities for families and community members to learn, ask questions, and share feedback about our school model during the design process. The learnings from these sessions informed our school design components, including the educational program, literacy development, family involvement, school operations, student recruitment efforts, daily schedule, and school culture. **Appendix 5: Community Surveys** includes surveys collected from families and community members during our initial design stage.

The San Leandro Catalyst Collegiate Founding Team is committed to continuing to build strong partnerships and relationships within and around San Leandro to ensure a solid foundation for our school and will continue outreach efforts beyond authorization. We have met with and received input from organizations that are pillars in San Leandro, including Community Impact Lab, Davis Street Child Care Center, Davis Street Garfield Elementary, Davis Street Jefferson Elementary, Hillside Elementary Head Start, Jefferson Elementary Head Start, Madison Elementary Head Start, San Leandro Adult School Head Start, Bay Area Business Roundtable, Boys & Girls Clubs of San Leandro, Envision Schools, Unity in the Community, REACH Ashland Youth Center, KIPP Bay Area Public Schools, Leadership Public Schools, San Leandro City Councilmember Benny Lee, representatives of San Leandro Chamber of Commerce, Bancroft Middle School staff, San Leandro Mayor Pauline Cutter, Teach For America Bay Area, San Leandro Public Library, Lopez Laura & Arturo Family Day Care Home, Our Future Tots, San Leandro Lions Club, Ab's Preschool & Daycare, Joy Family Daycare & Preschool, Lots of Love Child Care, It's A Grind Coffee House San Leandro, Childrens Montessori Adventure, Broadmoor Preschool, Bubbly Tots Learning Center, Learning Clock Montessori School, First Presbyterian Church, Praises of Zion Missionary Baptist Church, Eden United Church of Christ, Padres Unidos de Cherryland, Community Christian Church of California, and San Leandro Community Food Pantry.

Families, residents, and community members throughout San Leandro have demonstrated ardent support for our proposed school and a strong desire for the college-preparatory academic program, individualized student supports, comprehensive character education, increased instructional time, and creativity focus our school will provide to every child. Individuals and community organizations within San Leandro and across the Bay Area have submitted 9 letters of support for San Leandro Catalyst Collegiate, which are included in **Appendix 4: Letters of Support**.

Teacher Petition

In order to execute San Leandro Catalyst Collegiate's proposed educational program successfully and reach the ambitious goals we have set for student achievement, it will be imperative to recruit, identify, hire, develop, and support teachers who are deeply aligned with our school's mission and vision and have the capacity to implement our model effectively. We have met the petition requirement of **California Ed. Code § 47605(a)(1)(B)** with the signatures of 18 California-credentialed teachers who have expressed meaningful interest in teaching at San Leandro Catalyst Collegiate (see **Appendix 1: Teacher Signatures**).

Family Petition

Parents and families are paramount to San Leandro Catalyst Collegiate's success even before our first academic year. The role of families begins with expressing their interest in the public school option we are proposing and continues with choosing our school for their children and supporting them in excelling within the school once in operation. We have provided 248 original parent signatures from families with children who are age-eligible and intend to enroll in the school to meet the petition requirement of **California Ed. Code § 47605(a)(1)(B)** for the charter petition (see **Appendix 2: Age-Eligible Family Signatures)**. Additionally, we have garnered support from many other families and key stakeholders in San Leandro. This support is evidenced by 272 signatures collected specifically from these stakeholders (see **Appendix 3: Community Member Signatures of Support**).

Transitional Kindergarten

As expressed by former State Superintendent of Public Instruction Jack O'Connell, "All too often, children entering school for the first time as kindergartners are already lagging behind their classmates, and this disadvantage can affect them socially and academically long past kindergarten."[133] Driven by our belief in and agreement with numerous studies that show high-quality preschool programs benefit all children and that the opportunity gap can be closed by closing the school "readiness" gap, San Leandro Catalyst Collegiate is committed to preparing all students in San Leandro for college and career beginning in transitional kindergarten.

San Leandro Catalyst Collegiate will adhere to and comply with all applicable requirements for transitional kindergarten, including alignment with the domains described in the California Preschool Learning Foundations: socioemotional development, language and literacy, English language development (for English learners), mathematics, visual and performing arts, physical development, health, history-social science, and science.[134] In designing a comprehensive and rigorous transitional kindergarten (TK) program, we closely followed the guidelines set forth by the California Department of Education, as outlined in the California Preschool Learning Foundations and in accordance to **California Ed. Code § 48000(f**). Transitional kindergarten teachers at San Leandro Catalyst Collegiate will be required to have a teaching credential, similar to kindergarten teachers, that authorizes instruction in transitional kindergarten programs. Credentials that permit instruction in transitional kindergarten programs include general kindergarten-primary (grades K-3), general elementary (grades K-8), standard early childhood (grades preschool-3), standard elementary (grades K-9), multiple subject (grades preschool, K-12, and adults), multiple subject university intern (grades preschool, K-12, and adults), multiple subject district intern (grades K-8), and specialist instruction credential in early childhood education.[135]

Our transitional kindergarten program makes up the first year of a two-year kindergarten program, intended to offer a free educational program for 4-year-olds with birthdays falling between certain months and provide a bridge between preschool and kindergarten. Pursuant to

[133] Abbott, Dixie, et al. *California Preschool Learning Foundations*. Vol. 1, California Department of Education, 2008.
[134] Ibid.
[135] "Transitional Kindergarten FAQs." *Transitional Kindergarten FAQs - Elementary (CA Dept of Education)*, California Department of Education, https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#program.

California Ed. Code § 48000(c), a child who turns five between September 2 and December 2 is eligible for transitional kindergarten (TK). As mandated in AB 104 and **California Ed. Code § 48000(c)(3)(B)(i)**, "a school district or charter school may, at any time during a school year (including at the beginning of the school year) admit a child to a TK program who will have his or her fifth birthday after December 2 but during that same school year, with the approval of the parent or guardian, if the governing board of the school district or the governing body of the charter school determines that the admittance is in the best interests of the child and the parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance." At San Leandro Catalyst Collegiate, families with children who are age-eligible for kindergarten but elect to enroll them in transitional kindergarten upon discussion with the School Director, may complete and sign a Kindergarten Continuance Form, verifying that the family desires to have the child continue in kindergarten for one additional year.

As defined in statute, San Leandro Catalyst Collegiate's transitional kindergarten program is not a preschool program nor a child development program. The transitional kindergarten program designed and developed by San Leandro Catalyst Collegiate will use a modified kindergarten program that is age and developmentally appropriate, drawing on and utilizing a combination of preschool learning foundations from the California Department of Education and kindergarten standards from Common Core and the state of California. Our program will integrate and teach both socioemotional and early academic skills, supporting students whose fifth birthday occurs between September 2nd and December 2nd with a seamless transition to a kindergarten program.

In terms of program implementation, San Leandro Catalyst Collegiate will utilize a combined classroom setting for transitional kindergarten and kindergarten. Because our instructional model is purposefully designed to provide and maximize personalized supports, all transitional kindergarten and kindergarten students will experience differentiated instruction meeting their specific developmental needs. California's Preschool Learning Foundations outline essential foundational knowledge and skills children can master when provided with opportunities and environments promoting early learning and development. With a clear understanding of what children can and need to learn before they begin kindergarten, San Leandro Catalyst Collegiate will strengthen all children's school readiness. The aim of our transitional kindergarten program is to bridge the transition from preschool to kindergarten and to maximize school readiness for students in San Leandro entering school with varying levels of readiness, particularly those who are socioeconomically disadvantaged, identify as black or Latinx, have disabilities, or speak a language other than English at home. By leveling the playing field and supporting students with historically underserved backgrounds beginning in transitional kindergarten, San Leandro Catalyst Collegiate is confident it can deliver a high-quality educational option that ensures each and every student in San Leandro can excel, thrive, and create their futures.

Enrollment

San Leandro Catalyst Collegiate will open in August 2021 with 120 students – 60 students in transitional kindergarten/kindergarten and 60 students in first grade. We will implement a slow-growth model, starting with only two grades and adding one grade per year, over the course of five years, until we are at full enrollment of 360 in grades TK-5 in 2025-26. Following our first year of operation in 2021, we will enroll a new cohort of 60 transitional

kindergarteners/kindergarteners each subsequent year and backfill any spaces that may become available as a result of attrition. This slow-growth model allows us to strategically grow over time and intentionally focus on adding one grade level per year, ensuring quality execution and implementation of our academic program and school operations at every grade level each year. Our deliberate, slow-growth enrollment plan ensures we drive towards exceptional student academic performance by delivering the following in a high-quality manner:

- Establishing a strong school culture of academic achievement from the start;
- Developing standards-aligned curricular programs, materials, and instructional practices and making immediate revisions each year;
- Supporting and training staff on standards-aligned curricular programs, materials, and instructional practices every year; and
- Maintaining fiscally conservative and sustainable operations beyond authorization.

Providing a college-preparatory educational program built on a sustained culture of academic excellence and strong character standards is central to the mission of San Leandro Catalyst Collegiate. Research indicates that schools with successful launches share the slow-growth model. One major finding from the CREDO Report on Charter School Growth and Replication in 2013 states that "[*t*]he initial signs of performance are predictive of later performance,"[136] further supporting the need to open excellently and to produce strong academic progress from the beginning as it largely predicts performance beyond the initial years of operation. Based on the study, "80 percent of schools in the bottom quintiles of performance remain lower performers through their fifth year," whereas "94 percent of schools that begin in the top quintile remain there over time."[137]

San Leandro Catalyst Collegiate will grow to serve students in grades transitional kindergarten through five from the city of San Leandro, with a specific focus on children living in zip code 94578. As stipulated in **California Ed. Code § 47605(d)(2)(A)-(B)**, San Leandro Catalyst Collegiate will serve all families who submit an application for children in the corresponding grades until our enrollment capacity is met. A public random drawing, or public lottery, will be organized and held should the number of applications received exceed the number of available seats.

We will work to ensure San Leandro Catalyst Collegiate merits charter renewal after authorization and to expand until our school reaches full capacity. **Figure 17** below depicts San Leandro Catalyst Collegiate 's enrollment plan. At full-scale, we will serve a total of 360 students in transitional kindergarten through fifth grade.

Figure 17: San Leandro Catalyst Collegiate Full-Scale Enrollment Plan

Year	TK/K	First	Second	Third	Fourth	Fifth	Total
2021	60	60					**120**
2022	60	60	60				**180**
2023	60	60	60	60			**240**
2024	60	60	60	60	60		**300**
2025	60	60	60	60	60	60	**360**

[136] *Charter School Growth and Replication: Executive Summary*. Center for Research on Educational Outcomes, 2013.
[137] Ibid.

Daily Schedule

Our school's daily schedule illustrates our commitment to ensuring our students at San Leandro Catalyst Collegiate have access to bell-to-bell learning experiences that will prepare them to excel and thrive, academically and personally, no matter the setting. Because we believe in a comprehensive education that supports each student at our school to develop intellectual, moral, and creative agency, we designed our daily schedule to incorporate extended time for literacy and mathematics, daily Family Circles for socioemotional learning and character education, and designated time for Creativity & Design.

San Leandro Catalyst Collegiate operates with an extended school day and an extended school year so that learning is maximized each and every day. The design of our instructional program is informed by the best practices observed in high-performing urban charter schools around the country serving student demographics similar to those in our San Leandro community. Our school's extended school day, including for our transitional kindergarten program, is strongly supported by our Founding Families and community members. Each day, our school doors open at 7:15am, with students being considered tardy at 8:00am. The school day concludes at 4:00pm for all grades four days a week – Monday, Tuesday, Thursday, and Friday – and at 2:00pm for all grades each Wednesday for a two-hour staff professional development.

Currently, San Leandro elementary schools with transitional kindergarten and kindergarten programs follow a daily schedule that commences at 8:10am and concludes at 1:50pm four days a week – Monday, Tuesday, Thursday, and Friday. One day a week, on Wednesday, students in grades transitional kindergarten and kindergarten end the school day at 11:40am. Across San Leandro elementary schools, the school day ends at 2:10pm (2:20pm if students participate in intervention) for students in grades 1-3 and 3:00pm for students in grades 4-5 four days a week.

San Leandro Catalyst Collegiate students in grades transitional kindergarten through three will receive approximately two additional hours of instruction four days a week, and those in grades four through five will receive about one additional hour of instruction four days a week. This significant additional time for instruction will allow us as a school to effectively support our students in literacy and mathematics to ensure grade-level proficiency.

Our conversations with various community members, parents, and families in San Leandro demonstrate compelling support for a full-day, comprehensive transitional kindergarten/kindergarten program. Input during one-on-ones and feedback from community surveys (see **Appendix 5: Community Surveys**) indicate families in 94578, particularly those coming from socioeconomically disadvantaged households and those with families working multiple jobs, strongly desire access to full-day transitional kindergarten/kindergarten programs. San Leandro Catalyst Collegiate intentionally designed a comprehensive, full-day transitional kindergarten/kindergarten program in service of our mission of preparing all students for a lifetime of opportunity and choice in college and career, as well as in response to overwhelming feedback from the families in San Leandro.

To address the significant gaps in academic performance in literacy and mathematics, we designed our bell schedule to include extended time for both components. Two schools served as

our inspiration in the design of our daily schedule: The Mission Preparatory School in San Francisco, CA, and Springfield Preparatory Charter School in Springfield, MA. Both schools serve a significant population of students who identify as Latinx, English learners, and socioeconomically disadvantaged, student subgroups we purposefully intend to serve in San Leandro. Despite working with significant percentages of student subgroups coming from underserved backgrounds, both schools have demonstrated – and continue to demonstrate – exceptional student achievement and growth on statewide performance assessments for literacy and mathematics.[138] Two key components of their instructional models are an extended school day as well as extended time for both literacy and mathematics.

Daily Schedule in Grades TK-2

In our lower school grades (TK-2), our extended bell schedule allows for 180 minutes of literacy instruction and at least 90 minutes of mathematics instruction every day. All students will receive the individualized support they need through small-group instruction and our 1.5-teacher model during specific core content instructional periods of the day: Literacy Rotations and Mathematics. For three hours, our students will engage in literacy instruction (i.e., Guided Reading and Phonics & Word Study as part of Literacy Rotations, Writer's Workshop and Handwriting, Reader's Workshop, Shared Reading, and Read Aloud & Vocabulary). In second grade, the literacy components are slightly different, with Skills Groups replacing the Phonics & Word Study as part of Literacy Rotations and Phonics & Word Study taking the place of Shared Reading. Every Monday, Tuesday, Thursday, and Friday, students receive 105 minutes of mathematics instruction, and each Wednesday students receive 90 minutes of mathematics instruction through Mathematics, Math Stories (cognitively guided instruction), and Mathematician's Workshop.

Figure 18 outlines and describes the major components of San Leandro Catalyst Collegiate's grades TK-2 daily schedule. **Element 1: Curriculum and Instruction** provides a more comprehensive overview of each instructional component described below.

Figure 18: Components of Grades TK-2 Daily Schedule

Component	Minutes	Description
Arrival	15	Students enter the school and are greeted with a handshake from the School Director. The morning handshake reminds students of the shared mission. Staff supports with student drop-off, and teachers are prepared in their classrooms. Arrival occurs on a rolling basis.
Breakfast / Morning Work	30	Students enter the classroom, eat a nutritious breakfast silently, and complete morning work or read books when finished. The peaceful nature of the breakfast structure sets the tone for a calm, productive morning. As students enter the room, they shake their teacher's hand, give their **Lifework** folder to the teacher to check, go to the library to exchange books, and grab their breakfast from a table. Students then walk to their desk, eat breakfast silently, and begin quiet morning work or independent reading.
Family Circle	15	**Family Circle** occurs four times a week (Monday, Tuesday, Thursday, and Friday) to anchor students in their classroom communities. Family Circle allows students and adults to begin the day in unity and

[138] During the 2018-19 school year, The Mission Preparatory School supported roughly 83.00% Latinx students, 70.00% English learners, and 85.00% socioeconomically disadvantaged students and Springfield Preparatory Charter School served 63.80% Latinx, 21.00% English learners, and 72.70% socioeconomically disadvantaged students.

		personal growth. During this time, students and adults will sit in a circle on the community rug, share personal updates and important life events with each other, and engage in a mini-lesson centered on the school's CREATE core values or a socioemotional learning skill. On Wednesdays, **Community Circle** takes the place of Family Circle (30 minutes). The purpose of weekly Community Circles is to offer a space and time for the entire school community to cement the school's collective identity, celebrate each other's academic and personal growth and achievements with shout-outs, reinforce the community's **CREATE core values** with reminders, and encourage each other with school chants and songs.
Shared Reading / Read Aloud & Vocabulary	30	Shared Reading takes place every Monday, Wednesday, and Friday. In Shared Reading, which occurs on the community rug, students follow along with a copy of a text during read aloud. Teachers model independent reading strategies and reading components such as fluency and expression while reading aloud. Students join in and share the reading with teachers when confident and as they become more familiar with the text. Read Aloud & Vocabulary occurs every Tuesday and Thursday. During Read Aloud & Vocabulary, students will develop their reading comprehension skills by listening to a text, answering questions, and engaging in an academic discussion based on text. In grade two, students engage in Read Aloud & Vocabulary every Monday, Wednesday, and Friday and Phonics & Word Study every Tuesday and Thursday.
Literacy Rotations (Guided Reading / Phonics & Word Study or Skills Groups)	75	Students are grouped into small groups (no more than 10 students per small group) based on most current STEP level. Students cycle through three literacy rotations: (1) Guided Reading, (2) Phonics & Word Study, and (3) Independent Reading/Blended Learning. Small groups for Guided Reading and Phonics & Word Study are located diagonally across from each other in the classroom with the small group for Independent Reading/Blended Learning in the center at individual student desks. In grade two, students cycle through three literacy rotations: (1) Guided Reading, (2) Skills Groups, and (3) Independent Reading/Blended Learning.
Writer's Workshop	45	In Writer's Workshop, teachers launch the class with an engaging mini-lesson, extend the Interactive Writing lesson from the day, or continue the writing task from Reader's Workshop before students are given time to practice. Students learn and practice the writing process: planning, drafting, revising, editing, and publishing. While students practice the independent writing strategy on their own, teachers conduct one-on-one conferences with 3-5 students per workshop. Based on data, teachers may decide to pull a small group of students who are working through the same skill to provide targeted, individualized supports for specific students. During conferences, students practice writing in multiple genres and monitor their writing progress on their writing folder tracker. Writer's Workshop devotes 15 minutes to Handwriting in grades TK through one. During Handwriting, students learn the correct formation of one letter per day and engage in the practice of writing the one letter. In grade two, Interactive Writing replaces Handwriting. During Interactive Writing,

		teachers "share the pen" and work with students to construct a meaningful text while discussing writing strategies.
Recess / Snack	15	Nutritious snacks are distributed to classrooms, and students take snacks as they transition from class to the courtyard for recess. Teachers support transitioning students from the classroom to recess and snack for a short physical and mental break.
Reader's Workshop	30	Teachers teach a mini-lesson that focuses on a specific independent reading strategy. While students practice the independent reading strategy on their own, teachers conduct one-on-one conferences with 3-5 students per workshop. Based on data, teachers may decide to pull a small group of students who are working through the same skill to provide targeted, individualized supports for specific students. During conferences, students read books appropriate for their reading level and monitor their reading progress on their reading folder tracker.
Lunch / Recess	30	Students break for 30 minutes daily to eat a nutritious lunch and have a physical and mental break. Staff members actively monitor and supervise students for safety and positive social interactions.
Mathematics	60	During mathematics instruction, teachers engage students in quick fact fluency practice at the beginning on the community rug. Teachers then lead students in a concept development lesson on the community rug before releasing students to practice the objective at their individual desks during practice time. During practice time, teachers conduct one-on-one conferences with 3-5 students per workshop. Based on data, teachers may decide to pull a small group of students who are working through the same skill. Students often complete exit tickets as informal, formative assessments for teachers.
Mathematician's Workshop	15	Mathematician's Workshop is 15 minutes every Monday, Tuesday, Thursday, and Friday and 30 minutes every Wednesday. For Mathematician's Workshop, teachers utilize data collected from yesterday's math exit tickets to work with 3-5 students who require additional, individualized support on a specific learning objective. The remaining students will continue to practice either the previous day's learning objective, the day's learning objective, or a combination of both, using technology and/or paper.
Math Stories (CGI)	30	Math Stories (CGI) takes place every Monday, Tuesday, Thursday, and Friday. At the beginning of math, teachers read aloud the story problem three times, and students repeat the story problem three times. The purpose of Math Stories is to provide students with an opportunity to deepen their conceptual understanding of mathematics and practice problem-solving strategies with their peers. Teachers facilitate the constructive problem-solving process by asking deliberate open-ended questions, fostering a culture of thinking environment. Students listen to each other's thinking, utilize a variety of resources and strategies to solve the problem, and analyze the process and rationale behind multiple solutions.
Science / Social Sciences	45	Teachers rotate science and social sciences units of study throughout the year. In social sciences, students learn about their community and history through projects, informational text, read alouds, and case studies. Similarly, in science, students learn about how the world

		works through projects, phenomena-based instruction, informational text, read alouds, case studies, demonstrations, and lab experiments.
Brain Break	15	Teachers support with transitioning students from the classroom to the courtyard for recess for a short physical and mental break. Students engage in some unstructured play time before diving back into learning. Staff members actively monitor and supervise students for safety and positive social interactions.
Creativity & Design	30	Creativity & Design occurs four times a week (Monday, Tuesday, Thursday, and Friday). Students explore their curiosities during this time in the school's Idea Lab. Teachers model and teach a mini-lesson on design thinking and/or product creation. Students experience dedicated time and instruction to learn and engage with low-technology resources and skills appropriate for their grade-level: cardboard, construction paper, etc. Students continually add to their design portfolio throughout the year.
Physical Education	30	Students participate in Physical Education four times a week (Monday, Tuesday, Thursday, and Friday). Students learn how to play different sports and games. This time of day reinforces the concepts of fitness, nutrition, teamwork, and fair play.
Family Circle & Pack Up	15	Closing Family Circles offer space and time for students and adults to reflect on the day. This time is also an opportunity for students and adults to practice socioemotional skills and character education learnings. Students and teachers in each classroom will come together in a circle and share personal and community highlights, core value reflections and re-commitments, and conflict & relationship work. They then clean up the classroom and pack up their belongings in preparation for dismissal.
Dismissal	15	Teachers support with transitioning students from the classroom to the pick-up location for afternoon dismissal.

Figure 19 calculates the total instructional minutes, including regular and abbreviated day, per core content area for grades TK-2. Annually, students in grades TK-2 receive 73,080 minutes of instruction at San Leandro Catalyst Collegiate.

Figure 19: Grades TK-2 Instructional Minutes			
Content Area	**Daily Minutes (M, Tu, Th, F)**	**Daily Minutes (W)**	**Weekly Minutes**
Literacy	180	180	900
Mathematics	105	90	510
Science / Social Sciences	45	0	180
Physical Education	30	0	120
Enrichment	60	45	285
Instructional	420	315	1,995
Annual Instructional Minutes: 73,080			

Figure 20 illustrates the proposed daily schedule San Leandro Catalyst Collegiate students in grades TK-2 will follow on Monday, Tuesday, Thursday, and Friday.

Figure 20: Sample Grades TK-2 Regular Bell Schedule (M, Tu, Th, F)		
Time	**TK/K – UC Berkeley**	**TK/K – CSU East Bay**
7:15-7:30	Arrival	Arrival
7:30-7:45	Breakfast / Morning Work	Breakfast / Morning Work
7:45-8:00		
8:00-8:15	Family Circle	Family Circle
8:15-8:30	Literacy Rotations (Guided Reading / Phonics & Word Study)	Writer's Workshop / Handwriting
8:30-8:45		
8:45-9:00		
9:00-9:15		Reader's Workshop
9:15-9:30		
9:30-9:45	Writer's Workshop / Handwriting	Mathematician's Workshop
9:45-10:00		Math Stories
10:00-10:15		
10:15-10:30	Recess / Snack	Recess / Snack
10:30-10:45	Reader's Workshop	Creativity & Design
10:45-11:00		
11:00-11:15	Shared Reading / Read Aloud & Vocabulary	Physical Education
11:15-11:30		
11:30-11:45	Lunch / Recess	Lunch / Recess
11:45-12:00		
12:00-12:15	Science / Social Sciences	Literacy Rotations (Guided Reading / Phonics & Word Study)
12:15-12:30		
12:30-12:45		
12:45-1:00	Mathematician's Workshop	
1:00-1:15	Math Stories	
1:15-1:30		Science / Social Sciences
1:30-1:45	Mathematics	
1:45-2:00		
2:00-2:15		Shared Reading / Read Aloud & Vocabulary
2:15-2:30		
2:30-2:45	Brain Break	Brain Break
2:45-3:00	Creativity & Design	Mathematics
3:00-3:15		
3:15-3:30	Physical Education	
3:30-3:45		
3:45-4:00	Family Circle & Pack-Up	Family Circle & Pack-Up
4:00-4:15	Dismissal	Dismissal

Figure 21 provides the proposed abbreviated schedule San Leandro Catalyst Collegiate students in grades TK-2 will follow on Wednesday. On Wednesdays, staff will engage in a two-hour professional development following student dismissal.

Figure 21: Sample Grades TK-2 Abbreviated Bell Schedule (W)		
Time	**TK/K – UC Berkeley**	**TK/K – CSU East Bay**
7:15-7:30	Arrival	Arrival
7:30-7:45		

7:45-8:00	Breakfast / Morning Work	Breakfast / Morning Work
8:00-8:15	Community Circle	Community Circle
8:15-8:30		
8:30-8:45	Literacy Rotations (Guided Reading / Phonics & Word Study)	Writer's Workshop / Handwriting
8:45-9:00		
9:00-9:15		
9:15-9:30		Shared Reading
9:30-9:45		
9:45-10:00	Shared Reading	Reader's Workshop
10:00-10:15		
10:15-10:30	Recess / Snack	Recess / Snack
10:30-10:45	Mathematician's Workshop	Mathematics
10:45-11:00		
11:00-11:15	Reader's Workshop	
11:15-11:30		
11:30-11:45	Lunch / Recess	Lunch / Recess
11:45-12:00		
12:00-12:15	Mathematics	Mathematician's Workshop
12:15-12:30		
12:30-12:45		Literacy Rotations (Guided Reading / Phonics & Word Study)
12:45-1:00		
1:00-1:15	Writer's Workshop / Handwriting	
1:15-1:30		
1:30-1:45		
1:45-2:00	Family Circle & Pack-Up	Family Circle & Pack-Up
2:00-2:15	Dismissal	Dismissal

Daily Schedule in Grades 3-5

Figure 22 outlines and describes the major components of San Leandro Catalyst Collegiate's grades 3-5 daily schedule. **Element 1: Curriculum and Instruction** provides a more comprehensive overview of each instructional component described below.

Figure 22: Components of Grades 3-5 Daily Schedule

Component	Minutes	Description
Arrival	15	Students enter the school and are greeted with a handshake from the School Director. The morning handshake reminds students of the shared mission. Staff supports with student drop-off, and teachers are prepared in their classrooms. Arrival occurs on a rolling basis.
Breakfast / Morning Work	30	Students enter the classroom, eat a nutritious breakfast, and complete morning work or read books when finished. The peaceful nature of the breakfast structure sets the tone for a calm, productive morning. As students enter the room, they shake their teacher's hand, give their **Lifework** folder to the teacher to check, go to the library to exchange books, and grab their breakfast from a table. Students then walk to their desk, eat breakfast, and begin quiet morning work or independent reading.
Family Circle	15	**Family Circle** occurs four times a week (Monday, Tuesday, Thursday, and Friday) to anchor students in their classroom communities.

		Family Circle allows students and adults to begin the day in unity and personal growth. During this time, students and adults will sit in a circle on the community rug, share personal updates and important life events with each other, and engage in a mini-lesson centered on the school's CREATE core values or a socioemotional learning skill. On Wednesdays, **Community Circle** takes the place of Family Circle (30 minutes). The purpose of weekly Community Circles is to offer a space and time for the entire school community to cement the school's collective identity, celebrate each other's academic and personal growth and achievements with shout-outs, reinforce the community's **CREATE core values** with reminders, and encourage each other with school chants and songs.
Word Study & Vocabulary	15	During Word Study & Vocabulary, teachers go over a mini-lesson that focuses on spelling and/or vocabulary. Students learn spelling rules so that they can read and spell new words with automaticity and accuracy. This includes grammar, morphology, prefixes, parts of speech, and common homophones so that students can improve their writing and reading comprehension.
Close Reading	45	Teachers lead students through a close reading of a longer piece of text (alternating between fiction and information) as a class, through the lens of a specific essential question. This essential question will help students read with a purpose. Teachers model and practice annotating text with students, making meaning with students by asking text-dependent questions, and facilitating academic discourse related to the text. Students craft a written response to the essential question that includes cited text evidence.
Writer's Workshop	45	In Writer's Workshop, teachers launch the class with an engaging mini-lesson or continue the writing task from Reader's Workshop before students are given time to practice. Students learn and practice the writing process: planning, drafting, revising, editing, and publishing. While students practice the independent writing strategy on their own, teachers conduct one-on-one conferences with 3-5 students per workshop. Based on data, teachers may decide to pull a small group of students who are working through the same skill to provide targeted, individualized supports for specific students. During conferences, students practice writing in multiple genres and monitor their writing progress on their writing folder tracker. The writing work during Novel Study may sometimes cross over to Writer's Workshop.
Reader's Workshop	45	Teachers teach a mini-lesson that focuses on a specific independent reading strategy. While students practice the independent reading strategy on their own, teachers conduct one-on-one conferences with 3-5 students per workshop. Based on data and students' most current STEP level, teachers may decide to pull a small group of students who are working through the same skill to provide targeted, individualized supports for specific students. During conferences, students read books appropriate for their reading level and monitor their reading progress on their reading folder tracker.
Recess / Snack	15	Nutritious snacks are distributed to classrooms and students take snacks as they transition from class to the courtyard for recess.

Creativity & Design	30	Creativity & Design occurs four times a week (Monday, Tuesday, Thursday, and Friday). Students explore their curiosities during this time in the school's Idea Lab. Teachers model and teach a mini-lesson on design thinking and/or product creation. Students experience dedicated time and instruction to learn and engage with low- and high-technology resources and skills appropriate for their grade-level: coding, 3-D printing, vinyl printing and cutting, soldering, etc. Students continually add to their design portfolio.
Physical Education	30	Students participate in Physical Education four times a week (Monday, Tuesday, Thursday, and Friday). Students learn how to play different sports and games. This time of day reinforces the concepts of fitness, nutrition, teamwork, and fair play.
Lunch / Recess	30	Students break for 30 minutes daily to eat a nutritious lunch and have a physical and mental break. Staff members actively monitor and supervise students for safety and positive social interactions.
Mathematics	60	Teachers lead students in a concept development lesson before releasing students to practice the objective. During practice time, teachers conduct one-on-one conferences with 3-5 students per workshop. Based on data, teachers may decide to pull a small group of students who are working through the same skill. Students often complete exit tickets as informal, formative assessments for teachers.
Math Stories / Mental Math & Fluency	30	Math Stories (CGI) takes place every Monday and Thursday. At the beginning of math, teachers read aloud the story problem three times, and students repeat the story problem three times. The purpose of Math Stories is to provide students with an opportunity to deepen their conceptual understanding of mathematics and practice problem-solving strategies with their peers. Teachers facilitate the constructive problem-solving process by asking deliberate open-ended questions, fostering a culture of thinking environment. Students listen to each other's thinking, utilize a variety of resources and strategies to solve the problem, and analyze the process and rationale behind multiple solutions. On Tuesdays and Fridays, students engage in Mental Math & Fluency. Teachers post a problem and students have a short time to solve it using mental math strategies. The purpose of Mental Math & Fluency is to build fluency and flexibility with mental computations. Students continue to practice articulating their thinking, making their thinking processes visible, and building on each other's thinking – all of which cultivates a culture of thinking environment.
Mathematician's Workshop	45	Mathematician's Workshop occurs once a week, on Wednesdays, to provide specific students with targeted, personalized supports either one-on-one or in small groups. Teachers utilize data collected from yesterday's math exit tickets to work with 3-5 students who require additional, individualized support on a specific learning objective for 10-15 minutes, before pulling another small group. The remaining students will continue to practice either the previous day's learning objective, the day's learning objective, or a combination of both, using technology and/or paper.
Novel Study	45	During Novel Study, students read and analyze a grade-level appropriate, standards-aligned novel together as a class. Students practice and refine their habits of discussion as they discuss the novel.

		Students will respond to writing prompts pertinent to the novel in a variety of writing formats.
Brain Break	15	Students transition from the classroom to the courtyard for recess for a short physical and mental break. Students engage in some unstructured play time before diving back into learning.
Science / Social Sciences	45	Teachers rotate science and social sciences units of study throughout the year. In social sciences, students learn about their community, history, slavery, and racism through projects, informational text, read alouds, and case studies. Similarly, in science, students learn about how the world works through projects, phenomena-based instruction, informational text, read alouds, case studies, demonstrations, and lab experiments.
Family Circle & Pack Up	15	Closing Family Circles offer space and time for students and adults to reflect on the day. This time is also an opportunity for students and adults to practice socioemotional skills and character education learnings. Students and teachers in each classroom will come together in a circle and share personal and community highlights, core value reflections and re-commitments, and conflict & relationship work. They then clean up the classroom and pack up their belongings in preparation for dismissal.
Dismissal	15	Teachers support with transitioning students from the classroom to the pick-up location for afternoon dismissal.

Figure 23 calculates the total instructional minutes, including regular and abbreviated, per core content area for grades 3-5. Annually, students in grades 3-5 receive 73,080 minutes of instruction at San Leandro Catalyst Collegiate.

Figure 23: Grades 3-5 Instructional Minutes			
Content Area	Daily Minutes (M, Tu, Th, F)	Daily Minutes (W)	Weekly Minutes
Literacy	195	180	960
Mathematics	90	90	450
Science / Social Sciences	45	0	180
Physical Education	30	0	120
Enrichment	60	45	285
Instructional	420	315	1,995
Annual Instructional Minutes: 73,080			

Figure 24 illustrates the proposed daily schedule San Leandro Catalyst Collegiate students in grades 3-5 will follow on Monday, Tuesday, Thursday, and Friday.

Figure 24: Sample Grades 3-5 Regular Bell Schedule (M, Tu, Th, F)		
Time	3 – UC Davis	3 – Princeton
7:15-7:30	Arrival	Arrival
7:30-7:45	Breakfast / Morning Work	Breakfast / Morning Work
7:45-8:00		
8:00-8:15	Family Circle	Family Circle
8:15-8:30	Word Study & Vocabulary	Word Study & Vocabulary

8:30-8:45	Close Reading	Reader's Workshop
8:45-9:00		
9:00-9:15		
9:15-9:30	Writer's Workshop	Writer's Workshop
9:30-9:45		
9:45-10:00		
10:00-10:15	Reader's Workshop	Close Reading
10:15-10:30		
10:30-10:45		
10:45-11:00	Recess / Snack	Recess / Snack
11:00-11:15	Creativity & Design	Physical Education
11:15-11:30		
11:30-11:45	Physical Education	Creativity & Design
11:45-12:00		
12:00-12:15	Lunch	Lunch
12:15-12:30	Recess	Recess
12:30-12:45	Mathematics	Mathematics
12:45-1:00		
1:00-1:15		
1:15-1:30		
1:30-1:45	Math Stories / Mental Math & Fluency	Math Stories / Mental Math & Fluency
1:45-2:00		
2:00-2:15	Novel Study	Novel Study
2:15-2:30		
2:30-2:45		
2:45-3:00	Brain Break	Brain Break
3:00-3:15	Science / Social Sciences	Science / Social Sciences
3:15-3:30		
3:30-3:45		
3:45-4:00	Family Circle & Pack-Up	Family Circle & Pack-Up
4:00-4:15	Dismissal	Dismissal

Figure 25 provides the proposed abbreviated schedule San Leandro Catalyst Collegiate students in grades 3-5 will follow on Wednesday. On Wednesdays, staff will engage in a two-hour professional development following student dismissal.

Figure 25: Sample Grades 3-5 Abbreviated Bell Schedule (W)		
Time	**3 – UC Davis**	**3 – Princeton**
7:15-7:30	Arrival	Arrival
7:30-7:45	Breakfast / Morning Work	Breakfast / Morning Work
7:45-8:00		
8:00-8:15	Community Circle	Community Circle
8:15-8:30		
8:30-8:45	Close Reading	Reader's Workshop
8:45-9:00		
9:00-9:15		
9:15-9:30		

9:30-9:45	Novel Study	Novel Study
9:45-10:00		
10:00-10:15	Writer's Workshop	Writer's Workshop
10:15-10:30		
10:30-10:45		
10:45-11:00	Recess / Snack	Recess / Snack
11:00-11:15	Mathematics	Mathematician's Workshop
11:15-11:30		
11:30-11:45		
11:45-12:00	Lunch	Lunch
12:00-12:15	Recess	Recess
12:15-12:30	Mathematician's Workshop	Mathematics
12:30-12:45		
12:45-1:00		
1:00-1:15	Reader's Workshop	Close Reading
1:15-1:30		
1:30-1:45		
1:45-2:00	Family Circle & Pack-Up	Family Circle & Pack-Up
2:00-2:15	Dismissal	Dismissal

Teacher Schedule

San Leandro Catalyst Collegiate's instructional model employs a 1.5-teacher model across all TK-5 classrooms. The 1.5-teacher model allows our school to maximize small-group instruction, specifically during literacy rotations where student-to-teacher ratio will not exceed 10:1, and optimize personalized student supports, especially during content area workshops in which students conference with teachers to discuss and set individual learning goals.

Our teacher workday begins at 7:00am and ends at 4:30pm. All teachers have at least 120 minutes for planning and prep time four days a week – Monday, Tuesday, Thursday, and Friday. During Wednesdays when San Leandro Catalyst Collegiate follows an abbreviated bell schedule to provide weekly professional development for all staff, all teachers have at least 75 minutes for planning and prep time. All Lead Teachers have time for planning or a weekly coaching session during Creativity & Design and Physical Education. They will also be relieved during lunch and recess every day. Associate Teachers, Learning Specialists, Literacy Specialists, and Enrichment Teachers will provide support during designated breaks throughout the day.

In Year 1, we strategically developed a staffing model that would allow the application of this approach despite limited budget and staff. When not teaching Creativity & Design or Physical Education, our Enrichment Teacher will be supporting classrooms during essential content areas. Our Learning Specialist will provide targeted push-in support to two classrooms in which students with disabilities will be placed. Our Associate Teacher will support classrooms not receiving support from the Enrichment Teacher and Learning Specialist. Beginning in Year 2 and continuing in subsequent years, our staffing model supports a full 1.5-teacher model, as the combination of three staff members (1 Associate Teacher, 1 Learning Specialist, and 1 English Language Development Teacher) results in a support teacher-to-classroom ratio of 1:2. In Year 3 and beyond, the support teacher-to-classroom ratio progressively increases, beginning with 2:3

in Year 3 and stabilizing with 1:2 in Year 5 (full-scale). We consider support teachers to be all other teachers supporting Lead Teachers, including Enrichment Teachers (when not teaching Creativity & Design or Physical Education), Associate Teachers, English Language Development Teachers, Literacy Specialists, and Learning Specialists. For our full organizational chart, refer to **Element 5: Employee Qualifications**.

Teacher Schedule in Grades TK-2

Figure 26 illustrates the proposed teacher schedule San Leandro Catalyst Collegiate grade TK-2 teachers will follow on Monday, Tuesday, Thursday, and Friday.[139]

Figure 26: Sample Grades TK-2 Teacher Schedule (M, Tu, Th, F)

Time	TK/K – UC Berkeley	Lead Teacher	Associate Teacher	Learning Specialist	Enrichment Teacher
7:00-7:15	Team Huddle	Team Huddle			
7:15-7:30	Arrival	Support	Support	Planning	Planning
7:30-7:45	Breakfast / Morning Work	Lead	Planning		
7:45-8:00				CSU East Bay (M/Th) UCLA (Tu/Fri)	
8:00-8:15	Family Circle	Lead	Support		
8:15-8:30	Literacy Rotations (Guided Reading / Phonics & Word Study)	Lead	Support UC Berkeley (TK/K)	Push-In UCLA (1)	Teach UC Santa Cruz (1)
8:30-8:45					
8:45-9:00					
9:00-9:15					
9:15-9:30					Support UC Santa Cruz (1)
9:30-9:45	Writer's Workshop / Handwriting	Lead	Support UC Berkeley (TK/K)	Push-In CSU East Bay (TK/K)	
9:45-10:00					
10:00-10:15					
10:15-10:30	Recess / Snack	Planning	Support	Support	Support
10:30-10:45	Reader's Workshop	Lead	Support UC Berkeley (TK/K)	Push-In UCLA (1)	Teach CSU East Bay (TK/K)
10:45-11:00					
11:00-11:15	Shared Reading / Read Aloud & Vocabulary	Lead	Support UC Santa Cruz (1)		
11:15-11:30					
11:30-11:45	Lunch / Recess	Planning / Lunch	Support	Planning / Lunch	Support
11:45-12:00					
12:00-12:15	Science / Social Sciences	Lead	Planning / Lunch	Push-In CSU East Bay (TK/K)	Planning / Lunch
12:15-12:30					
12:30-12:45					Teach UCLA (1)
12:45-1:00	Mathematician's Workshop	Lead			
1:00-1:15	Math Stories	Lead			
1:15-1:30					

[139] Teacher schedules for initial years of operation may be different from those for Year 3 and beyond due to leaner financial budgets and staffing model.

1:30-1:45	Mathematics	Lead	Support UC Berkeley (TK/K)	Push-In CSU East Bay (TK/K)	Support UC Santa Cruz (1)
1:45-2:00				Planning	
2:00-2:15					
2:15-2:30					
2:30-2:45	Brain Break	Support	Support		Planning
2:45-3:00	Creativity & Design	Planning	Support UCLA (1)	Push-In CSU East Bay (TK/K)	Teach UC Berkeley (TK/K)
3:00-3:15					
3:15-3:30	Physical Education		Support UC Santa Cruz (1)		
3:30-3:45					
3:45-4:00	Family Circle & Pack-Up	Lead	Support	Support	Planning
4:00-4:15	Dismissal	Planning	Support	Support	Support
4:15-4:30	Planning				

Figure 27 provides the proposed teacher schedule San Leandro Catalyst Collegiate grade TK-2 teachers will follow on Wednesday. On Wednesdays, staff will engage in a two-hour professional development following student dismissal.

Figure 27: Sample Grades TK-2 Teacher Schedule (W)					
Time	**TK/K – UC Berkeley**	**Lead Teacher**	**Associate Teacher**	**Learning Specialist**	**Enrichment Teacher**
7:00-7:15	Team Huddle				
7:15-7:30	Arrival	Support	Support	Planning	Support
7:30-7:45	Breakfast / Morning Work	Lead	Support		Planning
7:45-8:00					
8:00-8:15	Community Circle	Support	Support	Support	Support
8:15-8:30					
8:30-8:45	Literacy Rotations (Guided Reading / Phonics & Word Study)	Lead	Support UC Berkeley (TK/K)	Push-In UCLA (1)	Support CSU East Bay (TK/K)
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00	Shared Reading	Lead	Planning	Push-In CSU East Bay (TK/K)	UC Berkeley (M/Th) UCLA (Tu/F)
10:00-10:15					
10:15-10:30	Recess / Snack	Planning	Support	Support	Support
10:30-10:45	Mathematician's Workshop	Lead	Support UC Santa Cruz (1)	Push-In UCLA (1)	Planning / Lunch
10:45-11:00					
11:00-11:15	Reader's Workshop	Lead	Planning / Lunch	Planning / Lunch	
11:15-11:30					Support UC Santa Cruz (1)
11:30-11:45	Lunch / Recess	Planning / Lunch	Support	Support	Support
11:45-12:00					
12:00-12:15					

12:15-12:30	Mathematics	Lead	Support UC Berkeley (TK/K)	Push-In CSU East Bay (TK/K)	Support UCLA (1)
12:30-12:45				Push-In CSU East Bay (TK/K)	Support UC Santa Cruz (1)
12:45-1:00					
1:00-1:15	Writer's Workshop / Handwriting	Lead	Lead		
1:15-1:30					
1:30-1:45					
1:45-2:00	Family Circle & Pack-Up	Lead	Support	Support	Support
2:00-2:15	Dismissal	Planning	Support	Planning	Support
2:15-2:30	Break				
2:30-2:45	Staff Professional Development				
2:45-3:00					
3:00-3:15					
3:15-3:30					
3:30-3:45					
3:45-4:00					
4:00-4:15					
4:15-4:30					

Teacher Schedule in Grades 3-5

Figure 28 illustrates the proposed teacher schedule San Leandro Catalyst Collegiate grade 3-5 teachers will follow on Monday, Tuesday, Thursday, and Friday.

Figure 28: Sample Grades 3-5 Teacher Schedule (M, Tu, Th, F)

Time	3 – UC Davis	Lead Teacher	Associate Teacher	Learning Specialist	Enrichment Teacher (PE)	ELD Teacher
7:00-7:15	Team Huddle					
7:15-7:30	Arrival	Support	Planning	Support	Support	Planning
7:30-7:45	Breakfast / Morning Work	Lead		Planning	Planning	
7:45-8:00						
8:00-8:15	Family Circle	Lead			Support	
8:15-8:30	Word Study & Vocabulary	Lead		Push-In UC San Diego (4)	Teach Howard (5)	
8:30-8:45	Close Reading	Lead	Support UC Davis (3)			Push-In Duke (2)
8:45-9:00					Teach UC Santa Barbara (5)	
9:00-9:15				Planning / Compliance		
9:15-9:30	Writer's Workshop	Lead	Support UC Davis (M/Th) Support	Push-In UC Santa Barbara (5)	Planning	Push-In Morehouse (4)
9:30-9:45						
9:45-10:00						

			Howard (Tu/F)		Teach Morehouse (4)	Push-In UC Santa Cruz (1)
10:00-10:15	Reader's Workshop	Lead	Support UC Davis (M/Th) Support Howard (Tu/F)	Push-In Princeton (3)		
10:15-10:30					Teach UC San Diego (4)	Support LS Recess / Snack
10:30-10:45						Planning
10:45-11:00	Recess / Snack	Planning	Support	Planning / Compliance	Support	
11:00-11:15	Creativity & Design	Planning/ Lunch	Support Morehouse (M/Th)	Push-In UC Santa Barbara (5)	Teach Princeton (3)	Push-In UC Berkeley (TK/K)
11:15-11:30						
11:30-11:45	Physical Education		Planning / Lunch	Planning / Lunch	Teach UC Davis (3)	Planning / Lunch
11:45-12:00						
12:00-12:15	Lunch		Support	Support	Planning / Lunch	Support
12:15-12:30	Recess					
12:30-12:45	Mathematics	Lead	Support UC Davis (3)	Push-In Princeton (3)	Teach Duke (2)	Push-In UC Santa Cruz (1)
12:45-1:00						
1:00-1:15					Teach Harvard (2)	
1:15-1:30						Push-In Howard (5)
1:30-1:45	Math Stories / Mental Math & Fluency	Lead	Planning	Planning / Compliance	Teach UC Santa Cruz (1)	
1:45-2:00				Push-In UC San Diego (4)		
2:00-2:15	Novel Study	Lead	Support UC Davis (M/Th) Support UC Santa Barbara (Tu/F)		Teach UCLA (1)	Push-In Morehouse (4)
2:15-2:30						
2:30-2:45					Planning	
2:45-3:00	Brain Break	Support	Support	Planning / Compliance	Teach CSU East Bay (TK/K)	Push-In Duke (2)
3:00-3:15	Science / Social Sciences	Lead	Support UC Davis (M) Support Princeton (Tu) Support UC San Diego (Th)			
3:15-3:30					Teach UC Berkeley (TK/K)	
3:30-3:45						
3:45-4:00	Family Circle & Pack-Up	Lead	Support		Support	Support
4:00-4:15	Dismissal	Planning	Support	Support	Support	Support
4:15-4:30	Planning		Planning			Planning

Figure 29 provides the proposed teacher schedule San Leandro Catalyst Collegiate grade 3-5 teachers will follow on Wednesday. On Wednesdays, staff will engage in a two-hour professional development following student dismissal.

Figure 29: Sample Grades 3-5 Teacher Schedule (W)

Time	3 – UC Davis	Lead Teacher	Associate Teacher	Learning Specialist	Enrichment Teacher (PE)	ELD Teacher
7:00-7:15	Team Huddle					
7:15-7:30	Arrival	Planning	Support	Support	Support	Support
7:30-7:45	Breakfast / Morning Work	Lead	Planning	Planning	Planning	Planning
7:45-8:00						
8:00-8:15	Community Circle	Support	Support	Support	Support	Support
8:15-8:30						
8:30-8:45	Close Reading	Lead	Support UC Davis (3)	Planning	Support Morehouse (M/Th) Support UC San Diego (Tu/F)	Push-In Duke (2)
8:45-9:00						
9:00-9:15						
9:15-9:30	Novel Study	Lead	Support Morehouse (4)	push-in UC San Diego (4)	Support Howard (M/Th) Support UC Santa Barbara (Tu/F)	Push-In UC Santa Cruz (1)
9:30-9:45						
9:45-10:00						
10:00-10:15	Writer's Workshop	Lead	Support UC Davis (M/Th) Support Princeton (Tu/F)	Push-In UC Santa Barbara (5)	Support UC San Diego (M/Th) Support Morehouse (Tu/F)	Push-In Howard (5)
10:15-10:30						
10:30-10:45			Planning / Lunch			Planning
10:45-11:00	Recess / Snack	Planning		Support	Planning	
11:00-11:15	Mathematics	Lead	Support UC San Diego (4)	Push-In Princeton (3)		Push-In Morehouse (4)
11:15-11:30					Planning / Lunch	
11:30-11:45						Planning / Lunch
11:45-12:00	Lunch	Planning / Lunch	Support	Planning / Lunch	Support	
12:00-12:15	Recess					Support
12:15-12:30	Mathematician's Workshop	Lead	Support UC Davis (3)	Push-In UC Santa Barbara (5)	Support Morehouse (4)	Push-In Howard (5)
12:30-12:45						
12:45-1:00						
1:00-1:15	Reader's Workshop	Lead	Support UC Davis (3)	Push-In Princeton (3)	Push-In UC San Diego (4)	Push-In UC Davis (3)
1:15-1:30						
1:30-1:45						

<table>
<tr><td>1:45-2:00</td><td>Family Circle & Pack-Up</td><td>Lead</td><td>Support</td><td>Planning</td><td>Support</td><td>Planning</td></tr>
<tr><td>2:00-2:15</td><td>Dismissal</td><td rowspan="2">Planning</td><td>Support</td><td rowspan="2">Support</td><td>Support</td><td rowspan="2">Support</td></tr>
<tr><td>2:15-2:30</td><td>Break</td><td>Planning</td><td>Planning</td></tr>
<tr><td>2:30-2:45</td><td colspan="6" rowspan="8">Staff Professional Development</td></tr>
<tr><td>2:45-3:00</td></tr>
<tr><td>3:00-3:15</td></tr>
<tr><td>3:15-3:30</td></tr>
<tr><td>3:30-3:45</td></tr>
<tr><td>3:45-4:00</td></tr>
<tr><td>4:00-4:15</td></tr>
<tr><td>4:15-4:30</td></tr>
</table>

Day in the Life of a Kindergarten Student at San Leandro Catalyst Collegiate

Marisol wakes up at 6:30am on the dot, excited and eager to get ready for school. She is looking forward to a new book they will be reading during Shared Reading this morning. With a big grin on her face, she hops off her bed and begins to get ready for the day. Marisol returns to her room and starts to carefully put on her uniform – a pair of ironed khaki slacks and a bright yellow polo with the emblem of San Leandro Catalyst Collegiate ironed on it. She loves to run her fingers over the emblem on the polo; she is so proud to go to this school! When she is fully dressed, Marisol heads to the front door to grab her Hello Kitty backpack. Even though she knows she already double-checked last night, she takes out her **Lifework** folder to look over her homework and check that her mom signed her daily behavior report. She's had a great week this week: three Super Star Silver stamps and one Great Day Green stamp. Satisfied, Marisol nods affirmatively and in her typically careful manner, places her homework and daily behavior report back into her **Lifework** folder and then into her backpack. Her mother announces that she is ready to go, and Marisol follows her mother to the car.

As they approach San Leandro Catalyst Collegiate, Marisol briefly looks out the window to admire her school, a charcoal grey building with bright yellow trim and doors. There are cars lined up in the U-shaped parking lot with a handful of adults opening car doors, greeting parents, and walking students into the school building. Marisol's mother enters the parking lot and joins the car queue. At 7:33am, Mr. Salazar, her Enrichment Teacher, opens the car door and says, "Buenas dias, Señora Franco. ¿Cómo está usted?" Her mother replies, "Muy bien, Señor Salazar. Adios, Marisol. Sé bueno." Mr. Salazar then turns to Marisol and they walk together to the school steps.

Marisol lines up behind Darius, a friend from the CSU East Bay class next door to her class. She waits silently as each student greets Ms. Fox at the school entrance. The line slowly moves up and, finally, it's her turn for a morning greeting with Ms. Fox. Ms. Fox smiles and asks, "Marisol, why are you here?" Marisol proudly responds, "To excel, thrive, and create." Ms. Fox then asks, "Who do you do it for?" Marisol puffs up her chest and says, "Myself, my family, and our community." Ms. Fox nods and tells her, "Go do some learning!"

As she follows the path down the hall to her classroom, Marisol looks to her right, where she sees San Leandro Catalyst Collegiate's **mission statement** visibly displayed: "San Leandro Catalyst Collegiate prepares all students in grades TK-5 through rigorous academics, character development, and creative thinking to excel in high school, thrive in college, and create their futures." Overhead, banners with her school's CREATE core values are hung in charcoal grey and bright yellow: **Curiosity. Resilience. Enthusiasm. Agency. Team. Excellence.** Marisol wonders to herself what CREATE core value she is going to focus on today.

When Marisol arrives at the lockers lined along the same wall as her UC Berkeley classroom door, she opens her locker, places her backpack inside, and takes out her bright yellow **Lifework** folder and Velcro book bag. She follows the route to her classroom entrance, where she is greeted by Ms. Flores. She loves Ms. Flores! Ms. Flores makes eye contact with Marisol with a twinkle in her eye and says, "Good morning, Marisol." Marisol responds, "Good morning, Ms. Flores." She hands her **Lifework** folder to Ms. Flores and continues to follow the class to the book library. She takes out her books from her Velcro book bag, returns them to their proper homes, and spends a few seconds perusing through her options. *Hmm. This one seems like a good one.* Marisol places the new book carefully into her Velcro book bag. She then moves to the breakfast table, where Marisol sees her breakfast options. She is not that hungry, but she remembers that it is important to have brain food so that her brain can learn as much as possible. She takes one sheet of paper towel, places it on top of her Velcro book bag just like she and her classmates were taught during the first day of school. Marisol then takes a milk box and a blueberry muffin and places them both on top of the paper towel. With a hand on each side of her Velcro book bag, she walks carefully to her desk. Marisol eats her breakfast and enjoys the quiet jazz music playing in the background. She finishes her breakfast early, throws away her trash, and begins working on the packet that was already on her desk when she sat down.

At 7:55am, Ms. Flores reminds her class that they have five minutes to wrap up breakfast. Marisol continues to work and notices that her teacher, Ms. Flores, is rapidly checking each student's **Lifework** folder and making notes on her clipboard. The bell rings to signal three minutes to the start of the school day. Marisol and every other student in the classroom stand up and take their remainders and trash to the garbage can. She and her classmates walk to the community rug, sit along the perimeter, and wait for Ms. Flores to start roll call.

When the bell rings at 8:00am, Ms. Flores begins the day with an enthusiastic "Good morning, UC Berkeley. Let's begin with our mission." As Ms. Flores recites the school mission, Marisol and her classmates join her in unison. Ms. Flores then opens the **Family Circle**. On the whiteboard, Ms. Flores reads aloud, "What tool have we been working on and practicing last week and this week? Let's see all hands." *She knows the answer to this one!* Marisol raises her hand quickly and she sees other classmates raise their hands excitedly, too. Ms. Flores calls on Jonathan and Jonathan answers, "We have been working on and practicing the breathing tool." Marisol nods. Ms. Flores says, "Yes, Jonathan, that's correct. What is the breathing tool?" All hands go up in the air. Marisol hopes Ms. Flores calls on her this time. Since he's called on, Osvaldo answers, "The breathing tool is a tool we can use when we feel mad, bad, or sad."

"What would that look like? Have you had an experience this week in which you had to use our breathing tool?" All hands go up in the air. "I see you all have an experience to share. Turn and talk to your partner about that time." Marisol turns her body to face Cynthia. She shares about

what happened during recess yesterday. She was playing with Kierra and Alejandra and then they ran off, so she started chasing them, but they kept running away. Marisol felt so mad yesterday she almost wanted to cry, but then she remembered that she had a toolbox and that they had been working on the breathing tool. She took several deep breaths to calm herself. She remembered that she didn't feel 100%, but she felt much better and she wasn't shaking anymore. Cynthia shared about her experience with her younger brother when he didn't want to give her some of his Pelo Ricos. Ms. Flores called the class back together and a couple of students share their experience using the breathing tool. Ms. Flores then says, "Okay, UC Berkeley, today is Friday. How are you feeling right now? What do you want to accomplish today?"

The next activity is **Shared Reading,** which Marisol has been anticipating since yesterday. Ms. Flores sits in the chair in the front of the room and takes out a new book. Today, the class is reading *Frog and Toad Together* by Arnold Lobel. While Ms. Flores reads the story with a tiny frog voice, Marisol listens attentively. She feels a lot like Frog in the story, sharing adventures with a best friend. She's never heard of the word "pal" before. It's like the same as a friend. Marisol decides she will start to call all her friends, pals – she likes the sound of that. As Ms. Flores reads the book, Marisol sits silently with eyes wide open and a smile on her face.

After Shared Reading, Marisol and her classmates then walk over to their desks, where they sit in STAR and wait for instructions from Ms. Flores. It's time for **Literacy Rotations**. At 8:15am, all San Leandro Catalyst Collegiate students, including Marisol, move to their assigned groups. Marisol walks over to one of the corner tables with Ms. Creer and takes a seat in chair number 5. Marisol loves **Phonics** because she knows all her letters and it's fun making all the sounds. At 8:40am, Marisol moves to **Guided Reading** small group with Ms. Flores. Next, Marisol moves to the center of the classroom for **Independent Reading** to read all by herself. She looks at the pictures to figure out what the words are saying before sounding out the words on the page.

Whoa! The time flew by. Ms. Flores calls for UC Berkeley to put everything away and return to their desks. Marisol places her independent reading book back into her Velcro book bag and makes sure to move her paper clip one number over on her book tracker. She and her classmates take out their **Handwriting** book. Ms. Flores says, "Let's turn to page 27. Today we are practicing how to correctly write the letter J." Marisol takes her pencil from the pencil holder at the top of her desk. With complete concentration, she puts pencil to paper and begins tracing the letter J, starting at the top, slowly moving down and then bringing her left hand to an upward curve. She then fills in the dot at the top of the letter. Marisol likes tracing letters and then seeing how well she can make her letters look like the ones on the page. Ms. Flores comes around, looks down on her paper, and says, "Nice looking Js, Marisol. See if you can grip your pencil more firmly when you go down and make that curve up." Marisol nods her head, resolved to write better looking Js for the next five.

After Handwriting is **Writer's Workshop**. For Writer's Workshop, everyone goes back to the community rug and sits in their designated color circle. Ms. Flores sits in her chair, turns her pointer to the whiteboard, and reads aloud, "This weekend I will _____." Marisol thinks to herself, "What am I doing this weekend?" With the help of Ms. Flores, Marisol and her UC Berkeley classmates make the sentence juicier and juicier!

Then it is time for **snack** and recess. Marisol and her classmates go back to their desks. While they were in Writer's Workshop, snacks were delivered to the classroom by Mr. Thompson, her school's Manager of Operations. At recess, Marisol finds a bench with her two best friends, Angie and Oscar, and they begin animatedly chatting away about the projects they are working on in the Idea Lab for **Creativity & Design**. Oscar cannot wait until the afternoon when they get to visit the Idea Lab again. While Oscar laments the fact that **Creativity & Design** happens at the end of the school day, Angie busies herself with eating the morning snack. While Marisol eats her morning snack, she observes Ms. Fox walking around and chatting with students from UC Berkeley and CSU East Bay. When she finishes her snack, Marisol walks over to the playground. She plays and laughs on the jungle gym, enjoying the ride down the slide over and over again.

When recess is over, Marisol and her classmates head back to room 213 and promptly begin **Read Aloud & Vocabulary**. When they get to the carpet, Ms. Flores asks, "UC Berkeley, why do we read?" Marisol and her peers chant, "The more I read, the more I know; the more I know, the further I go." Ms. Flores nods and opens the book for today's read aloud. Ms. Flores reads a book called *The Paper Crane*. During the story, Ms. Flores asks Marisol and her students if they think that the paper crane will help the family, yes or no? Marisol thinks about it to herself and holds a thumb down on her chest. Ms. Flores calls on a student to answer and Marisol and her classmates show that they agree or disagree by holding a thumbs up or thumbs down to their chest.

Even though Marisol loves Read Aloud, she's also glad that it's time for **Reader's Workshop**! As she and her classmates get their Velcro book bags from the back of their chair, they sing, "We are independent, independent readers. I can read, all by myself." Marisol's favorite part of the day is Reader's Workshop because she enjoys reading, and Ms. Flores or Ms. Creer might call her today for a **reading conference** at the Genius Bar! Last week, Marisol was working on the strategy of using pictures to help read the text. She's been working really hard at the goal and wants to show Ms. Flores. This morning, she finished one book and moved her paper clip one over, so she is at 1 book so far today. Her goal is to get to 10 books by the end of Reader's Workshop.

At 11:25am, Ms. Flores says, "Badabumbum," and Marisol and the other students respond with, "Badabumbum" and place hands on their shoulders. Ms. Flores gives instruction that it is time for lunch. Marisol and the students of room 213 put away their books and Velcro book bags, push in their chairs, and head outside to line up against the wall to the right of the door.

When Marisol arrives in the cafeteria, she heads over to the lunch line and collects lunch: an apple, chicken quesadilla, and milk – yum. She takes a seat where her UC Berkeley family always sits and enjoys her lunch. She talks to Jayden and Celeste using indoor voices. Three minutes before the end of lunch, Ms. Flores and the other adults in the cafeteria remind student lunch clean-up helpers to start cleaning up their family tables. This week, UC Berkeley's lunch clean-up helper is Adam. UC Berkeley students help Adam clean up their family table, and when Ms. Fox sees that UC Berkeley is clean, ready, and patiently waiting, Ms. Fox excuses UC Berkeley.

In the courtyard, she finds a group of classmates playing four-square and Marisol decides that she is in the mood for some four-square today. While she's waiting in line, Kierra and Alejandra approach her. Marisol hesitates, unsure of why they are coming up to her after yesterday. Kierra and Alejandra say, "Marisol, we're sorry. We feel bad about leaving you yesterday. We thought it was fun, but it looked like we made you cry." Marisol still feels angry at Kierra and Alejandra,

but she decides to use the apology & forgiveness tool. She's not that mad at them anymore, she guesses. It's more fun to play with them anyway.

When Marisol and her classmates come back after lunch, they jump right into **Mathematics** on the community rug. Ms. Flores begins her lesson, and Marisol and her classmates listen attentively. While Ms. Flores is teaching math, Ms. Fox enters the room and stands over to the side, listening to Ms. Flores. Ms. Flores asks the class a question, and Ms. Fox whispers in Ms. Flores' ear. Ms. Flores nods and asks the class a second question and follows with, "All hands shoot up!" Marisol and her classmates raise their hands in the air. At certain points throughout Mathematics, Ms. Fox whispers into Ms. Flores' ear. Halfway through, Ms. Fox smiles at Ms. Flores, gives her a note, and then leaves UC Berkeley.

At the end of their Mathematics lesson, Marisol and her classmates return to their desks and fill out an exit ticket. She then takes out her Mathematics folder to practice number math on her own. Mathematics is okay, but she likes Math Stories so much more. While she's practicing number math during **Mathematician's Workshop**, Ms. Flores and Ms. Creer call a few students at a time to the Genius Bar and have math conferences with them. Marisol spent some time at the Genius Bar earlier in the week. She got stuck on the **exit ticket** problem on Monday and didn't feel too great about it afterward. The next day, Ms. Flores called her up to the Genius Bar and worked with her to do some practice problems.

Finally, it's time for **Math Stories**. Marisol learns a lot from her peers about how they think about the math story differently but then work together to tell the ending of the story. Ms. Flores reads the day's story problem aloud three times, and then has the entire class repeats the story problem three times. Marisol walks very fast to her desk to take out her cubes. After several minutes, Ms. Flores calls the class back together and they all put their cubes away into their plastic cases. They return to the community rug and sit in their assigned colored circle. Ms. Flores calls on one student to present their strategies for solving to the class. She asks, "Marisol, what strategy did you use to tell the math story?" With a **loud and proud voice**, Marisol tells the math story to UC Berkeley and explains the strategy she used.

After Math Stories is **social sciences**. Marisol thinks history is interesting. She is learning a lot about the word "family" and what that means. Marisol thought family meant her mom, dad, and older brother, but she learned from Ms. Flores and Ms. Fox that family also means her class and her school. Today they do a read aloud about family and then listen to an audio recording of the poem, too. Marisol listens carefully because she knows Ms. Flores will ask the class about what they think. She calls them **thinking routines**. Ms. Flores calls on a student to share their thinking and Marisol and her classmates show that they agree or disagree by holding a thumbs up or thumbs down to their chest. Before Marisol knows it, it's afternoon **brain break**. Again, Marisol and her classmates line up against the lockers on the right side of the classroom door. They follow the path out to the courtyard, where Mr. Thompson, Ms. Fox, and other adults are in their usual spots.

Following brain break, Ms. Flores leads UC Berkeley to the Idea Lab for **Creativity & Design** on the other side of the school. In the Idea Lab, Marisol runs to the project she has been working on and spends the shortest 30 minutes making improvements to her **pet robot**. Her pet robot is part of a project Marisol is submitting for her social sciences class. Since they are learning about the

different types and sizes of families in social sciences, she and other students are creating projects in the Idea Lab to represent their own families. She places her pet robot, named Estrella, back on the shelf, sad to put it away but excited to return to it next Monday.

At 3:15pm, Mr. Salazar takes Marisol's class for **PE**. During PE, Marisol and her UC Berkeley classmates play Red Light, Green Light. Marisol is happy because she got to the end of the line one time! When Angie, her best friend, won, Marisol felt happy for her, too.

After PE, Marisol and her classmates sit on the community rug on their specific circles. Ms. Flores opens the **Family Circle** by asking, "What **CREATE core value** did you demonstrate today? Think to yourself first." Marisol considers for a moment. She remembers she was thinking about excellence earlier in the day, but she's not sure if she demonstrated excellence today. Then, Marisol remembers. Oh! At lunch she still felt a little bit mad at Kierra and Alejandra, but she ended up forgiving them. *I think that's resilience.* Marisol and her circle partner share the CREATE core value they demonstrated today. When Ms. Flores brings the group back together, she asks UC Berkeley, "Friends, it's Friday. Let's share some shout-outs, reflections, re-commitments, or celebrations." Some of Marisol's classmates shared appreciations and others shared learnings from the week. This week they didn't have anyone sharing a re-commitment.

After Ms. Flores announces the homework for the weekend, students share their upcoming plans and one goal they want to accomplish over the weekend to conclude Family Circle. Ms. Flores closes the Family Circle and students return to their desks where their **Lifework** folder is waiting with their homework packet inside of it. Ms. Flores then leads UC Berkeley to the hallway so that Marisol and her classmates can get their backpacks from their lockers. Marisol and her classmates collect their backpacks from the hooks and line up against the wall to the right of the door for the last time today. She is sad that the day and the week are already over, although she knows she is coming back on Monday. She walks with her class to the front of the school, where the drop-off/pick-up location is. Ms. Fox is already out in the school's parking lot, saying "hi" to everyone's family and saying "goodbye" to every student by name. She waves at Marisol and says, "Have a great weekend, Marisol!" Marisol waves back and says, "You, too, Ms. Fox!" with a shy smile on her face. Marisol sees her mother waiting in the car and she walks over to the car door. As soon as she is buckled in, Marisol immediately begins telling her mother everything that happened at school today: the story of the paper crane, Estrella the pet robot, and her new reading goal! She leans back and smiles. *It was a good day.*

Annual School Calendar

San Leandro Catalyst Collegiate's annual school calendar is included as **Figure 31**. Based on evidence-based practices observed in high-performing urban charter schools across the country and in alignment with our core beliefs, we designed our annual school calendar to best support and educate students who have been traditionally underserved. In our annual school calendar, we included the following essential components:

- Extended school year and extended instructional day to increase instructional minutes, especially for literacy;
- Data-driven assessment cycles to ensure individualized student supports;

- Instructionally-focused, extensive professional development to support and develop teacher practice;
- Frequent touchpoints with families to drive towards our value of team; and
- An annual Design Showcase to highlight students' design portfolios produced throughout the year from our Creativity & Design course.

To augment and maximize instructional time in service of our target student population, San Leandro Catalyst Collegiate will operate an extended year model. Our school will have 184 instructional days, which meets the minimum threshold of 180 instructional days as stipulated by **California Ed. Code § 4200(c)**; this is also four more instructional days than the 180 instructional days typically offered by San Leandro Unified School District. In addition, San Leandro Catalyst Collegiate will provide, at a minimum, the minimum number of annual instructional minutes to maintain compliance with **California Ed. Code § 47612.5**.

As shown in **Figure 30** below, students at San Leandro Catalyst Collegiate in grades TK through five will receive approximately 73,080 minutes of instruction annually, almost 15,000 more minutes of instruction than students in grades four through five in San Leandro Unified School District public schools. At the transitional kindergarten/kindergarten level, students at San Leandro Catalyst Collegiate will receive about 25,000 more instructional minutes, which equates to 417 more hours or 52 additional school days when compared to their District counterparts. Students in grades 1-3 at our school will receive approximately 20,000 more instructional minutes, which amounts to 333 more hours or 42 additional school days. Finally, students in grades four through five at San Leandro Catalyst Collegiate will receive roughly 15,000 additional instructional minutes, which equates to 250 more hours or almost 31 more school days. Over the course of a student's elementary education – TK through grade five – at San Leandro Catalyst Collegiate, he or she will receive approximately 323 additional school days, or 1.79 additional 180-day school years, compared to a student who attends an elementary school within the District. For the students we are intending to serve, the significant increase in instructional time will mean more time for students to develop school readiness skills, additional opportunities for students to practice and demonstrate mastery of grade-level skills and knowledge, and less time for students to fall into "summer slide."[140]

Figure 30: Analysis of Instructional Minutes at San Leandro Catalyst Collegiate and SLUSD Schools by Grade Span

Grade Span	California Minimum Annual Instructional Minutes	San Leandro Unified School District Annual Instructional Minutes	San Leandro Catalyst Collegiate Annual Instructional Minutes
TK/K	36,000	47,550	73,080
Grades 1-3	50,400	53,240	73,080
Grades 4-5	54,000	58,920	73,080

Our proposed annual calendar includes the tentative dates for assessments we plan on administering at San Leandro Catalyst Collegiate. In designing our annual calendar, we considered how to best leverage the time of year and align our staff development days with the

[140] "Summer slide" is a term used to describe the tendency for students, particularly those from disadvantaged backgrounds, to lose academic gains they made during the previous academic year due to a variety of factors.

District to craft our assessment schedule. We deliberately developed our assessment calendar to embed multiple opportunities to collect data on what students have or have not yet mastered with six STEP assessment windows and three MAP assessment windows annually. The data we collect from the formative assessments will allow us to plan strategically and support our students intentionally so that all learners demonstrate proficiency or higher on grade-level standards by the end of the school year, preparing students for the subsequent grade level the following year.

Teachers at San Leandro Catalyst Collegiate will begin their first day each year approximately three weeks before the first day of school and will conclude each year two business days after our school's last instructional day. Our essential priorities during Induction Training encompass (1) creating a strong adult culture and sense of team centered around our mission and vision, (2) internalizing and practicing key schoolwide practices and expectations to execute on our vision, and (3) intellectually preparing curricula and practicing core instructional methods and techniques to maximize teacher development. Induction Training at San Leandro Catalyst Collegiate is described in **Element 1: Professional Development**.

Compared to San Leandro Unified School District, our annual school calendar reserves 26 professional development days total: 17 days for Induction Training, six Data Days, and three staff PD days during the year.[141] This is aligned with our core belief that exceptional teaching produces exceptional results, which means that we must prioritize and maximize the opportunities our teachers have to grow and refine their craft based on observations, data, and coaching.

San Leandro Catalyst Collegiate deeply values partnerships with families in educating our students, a value evident throughout our annual school calendar. During the first half of July, our school leadership team will conduct Home Visits, and each month thereafter we will host at least one family event, to include a minimum of four Family Workshop Nights over the course of the year. Whereas the elementary schools in the District conduct parent conferences on one occasion, San Leandro Catalyst Collegiate will offer family or student-led conferences three times each year. In grades TK-2, conferences will be structured as family conferences, where our teachers are the primary drivers of the conference. In grades 3-5, conferences will be designed as student-led conferences, where our students are the main drivers of the conferences. Having multiple touchpoints, meaningful connection opportunities, and frequent communication with families will support our students to excel and thrive in school and beyond.

One of our core pillars at San Leandro Catalyst Collegiate is creative agency. Our annual school calendar includes a proposed date for our annual Design Showcase, an evening during which all San Leandro Catalyst Collegiate students show off the design portfolios they have been adding to throughout the year.

[141] Data Days are specific days devoted to analyzing and responding to student assessment data. They will occur at San Leandro Catalyst Collegiate six times throughout the school year – three times in the fall semester and another three times in the spring semester – typically after an assessment for learning cycle or following a STEP assessment window. Other staff professional days aside from Data Days will be dedicated to learning and development that is reflective of our current school's priorities, informed by our instructional and culture walkthroughs, based on input and feedback from staff, and designed to meet the needs of all learners at San Leandro Catalyst Collegiate.

Most holidays and seasonal breaks – exceptions being Cesar Chavez Day and President's Break – are aligned to those set forth by San Leandro Unified School District to accommodate families with children attending other public schools within the District.

Figure 31: San Leandro Catalyst Collegiate 2021-22 School Calendar

July 2021

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

Instructional Days: 0
PD Days: 10

August 2021

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

Instructional Days: 15
PD Days: 7

September 2021

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

Instructional Days: 21
PD Days: 0

October 2021

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

Instructional Days: 20
PD Days: 1

November 2021

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

Instructional Days: 15
PD Days: 1

December 2021

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

Instructional Days: 12
PD Days: 1

January 2022

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

Instructional Days: 19
PD Days: 1

February 2022

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

Instructional Days: 18
PD Days: 1

March 2022

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

Instructional Days: 23
PD Days: 0

April 2022

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

Instructional Days: 15
PD Days: 1

May 2022

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

Instructional Days: 20
PD Days: 1

June 2022

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

Instructional Days: 6
PD Days: 2

Important Dates			
7/1-7/16	Home Visits	1/17	MLK Day - NO SCHOOL
7/1-7/16	STEP Assessment 1 Window	1/20-1/21	Conferences 2 (Early Dismissal)
7/19-8/10	Induction Training	1/28	*Cafecito*
8/11	First Day of School	2/2	Family Workshop Night 3
8/11-8/12	Student Induction Orientation	2/7-2/10	STEP Assessment 4 Window
8/16	Assessment for Learning Cycle 1 Starts	2/11	Data Day 4 - NO SCHOOL
8/16	MAP BOY Assessment	2/14	President's Day - NO SCHOOL
8/27	*Cafecito*	2/15	ALC 5 Begins
9/6	Labor Day - NO SCHOOL	2/23	Open House
9/8	Back to School Night	2/25	*Cafecito*
9/24	*Cafecito*	3/2	Family Workshop Night 4
9/27-9/30	STEP Assessment 2 Window	3/16	Lottery
10/1	Data Day 1 - NO SCHOOL	3/18	Quarter 3 Ends
10/4	ALC 2 Begins	3/18	*Cafecito*
10/8	Quarter 1 Ends	3/24-3/25	Conferences 3 (Early Dismissal)
10/14-10/15	Conferences 1 (Early Dismissal)	3/28-3/31	STEP Assessment 5 Window
10/22	*Cafecito*	4/1	Data Day 5 - NO SCHOOL
10/27	Family Workshop Night 1	4/4-4/8	Spring Break - NO SCHOOL
11/11	Veterans' Day - NO SCHOOL	4/11	ALC 6 Begins
11/12	Data Day 2 - NO SCHOOL	4/22	*Cafecito*
11/15	ALC 3 Begins	5/16-5/19	STEP Assessment 6 Window
11/19	*Cafecito*	5/20	Data Day 6 - NO SCHOOL
11/22-11/26	Thanksgiving Break - NO SCHOOL	5/23-5/27	State Testing
12/1	Family Workshop Night 2	5/27	*Cafecito*
12/10	*Cafecito*	5/30	Memorial Day - NO SCHOOL
12/13-12/16	STEP Assessment 3 Window	5/31	MAP EOY Assessment
12/17	Data Day 3 - NO SCHOOL	6/3	Design Showcase
12/20-12/31	Winter Break - NO SCHOOL	6/8	Community Celebration
1/3	MOY Reflection - NO SCHOOL	6/8	Quarter 4/Semester 2 Ends
1/4	ALC 4 Begins	6/8	Last Day of School
1/4	MAP MOY Assessment	6/9	EOY Reflection
1/14	Quarter 2/Semester 1 Ends	6/10	BOY Preview

Key	Summary of Days	
First & Last Day of School for Students / End of Quarter	184	Instructional Days
Professional Development Day	26	Total PD Days
Assessments (Interim, STEP, MAP, CAASPP)	17	Induction Training
Family Events	6	Data Days
No School	6	Conference Days

Attendance

Attendance is the first step in ensuring academic achievement. Our curriculum is an ambitious one; thus, every day is essential for students to keep pace. Furthermore, a significant body of research agrees that "poor attendance can influence whether children read proficiently by the end of third grade,"[142] a pivotal grade in predicting a student's academic and life outcomes based on reading proficiency. Research shows, for example, that students who are proficient readers at the end of third grade are four times more likely to graduate from high school than their counterparts who are not.[143] Recognizing the substantial impact attendance has on student learning, San Leandro Catalyst Collegiate requires students to attend school every day.

At a minimum, San Leandro Catalyst Collegiate expects students to attend 95% of the 184 instructional days each year and demonstrate mastery of grade-level skills and content knowledge as per Common Core State Standards and California Content Standards, or they may be candidates for possible retention (see **Element 3: Methods by Which Pupil Progress Toward Meeting Outcomes Will Be Measured**). We will monitor daily attendance closely and communicate regularly with families to ensure every student is able to meet our attendance requirement. Our methods of family communication include daily behavior reports (grades TK-2), weekly behavior reports (grades 3-5), staff and teacher text/email/phone calls, and family (grades TK-2) and student-led conferences (grades 3-5). In the case of absences, San Leandro Catalyst Collegiate will communicate promptly with families to minimize the impact absences have on any child's academic progress. As a school, we will track attendance diligently and all daily attendance averages will be included as part of our monthly academic dashboard report to the San Leandro Catalyst Collegiate Board of Directors.

For tiered supports and policies regarding attendance, refer to **Element 3: Methods by Which Pupil Progress Toward Meeting Outcomes Will Be Measured**.

Professional Development

Our professional learning program strongly supports the California Department of Education's strategic priority area of teaching and leading excellence as we aim to revitalize and offer a high-quality professional learning system that builds capacity for all educators.[144] Recognizing that teacher quality is the strongest driver of student achievement, San Leandro Catalyst Collegiate commits to recruiting, hiring, developing, and retaining exceptional teachers. This goal informs both our philosophy and approach to teacher recruitment and development – outlined below – to ensure that all students learn from outstanding teachers in every classroom.

Recruitment

San Leandro Catalyst Collegiate will develop robust partnerships with local teacher education programs to identify, recruit, and hire teachers from the community. We will make every effort

[142] Chang, Hedy N., and Maria Jose Romero. *Present, Engaged, and Accounted for The Critical Importance of Addressing Chronic Absence in the Early Grades*. Report. Distributed by ERIC Clearinghouse, 2008.
[143] Hernandez, Donald J. 2011. *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. Baltimore: Annie E. Casey Foundation.
[144] "C. Strategic Priority Areas." *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department of Education, https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp.

to staff our classrooms with locally based teachers to support long-term teacher retention and to promote strong teacher-student connections. Therefore, we will prioritize recruitment efforts at local higher education institutions and teacher education programs, such as California State University East Bay, University of California-Berkeley, Stanford University, and Mills College to increase the number of local teacher candidates at San Leandro Catalyst Collegiate.

Hiring

San Leandro Catalyst Collegiate will develop and implement a rigorous process for hiring that ensures our students learn from talented and diverse teachers committed to our school's mission, core beliefs, and values. Highly successful schools effectively closing the achievement gap and producing exceptional results for all students have a diverse and talented staff, all committed to the school's mission and continuously working together to improve student outcomes. These school teams, inclusive of teachers, administrators, and support staff, are purposefully designed and selected to support the needs of all students.

Through our rigorous process for hiring, we will identify and onboard staff who exemplify alignment and commitment to our school's mission, beliefs, and values. In Chrispeels' 1990 study of effective schools, she states that "if a school staff has a shared vision, there is a commitment to change."[145] When adults in a school community demonstrate shared beliefs and commitment to the school's mission, the concerted efforts of the community dramatically increase the possibilities of the execution and accomplishment of the school's vision. To advance our mission at San Leandro Catalyst Collegiate, we will also hire staff members with proper credentials and the content knowledge required to perform successfully in their roles.

Development

One key characteristic of San Leandro Catalyst Collegiate that distinguishes it from other public schools in the district and makes our school uniquely positioned to meet the academic needs of our student population is targeted, strategic professional development for teachers. At our school, we recognize that exceptional student outcomes come about as a result of exceptional teaching. High-quality, effective teaching matters more for student learning than any other factor.[146] Research also demonstrates that the best predictor of a teacher's effectiveness is previous success in the classroom. TNTP reports that the evidence is clear: "to ensure that every child learns from the most effective teachers possible, schools must be able to gauge their teacher's performance fairly and accurately."[147]

Our program includes 26 full days dedicated to professional development annually (see **Figure 31** in **Element 1: Annual School Calendar**) and two hours every Wednesday for professional development sessions and professional learning communities. In total, teachers will receive 288 hours, or 36 days of professional development annually, compared with six days within San Leandro Unified School District. To support and develop our teachers as they advance towards masterful instruction, we have developed a robust and comprehensive professional development program and approach at San Leandro Catalyst Collegiate composed of six essential components:

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[145] Chrispeels, J.A. *Achieving and sustaining school effectiveness: A five year study of change in elementary schools.* Boston, MA: paper presented at the Annual Meeting of the American Educational Research Association, 1990.
[146] *Teacher Evaluation 2.0: from a Report Prepared by TNTP.* Education Digest, 2011.
[147] Ibid.

(1) Induction Training, (2) Data Days, (3) Weekly Professional Development, (4) External Professional Development, (5) Individual Professional Development, and (6) Staff Evaluations.

1. Induction Training: Prior to the start of each school year, all staff will participate and engage in a multi-week professional development, **Induction Training**. Modeled after that of Creo College Prep in New York, our Induction Training sets the tone for the school year, and, most importantly, lays the groundwork for our shared mission of providing transformative education for students in San Leandro.[148] In our school's first year of operation, all staff will attend 17 days of Induction Training before the first day of school. In Year 3 and beyond, the first few days of this training will be for new staff only.

Our essential priorities during Induction Training encompass (1) creating a strong adult culture and sense of team centered around our mission and vision, (2) internalizing and practicing key schoolwide practices and expectations to execute on our vision, and (3) intellectually preparing curricula and practicing core instructional methods and techniques to maximize teacher development and, therefore, student learning. The professional learning that will take place during our Induction Training will be practice-based so that staff become experts in our schoolwide instructional and culture practices, routines, and procedures. By reviewing and practicing essential schoolwide instructional taxonomies, routines, and procedures, we will ensure consistency and alignment across classrooms and our school community.

During Induction Training, teachers will be provided with standards-aligned curriculum and instructional tools in the form of scope & sequences, unit plans, and lesson plans for the first two weeks of school, and our school leadership team will work with teachers on internalizing, unpacking, intellectually preparing, and practicing instructional delivery for the first unit of instruction. This intentional focus on instruction will ensure high-quality instructional delivery and execution in every San Leandro Catalyst Collegiate classroom.

The first week of Induction Training will lay the foundations for our work at San Leandro Catalyst Collegiate and cover our mission, vision, philosophy, core values, and community. In the second week, we will review our schoolwide expectations, practices, routines, and procedures, with heavy doses of practice to ensure consistency and alignment. The third week will shift the focus to instruction by covering and practicing fundamental instructional taxonomies, unpacking and intellectually preparing curricula, and developing professional learning communities within grade-level teams. The remaining two days prior to the first day of school will include full-day run-throughs and practice sessions, intentionally planned to achieve a strong start to the school year for our students. Each day of Induction Training will include opportunities for our staff to engage with our larger community – students, families, and community members – and to connect with our immediate school community – school leadership, support staff, and teachers – with the goal of cultivating a strong sense of team and collective ownership of our mission. For more details, see **Appendix 14: Induction Training Scope & Sequence**.

2. Data Days: Annually, San Leandro Catalyst Collegiate will have six Data Days, specific days devoted to analyzing and responding to student assessment data within grade-level teams.

[148] Schoolwide teacher training and professional development over the summer is a practice observed at The Mission Preparatory School, Springfield Preparatory Charter School, and Gilroy Prep: A Navigator School – three high-performing schools that have inspired San Leandro Catalyst Collegiate's school design.

Teachers will examine interim assessment results for both their individual classes and grade-level cohort, with specific focus on student subgroup performance. Our teachers will use a data analysis tool to identify and reflect on patterns, trends, and key data points (see **Appendix 15: Assessment Analysis Tool**). With the data, teachers participate in a comprehensive assessment analysis in which they identify the most missed assessment questions and aligned standards, discuss possible misconceptions and causes, and create a corrective instruction action plan to ensure all our students demonstrate mastery of grade-level standards and skills.

For all Data Days, teachers are expected to complete pre-work by bringing four student assessment samples ranging in score. Teachers review student assessment samples against assessment rubrics and conduct item-by-item analysis to inform reteaching of standards if necessary. In responding to student assessment data, the following conditions determine appropriate next steps for supporting students to master grade-level appropriate standards: (1) objectives mastered by 100% of students require challenge or extension of learning through practice times and conference times during content workshops (e.g., Reader's Workshop, Writer's Workshop, Mathematician's Workshop, etc.); (2) objectives mastered by at least 70% of students require strategic small-group instruction and support for the 30% not meeting objectives through practice times and conference times during content workshops; and (3) objectives mastered by less than 70% of students require a whole-class reteach of the objectives through spiral review, exit ticket, or lesson plan addition.

3. Weekly Professional Development: Each Wednesday, San Leandro Catalyst Collegiate operates on an abbreviated bell schedule, dismissing students at 2:00pm. This provides our staff with approximately two hours each week for targeted, strategic professional development. The goals of these weekly professional development sessions are: (1) to cultivate professional learning communities among teachers to continually grow in their practice, (2) to address and close schoolwide instructional and culture gaps observed during instructional and culture walkthroughs, and (3) to collaborate as a team to drive student learning. The topics and activities in our weekly professional development sessions may include, but are not limited to, the following: unpacking units and lesson plans; identifying students who are struggling; analyzing assessment data; developing corrective instruction action plans for students who require additional support in reaching mastery; examining and reading current research on pertinent teaching and learning topics; internalizing, intellectually preparing, and practicing lesson plans; engaging in a video consultancy; modeling and practicing instructional techniques; and calibrating execution of schoolwide expectations, routines, and structures.

Prior to our Wednesday professional development sessions, our school leadership team will meet and identify the highest leverage development needed based on schoolwide instructional and culture walkthroughs, classroom observations, and coaching conversations. As our staff grows in size and experience, teachers will be invited to share feedback on schoolwide priorities as well as professional learning experiences and content. These practices provide a healthy balance of intentionally planning professional learning experiences based on data trends, observed needs, and adult input. Our weekly professional development sessions will follow a consistent structure, which is outlined in **Figure 32** below.

Figure 32: San Leandro Catalyst Collegiate Weekly Professional Development Structure		
Time	**Activity**	**Description**
2:30-2:40	Mission & Community Circle	At the beginning of each professional development session, staff will come together in a circle, recite the school's mission, and share personal and community highlights, core value reflections and re-commitments, and conflict & relationship work. Not everyone needs to share, but this time provides adults the opportunity to be human and in relationship with each other by celebrating someone who exemplified one of the CREATE core values, sharing one's re-commitment plan when s/he does not embody one of the CREATE core values, and openly discussing community violations and relationship conflicts.
2:40-3:00	Skill Introduction & Practice	Staff will learn or review an essential instructional technique, skill, or practice through modeling, video, or a combination of both. They will then practice in different structures: whole-group, small-group, pairs, etc. with school leadership team members coaching and supporting.
3:00-3:05	Transition	Staff will have the opportunity for a brain and/or movement break before moving into Grade-Level Team Huddles.
3:05-4:20	Grade-Level Team Huddle	Staff will convene and collaborate with each other within their respective professional learning communities.
4:20-4:25	Transition	Staff will have the opportunity for a brain and/or movement break before moving into the closing segment.
4:25-4:30	Closing: Feedback & Announcements	Staff will provide feedback on the professional learning session via Google forms and listen to schoolwide announcements from the school leadership team.

4. External Professional Development: As part of the school's professional development program, all San Leandro Catalyst Collegiate staff will have the opportunity to attend at least one conference, single-day or multi-day training series, or workshop relevant to their professional growth goals, instructional practices, and schoolwide priorities. External professional development may also include school study of high-performing urban charter schools. As reflected in our proposed budget (see **Appendix 13: Budget** for our proposed budget and corresponding budget narrative), each FTE staff member will have $500 annually to engage in and pursue external professional development.

5. Individual Professional Development: We strongly believe that masterful teaching is developed and can be coached through frequent, purposeful observation-feedback loops and targeted coaching. By focusing our time, energy, and resources on developing teachers to become masters of artful teaching, we ensure teachers can provide educational experiences for students where they can achieve at high levels. All teachers at our school will engage in weekly coaching and regular informal and formal observations that push teachers to refine their teaching craft through intentional practice, thoughtful reflection, and deliberate application. Our individual coaching program is made up of a minimum of one individual 30-minute coaching session and one to two 10-15 minute informal observations with written feedback each week. This coaching cycle is exclusive of the feedback and support teachers receive on their weekly intellectual preparation.

During weekly coaching sessions between the teacher and the school leadership team coach, the two parties will debrief the informal observation and feedback together, come up with 1-2 specific bite-sized instructional moves to implement immediately, plan and practice the moves, and agree on a follow-up informal observation in the next couple of days. The cycle of planning, teaching, analyzing, and reflecting in partnership with teachers is a model that allows our teachers to continue to grow in their instruction and teaching craft in order to maximize student learning.[149]

6. Staff Evaluations: In developing our staff evaluation framework and system, San Leandro Catalyst Collegiate draws much of its inspiration from the work of TNTP regarding teacher evaluations. The guiding principles of teacher evaluations espoused by TNTP are very much aligned with our core beliefs, and, as such, are worth restating here:

- "All children can master academically rigorous material, regardless of their socioeconomic status;
- A teacher's primary professional responsibility is to ensure that students learn;
- Teachers contribute to student learning in ways that can largely be observed and measured;
- Evaluation results should form the foundation of teacher development;
- Evaluations should play a major role in important employment decisions; and
- No evaluation system can be perfect – in teaching or in any other profession."[150]

Based on our core beliefs and the guiding principles stated above, our framework and system for staff evaluations reflects a comprehensive approach:

- **Evaluation Process:** Our staff will be evaluated by our School Director twice a year, once in the fall during November and once in the spring during April.

- **Clear, Rigorous Expectations:** We will use the TNTP Core Teaching Rubric[151] (attached as **Appendix 16: TNTP Core Teaching Rubric**), a tool for conducting Common-Core aligned classroom observations. The rubric helps school leaders and observers focus on a few key indicators most critical to teaching performance: culture of learning, essential content, academic ownership, and demonstration of learning. Each performance area includes three components: (1) essential question, (2) descriptor language, and (3) core teacher skills. The ratings span five levels of teaching effectiveness, with one being the least effective and five being the most effective: (1) ineffective, (2) minimally effective, (3) developing, (4) proficient, and (5) skillful.

- **Multiple Measures:** We recognize that measures of student learning are only one part of the equation. We will utilize multiple measures in our evaluation system, including, but not limited to, the following: observation & feedback cycle, 360 surveys (i.e., by evaluator, coach, and colleague), student growth and performance on internal and external assessments, and our staff evaluation rubric. Samples of the formal observation form, post-observation tool, and teacher evaluation rubric are attached as **Appendix 17: Formal**

[149] Bambrick-Santoyo, Paul. *Leverage Leadership 2.0: a Practical Guide to Building Exceptional Schools*. Jossey-Bass, a Wiley Brand, 2018.
[150] Ibid.
[151] *TNTP Core Teaching Rubric*. TNTP, 2014.

Observation Form, **Appendix 18: Post-Observation Tool**, and **Appendix 21: Sample Teacher Evaluation Rubric**, respectively.

- **Regular Feedback:** Although formal evaluations occur twice a year, the ratings that staff receive on evaluations should not come as a surprise if we implement regular feedback correctly. Throughout the year, staff will receive a minimum of one weekly coaching session and a minimum of one to two 10-15-minute informal observations with ongoing feedback. Depending on the needs of teachers, some teachers may receive more coaching support than others.

- **Significance:** Staff evaluations at San Leandro Catalyst Collegiate will play a major role in annual employment decisions. Evaluations will directly inform invitations to return as a member of the San Leandro Catalyst Collegiate staff the following academic year.

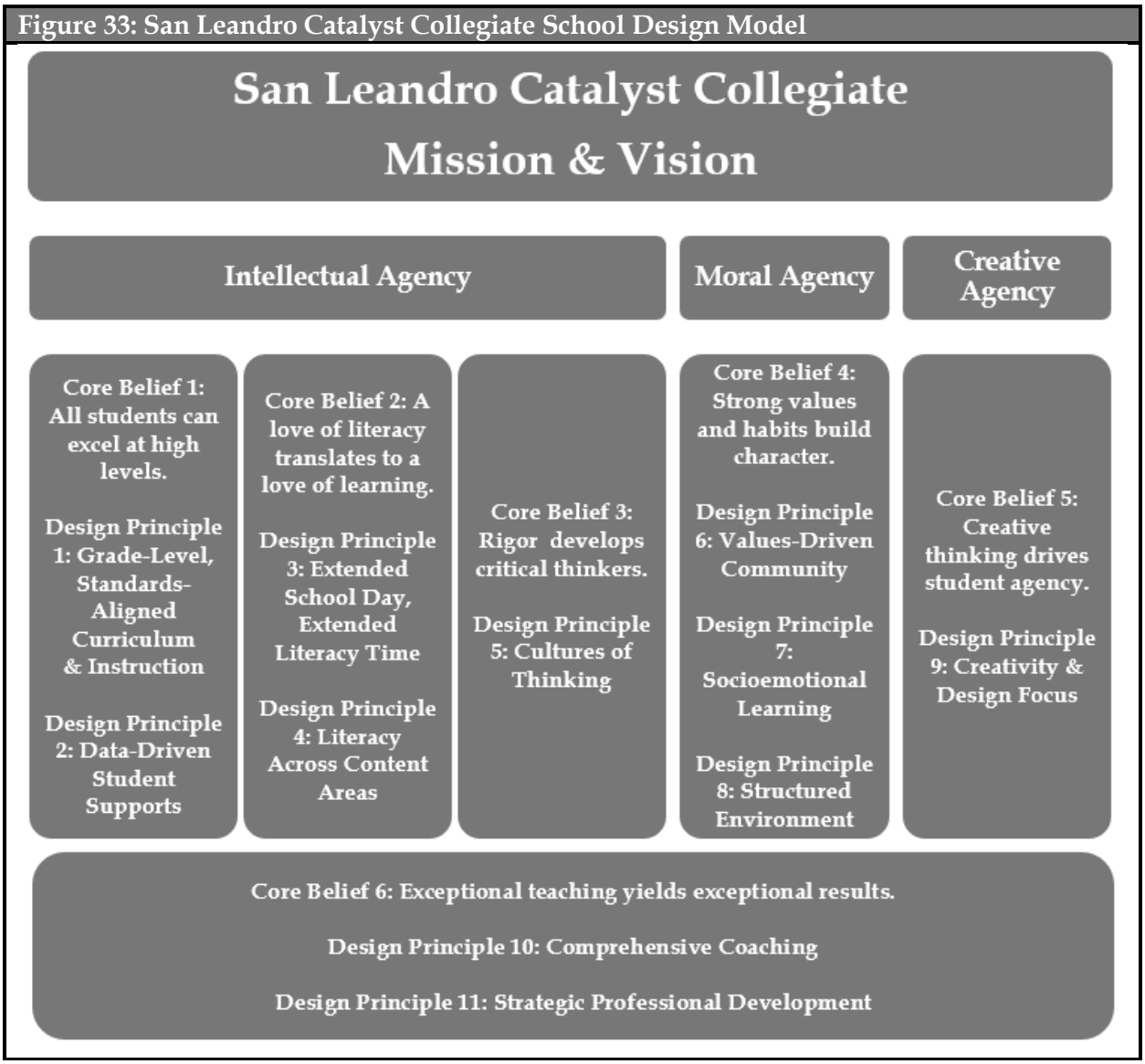
Our staff evaluation framework and system at San Leandro Catalyst Collegiate ensures transparency and fairness, values good teaching, and ensures student learning is central to our work.

Curriculum and Instruction

Our curriculum selection and instructional model reflect our commitment to our educational philosophy as articulated through our mission, vision, and key design principles and are aligned with the Common Core State Standards and California Content Standards.[152] In driving towards our vision, the components described below support our students at San Leandro Catalyst Collegiate to develop as educated people in the 21st century, the characteristics of which are outlined in **Element 1: The Educated Person in the 21st Century**. San Leandro Catalyst Collegiate will ensure all students will excel in middle and high school, thrive in college, and create futures filled with choice by providing the conditions and structures that develop students' fundamental competencies in academics, internalization of moral virtues, and creativity and design-thinking frameworks. **Figure 33** below provides a visual diagram that illustrates how our mission and vision inform our core beliefs, which, in turn, shape our design principles.

[152] The content standards adopted by the California State Board of Education include: Common Core State Standards for English Language Arts, College and Career Readiness Anchor Standards, Common Core State Standards for Mathematics, Standards for Mathematical Practices, English Language Development, History-Social Science, Physical Education Model Content Standards, and Next Generation Science Standards.

Figure 33: San Leandro Catalyst Collegiate School Design Model



Curriculum Selection

Our choices regarding curricula, instructional model, and course offerings were informed by key design principles and practices of high-performing public charter schools within the Bay Area and across the nation. Our Lead Founder, Nicolette Fox has six years of experience in the development of curricula and, as a BES Fellow, has closely studied nearly 40 public charter schools around the country with extraordinary student achievement results. Serving as proof points, these high-performing public charter schools demonstrate what is possible for all students, despite race, ethnicity, language status, or socioeconomic background. Three schools serve as "inspiration schools" for San Leandro Catalyst Collegiate based on results, relevance, and alignment to our mission and beliefs. In addition to the schools described below, Nashville Classical in Nashville, TN, also served as an inspiration for our curricular choices. Our school curriculum selection and instructional model are heavily informed by our inspiration schools,

and essential principles and practices from each school can be seen in our carefully curated curriculum and intentionally designed instructional model.

San Leandro Catalyst Collegiate inspiration schools were selected after close analysis of the following factors:

- **Results:** *Does the school's student achievement data demonstrate students are on track for exemplary academic success in middle school, high school, and college? Does the school consistently outperform district, county, and state averages? Does the school narrow or eliminate predictability of academic outcomes based on background?*
- **Relevance:** *Does the school serve a similar student demographic to that of our student population? Does the school serve significant percentages of black and/or Latinx students? Does the school serve comparable percentages of English learners, students with disabilities, and students who are socioeconomically disadvantaged?*
- **Alignment:** *Is the school located in California? If not, does the school use curriculum aligned to Common Core State Standards?*

An overview of San Leandro Catalyst Collegiate inspiration schools with corresponding analyses of results, relevance, and alignment is detailed below in **Figure 34**.

Figure 34: Overview of San Leandro Catalyst Collegiate Inspiration Schools

The Mission Preparatory School (TK-8), San Francisco, CA

Results

Does the school's student achievement data demonstrate students are on track for exemplary academic success in middle school, high school, and college? Does the school consistently outperform district, county, and state averages? Does the school narrow or eliminate predictability of academic outcomes based on background?

Assessment: California Assessment of Student Performance and Progress (CAASPP)

- ELA: In 2019, 85% of students met or exceeded.
- Math: In 2019, 83% of students met or exceeded.

	Mission Prep[153]	District[154]	County[155]	State[156]
ELA	84.77%	55.27%	55.19%	49.88%
Math	82.74%	50.58%	49.72%	38.64%

Notable Subgroup Performance:

- 80% of Latinx students met or exceeded in ELA compared to 39% statewide.
- 74% of Latinx students met or exceeded in math compared to 27% statewide.

[153] "Smarter Balanced Assessment Test Results for School: Mission Preparatory." *2018 School: Mission Preparatory Smarter Balanced Results – CAASPP Reporting (CA Dept of Education)*, California Department of Education, https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=1&lstCounty=38&lstDistrict=68478-0123505&lstSchool=0123505.

[154] "San Francisco Unified Smarter Balanced Test Results." *Smarter Balanced Test Results*, EdSource, http://caaspp.edsource.org/sbac/san-francisco-unified-38684780000000.

[155] "Smarter Balanced Assessment Test Results for County: San Francisco." *2018 Smarter Balanced Results – CAASPP Reporting (CA Dept of Education)*, California Department of Education, https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=1&lstCounty=38&lstDistrict=00000&lstSchool=0000000.

[156] "State of California Smarter Balanced Test Results." *EdSource*, Smarter Balanced Test Results, http://caaspp.edsource.org/sbac/statewide.

<table>
<tr><td rowspan="2">Relevance[157]</td><td>Does the school serve a similar student demographic to that of our student population? Does the school serve significant percentages of black and/or Latinx students? Does the school serve comparable percentages of English learners, students with disabilities, and students who are socioeconomically disadvantaged?</td></tr>
<tr><td>• 5.00% Black, 83.00% Latinx, 9.00% Asian, 2.00% White
• 70.00% English learners, 12.00% students with disabilities, 85.00% socioeconomically disadvantaged</td></tr>
<tr><td rowspan="2">Alignment</td><td>Is the school located in California? If not, does the school curriculum aligned to Common Core State Standards?</td></tr>
<tr><td>• The Mission Preparatory School uses curricular programs and materials aligned to Common Core State Standards and California Content Standards.</td></tr>
<tr><td colspan="2">Springfield Preparatory Charter School (currently K-5, will grow to serve K-8), Springfield, MA</td></tr>
<tr><td>Results</td><td>Does the school's student achievement data demonstrate students are on track for exemplary academic success in middle school, high school, and college? Does the school consistently outperform district, county, and state averages? Does the school narrow or eliminate predictability of academic outcomes based on background?

Assessment: Massachusetts Comprehensive Assessment System (MCAS)
• ELA: In 2019, 69% of students met or exceeded.
• Math: In 2019, 72% of students met or exceeded.
<table><tr><th></th><th>Springfield[158]</th><th>District[159]</th><th>State[160]</th></tr><tr><td>ELA</td><td>69.00%</td><td>30.00%</td><td>52.00%</td></tr><tr><td>Math</td><td>72.00%</td><td>25.00%</td><td>49.00%</td></tr></table>
Notable Subgroup Performance:
• 70% of black students met or exceeded in ELA compared to 34% statewide.
• 69% of Latinx students met or exceeded in ELA compared to 34% statewide.
• 64% of black students met or exceeded in math compared to 27% statewide.
• 71% of Latinx students met or exceeded in math compared to 29% statewide.</td></tr>
<tr><td rowspan="2">Relevance</td><td>Does the school serve a similar student demographic to that of our student population? Does the school serve significant percentages of black and/or Latinx students? Does the school serve comparable percentages of English learners, students with disabilities, and students who are socioeconomically disadvantaged?</td></tr>
<tr><td>• 21.40% Black, 63.80%% Latinx, 2.20% Asian, 10.30% White
• 21.00% English learners, 17.00% students with disabilities, 72.70% socioeconomically disadvantaged</td></tr>
<tr><td rowspan="2">Alignment</td><td>Is the school located in California? If not, does the school use curriculum aligned to Common Core State Standards?</td></tr>
<tr><td>• Massachusetts Curriculum Frameworks incorporate Common Core State Standards.
• Springfield Preparatory Charter School uses Common Core-aligned curricula, including EngageNY and Eureka Math.</td></tr>
</table>

[157] "Explore Mission Preparatory School in San Francisco, CA." *GreatSchools.org*, GreatSchools.org, https://www.greatschools.org/california/san-francisco/25813-Mission-Preparatory-School/#Students.
[158] "Massachusetts School and District Profiles." *2019 MCAS Results by Subgroup by Grade and Subject - Springfield Preparatory Charter School (35100205)*, Massachusetts Department of Elementary and Secondary Education, http://profiles.doe.mass.edu/mcas/subgroups2.aspx?linkid=25&orgcode=35100205&fycode=2019&orgtypecode=6&.
[159] "Massachusetts School and District Profiles." *MCAS Tests of Spring 2019 Percent of Students at Each Achievement Level - Springfield (02810000)*, Massachusetts of Department of Elementary and Secondary Education, http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=02810000&orgtypecode=5&.
[160] "Massachusetts School and District Profiles." *2019 MCAS Results by Subgroup by Grade and Subject - Springfield Preparatory Charter School (35100205)*, Massachusetts Department of Elementary and Secondary Education, http://profiles.doe.mass.edu/mcas/subgroups2.aspx?linkid=25&orgcode=35100205&fycode=2019&orgtypecode=6&.

<table>
<tr><th colspan="2">Gilroy Prep: A Navigator School (K-5), Gilroy, CA</th></tr>
<tr><td rowspan="2">Results</td><td>Does the school's student achievement data demonstrate students are on track for exemplary academic success in middle school, high school, and college? Does the school consistently outperform district, county, and state averages? Does the school narrow or eliminate predictability of academic outcomes based on background?</td></tr>
<tr><td>Assessment: California Assessment of Student Performance and Progress (CAASPP)
ELA: In 2019, 81% of students met or exceeded.
Math: In 2019, 69% of students met or exceeded.
<table>
<tr><th></th><th>Gilroy Prep[161]</th><th>District[162]</th><th>County[163]</th><th>State[164]</th></tr>
<tr><td>ELA</td><td>80.62%</td><td>48.19%</td><td>62.60%</td><td>49.88%</td></tr>
<tr><td>Math</td><td>69.38%</td><td>41.14%</td><td>56.25%</td><td>38.64%</td></tr>
</table>
Notable Subgroup Performance:
74% of Latinx students met or exceeded in ELA compared to 39% statewide.
60% of Latinx students met or exceeded in math compared to 27% statewide.</td></tr>
<tr><td rowspan="2">Relevance[165]</td><td>Does the school serve a similar student demographic to that of our student population? Does the school serve significant percentages of black and/or Latinx students? Does the school serve comparable percentages of English learners, students with disabilities, and students who are socioeconomically disadvantaged?</td></tr>
<tr><td>1.00% Black, 66.00% Latinx, 8.00% Asian, 23.00% White
39.00% English learners, 9.00% students with disabilities, 51.00% socioeconomically disadvantaged</td></tr>
<tr><td rowspan="2">Alignment</td><td>Is the school located in California? If not, does the school use curriculum aligned to Common Core State Standards?</td></tr>
<tr><td>Gilroy Prep: A Navigator School uses curricular programs and materials aligned to Common Core State Standards and California Content Standards.</td></tr>
</table>

The School Director and school leadership team will provide teachers with curricular programs, materials, and plans aligned with CCSS, NGSS, and California Content Standards – yearly scope & sequences, unit plans, and lesson plans – for all subject areas at all grade levels.[166] **Figure 35** below denotes our primary curricular choices for all content areas with rationale for the choice, and all choices are accounted for in our budget (attached as **Appendix 13: Budget**). All curricular choices were made with the following questions in mind:

[161] "Gilroy Prep (a Navigator School) Smarter Balanced Test Results." *EdSource*, EdSource, http://caaspp.edsource.org/sbac/gilroy-prep-a-navigator-school-43694840123760.
[162] "Gilroy Unified Smarter Balanced Test Results." *EdSource*, EdSource, http://caaspp.edsource.org/sbac/gilroy-unified-43694840000000.
[163] "Smarter Balanced Assessment Test Results for County: Santa Clara." *2018 Smarter Balanced Results – CAASPP Reporting (CA Dept of Education)*, California Department of Education, https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=1&lstCounty=43&lstDistrict=00000&lstSchool=0000000.
[164] "State of California Smarter Balanced Test Results." *EdSource*, Smarter Balanced Test Results, http://caaspp.edsource.org/sbac/statewide.
[165] "Explore Gilroy School in Gilroy, CA." *GreatSchools.org*, GreatSchools.org, https://www.greatschools.org/california/gilroy/25614-Gilroy-Prep-School/#Students.
[166] The school leadership team is composed of the School Director and all administrative leadership positions at the school: Managers, Directors, and Deans. The Instructional Leadership Team is comprised of the School Director, Deans of Curriculum & Instruction, and Manager/Dean of Student Supports.

- **Alignment:** *Are the curriculum program and corresponding materials aligned to Common Core State Standards and California Content Standards? Is the curricular approach reflective of our mission, vision, and key design principles?*
- **Relevance:** *Is it grounded in scientific research and methods proven to be successful with specific student populations, such as English learners? Are other high-performing urban schools utilizing this curriculum?*
- **Access:** *Are the teaching materials well organized? Are the student materials well organized, engaging, and easy to understand?*
- **Rigor:** *Are the vocabulary and skills both developmentally appropriate and demanding?*

Figure 35: Curriculum Selection, Description, and Rationale

Content Area / Component	Curriculum	Rationale
ELA: **Phonics & Word Study**	SIPPS	*SIPPS* (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based decoding intervention program proven to help new and struggling readers in grades K–12 build skills and confidence for fluent, independent reading. The *SIPPS* program provides a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling-sounds, and sight words. The Mission Preparatory School uses *SIPPS* for phonics with tremendous success.
ELA: **Read Aloud / Vocabulary** **Shared Reading** **Guided Reading** **Reader's Workshop**	Making Meaning Being A Reader	*Making Meaning* is research-based reading and vocabulary instruction for grades K-6. Reading lessons teach students how to make sense of text through comprehension and self-monitoring strategies. Vocabulary lessons teach high-utility words found in *Making Meaning* read-aloud texts. *Being a Reader* is a research-based early reading curriculum for grades K-2 designed to both teach foundational skills and foster engagement with and love of reading. *Being a Reader* systematically develops both early reading competencies and comprehension through whole-class, small-group, and independent work lessons. Guided Reading in grades TK-1 entails assessing students' reading levels and placing them in groups of similar-leveled students. Working with small groups of homogenously grouped students, the teacher guides reading instruction at a student's level. Reading comprehension, concepts of print, fluency, and accuracy are covered in Guided Reading groups. Students develop and refine skills including vocabulary knowledge, reading comprehension, and literary analysis. Teachers guide students to select independent books, set growth goals, and develop appreciation for literature. In Reader's Workshop, teachers teach a mini-lesson that focuses on a specific independent reading strategy. While students practice the independent reading strategy on their own, teachers conduct one-on-one conferences with 3-5 students per workshop. Guided Reading and Reader's Workshop approaches are used extensively by Springfield Preparatory, a school that predominantly serves students from disadvantaged backgrounds and achieves significant student results.

ELA: **Shared Reading** **Novel Study** **Close Reading**	EngageNY/ Expeditionary Learning	The *EngageNY/Expeditionary Learning* curriculum is available for grades Pre-Kindergarten through 12th grade in English language arts (ELA). The curriculum was developed in tight alignment with the Common Core State Standards. In grades transitional kindergarten through grade two, the *Tell-It Again! Read-Aloud Anthology* books are the central component of the Listening and Learning Strand of the curriculum.[167] Each anthology contains the read-alouds as well as guidelines for introductions and discussions. Each grade level has twelve anthologies which cover specific fiction or nonfiction topics. In grades three through five, the curriculum modules are designed to address CCSS ELA outcomes. The Mission Preparatory School uses components of this curriculum with tremendous success with its students, the majority of whom are English learners and/or identify as Latinx.
ELA: **Handwriting** **Writer's Workshop**	Handwriting Without Tears Being A Writer	The *Handwriting Without Tears* curriculum teaches handwriting sequentially. Students master the easiest skills first and the curriculum then builds on prior knowledge. Letters are taught in a sequence that makes sense developmentally, using a multisensory approach. *Handwriting Without Tears* is used extensively by Springfield Preparatory, a school that predominantly serves students from disadvantaged backgrounds and achieves significant student results. *Being a Writer* provides a full year of research-based whole-class writing instruction for grades K–6. Using a workshop model, the *Being a Writer* program teaches the writing process while developing intrinsic motivation for the craft of writing through immersion in the narrative, informational, and opinion/argumentative writing genres. Instruction encourages students to write regularly with passion and to build an understanding of and appreciation for the skills and conventions of writing.
Mathematics	EngageNY/ Eureka Math Every Day Counts	The *EngageNY/Eureka Math* curriculum is available for grades Pre-Kindergarten through 12th grade in mathematics. The curriculum was developed in tight alignment with the Common Core State Standards. Each grade level includes five to seven modules that comprise the instruction of that grade, aligned with the grade-level standards. The curriculum program, called *A Story of Units*, provides a clearly sequenced and comprehensive curriculum map. *A Story of Units* embeds the instructional shifts required by the Common Core State Standards.[168] In grades transitional kindergarten through grade one, students will engage in calendar math at the beginning of Mathematics. Every Day Counts *Calendar Math* provides lessons and activities to preview, review, practice, and discuss math concepts and skills to build math understanding during 20-minute lessons. It is supported by extra time for practice during the daily math procedures block. Every Day Counts *Calendar Math* is used extensively by Springfield Preparatory, a

[167] "Grade 1 English Language Arts." *EngageNY*, EngageNY, www.engageny.org/resource/grade-1-listening-learning-domain-1-anthology-fables-and-stories.
[168] "Pre-Kindergarten-Grade 5 Mathematics: Curriculum Map and Guiding Documents." *EngageNY*, EngageNY, www.engageny.org/resource/pre-kindergarten-grade-5-mathematics-curriculum-map-and-guiding-documents.

		school that predominantly serves students from disadvantaged backgrounds and achieves significant student results.
Mathematics: **Math Stories (CGI)**	Internally Developed	The purpose of Math Stories, or CGI, is to provide students with an opportunity to deepen their conceptual understanding of mathematics and practice problem-solving strategies with their peers. Teachers facilitate the constructive problem-solving process by asking deliberate open-ended questions, fostering a culture of thinking environment. Students listen to each other's thinking, utilize a variety of resources and strategies to solve the problem, and analyze the process and rationale behind multiple solutions. Curriculum for Math Stories will be internally developed. Math Stories (CGI) is used extensively by Springfield Preparatory.
Mathematics: **Mathematician's Workshop** **Mental Math & Fluency**	Internally Developed Khan Academy	Teachers utilize data collected from yesterday's math exit tickets to work with 3-5 students who require additional, individualized support on a specific learning objective for 10-15 minutes before pulling another small group. The remaining students will continue to practice either the previous day's learning objective, the day's learning objective, or a combination of both, using technology and/or paper. Curriculum used for practice with technology will be through *Khan Academy*. This includes practice for Mental Math & Fluency, which begins in grade three. The use of blended learning for targeted, skill-based practice is used extensively by Gilroy Prep: A Navigator School, a school that educates a significant percentage of Latinx students and achieves significant student results.
Science	Next Generation Science Storylines Internally Developed	*Next Generation Science Storylines* provides tools, frameworks, and singular units of study that are strongly aligned with Next Generation Science Standards. The approach incorporates three-dimensional learning that emphasizes making learning science all about investigations grounded in students' own questions. Curriculum for science will be partially internally developed and will be closely aligned to the Next Generation Science Standards.
Social Sciences	Teaching Tolerance: Teaching Hard History Pollyanna K-8 Racial Literacy Internally Developed	*Teaching Hard History: A Framework for Teaching American Slavery* is an elementary framework for students in grades kindergarten through five. It identifies essential knowledge and suggests developmentally appropriate strategies and texts for teaching about slavery. *Pollyanna's Racial Literacy* curriculum for grades kindergarten through eight is designed to help students gain knowledge about race as it has been constructed in the United States and aims to help students acquire an awareness of their own racial socialization and skills for engaging in productive conversations about race and racism. Curriculum for social sciences will be internally developed and will be closely aligned with the Common Core State Standards, California Content Standards, and California History-Social Science framework. Topics at the elementary level include: Learning and Working Now and Long Ago, A Child's Place in Time and Space, People Who Make a Difference, Continuity and Change, California: A Changing State, and United States History and Geography: Making a New Nation.

Creativity & Design	Galileo Makers Curated Curricula by Maker Ed Internally Developed	Curriculum for Creativity & Design will be internally developed and will draw inspiration from *Galileo Makers* and *Maker Ed*. The curriculum will be strongly aligned with the maker-centered learning framework described by *Agency by Design*. Lighthouse Community Charter in Oakland, CA, will serve as a model for curriculum development and adaptation.[169] The school has implemented and applied maker-centered learning approaches as part of its school model and achieve higher-than-average academic results for students from underserved backgrounds.
Character Education	Toolbox Project by Dovetail Learning Circles Internally Developed	*Toolbox Project* is a curriculum used for students in grades transitional kindergarten through grade six. It supports children in understanding and managing their own emotional, social, and academic success. This curriculum is currently implemented by Caliber Schools in Richmond, CA, with remarkable student success. This curriculum will be used for socioemotional learning and character education across all grade levels. Curriculum for our CREATE core values will be internally developed. Curriculum for our circles will be internally developed and modified from Valor Collegiate Academies' circle processes.
Physical Education	SPARK Physical Education	*SPARK Physical Education* is a research-proven curriculum with effective tools and lesson plans for teachers. The curriculum is aligned with California Content Standards as delineated in the *Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve* publication by the California Department of Education.

Curriculum Development and Implementation

During San Leandro Catalyst Collegiate's first two years, the School Director will tailor and adapt curricular programs and materials outlined below to ensure strong alignment to the California Common Core State Standards (CCSS) and California Content Standards and appropriate access for all students. In Years 2 through 4, the School Director will be joined by a Dean of Curriculum & Instruction in the adaptation of curricular programs and materials. In Year 5 and beyond, an additional Dean of Curriculum & Instruction will be hired, and the Instructional Leadership Team will be composed of the School Director, Lower School Dean of Curriculum & Instruction, and Upper School Dean of Curriculum & Instruction, who will all support in the adaptation of curricular programs and materials.[170]

Development and adaptation of curriculum is purposefully centralized at San Leandro Catalyst Collegiate to ensure and preserve horizonal alignment within same grade levels and vertical alignment across different grade levels. This centralized curriculum development and tight curricular alignment across our school will ensure students at San Leandro Catalyst Collegiate share similar learning experiences aligned to rigorous, grade-level appropriate standards. The School Director and Dean of Curriculum & Instruction (Year 2 and beyond), and entire

[169] Lighthouse Community Charter started the Creativity Lab program in 2009 and began providing professional development to teachers and educators interested in incorporating making into their curriculum. Since then, the program has grown from one high school class to a K-12 program that supports schools in integrating making into classrooms.

[170] The school leadership team is composed of the School Director and all administrative leadership positions at the school: Managers, Directors, and Deans. The Instructional Leadership Team is comprised of the School Director, Deans of Curriculum & Instruction, and Manager/Dean of Student Supports.

Instructional Leadership Team (Year 5 and beyond) will perform an annual audit of curricular materials based on alignment, rigor, relevance, and results. Teachers will be invited to shared input and feedback on curricular programs and materials twice per year. Each year, the School Director and school leadership team will conduct an annual review of the educational program and analysis of instructional impact on learning for all students, including all student subgroups. Teacher feedback, student assessment data, and curricular analyses based on alignment, rigor, relevance, and results will inform future curricular selections.

During Induction Training over the summer and weekly professional development throughout the school year, teachers will review, internalize, and practice standards-aligned curriculum and instruction. Because teachers will be given carefully selected standards-aligned curriculum, they will have a mental reserve for deep intellectual preparation, ensuring high-quality instructional delivery and execution.

Two weeks before the start of each unit, teachers will be given the upcoming unit plan and end-of-unit assessment. During weekly professional development, San Leandro Catalyst Collegiate teachers will review and analyze unit plans, standards, mid-unit assessments, and end-of-unit assessments in grade-level teams during Grade-Level Team Huddles. San Leandro Catalyst Collegiate will use modified content-specific unit unpacking protocols (see **Appendix 19: Sample Unit Unpacking Protocols**) from Springfield Preparatory and Achievement Network to give teachers the opportunity to contextualize, revise, and internalize high-quality, standards-aligned lessons before delivering them. Deeply understanding the unit at a high-level and adjusting the lessons as needed will allow teachers to execute effectively, ensuring that all students are receiving exceptional instruction adjusted to their needs.

Each week, teachers at San Leandro Catalyst Collegiate will be expected to internalize lesson plans by engaging in an intellectual preparation protocol and annotating weekly lesson plans. These annotated lesson plans will be reviewed by the School Director and Instructional Leadership Team to support teachers on CCSS and California Content Standards practice and execution during weekly professional development, weekly coaching sessions, and informal and formal classroom observations. The calendar for weekly intellectual preparation and feedback is depicted below in **Figure 36**.

Figure 36: Intellectual Preparation Feedback Cycle Visual Calendar

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Week Prior to Lesson	Teachers submit initial annotated lesson plans.	SD/DCI/ILT return annotated lesson plans with feedback.	SD/DCI/ILT schedule check-ins and practice during PD or coaching sessions.		
Week of Lesson	Teachers submit final annotated lesson plans; SD/DCI/ILT observe and debrief with	SD/DCI/ILT observe and debrief with teachers during coaching sessions.	SD/DCI/ILT observe and debrief with teachers during coaching sessions.	SD/DCI/ILT observe and debrief with teachers during coaching sessions.	SD/DCI/ILT observe and debrief with teachers during coaching sessions.

	teachers during coaching sessions.				

Literacy/English Language Arts Approach and Components

Literacy forms the foundation of all academic success, and the ability to read – or lack thereof – impacts the entire academic career and life opportunities of a child.[171] Our goal at San Leandro Catalyst Collegiate is for every child who enters our school to be able to read, write, speak, and listen at or above grade level upon entering the third grade, as students who are proficient readers by the end of third grade are four times more likely to graduate from high school than their non-proficient counterparts.[172]

We are committed to instilling a deep love and enjoyment of reading in all our students, starting as early as the age of four. As such, we prioritize literacy within our extended daily schedule (as described in detail in **Element 1: Daily Schedule**) and incorporate 180 minutes for literacy every day for students in grades transitional kindergarten to two. For students in grades three to five, we include 195 minutes for literacy on Mondays, Tuesdays, Thursdays, and Fridays, and 180 minutes on Wednesdays. Our 1.5-teacher model will provide opportunities for students to receive individualized student supports in core content areas as much as possible. During essential literacy components such as Guided Reading, Phonics & Word Study, and Reader's Workshop, another adult – either an Associate Teacher, Learning Specialist, ELD Teacher, Literacy Specialist, or Enrichment Teacher – will be present to support and provide specialized instruction (refer to **Element 1: Teacher Schedule** for sample teacher schedules) based on student need and skill level. This model also reduces the student-teacher ratio during literacy instruction to approximately 10:1, allowing teachers to plan for specific student needs and increasing opportunities for student interactions.

San Leandro Catalyst Collegiate will utilize a balanced literacy approach with curriculum adapted from *SIPPS* for phonics; *EngageNY/Expeditionary Learning, Making Meaning,* and *Being A Reader* for English language arts; and *Handwriting Without Tears* for handwriting in grades transitional kindergarten through one. Grades kindergarten through five will utilize *Being A Writer* for writing curriculum. The components of our literacy/English language arts program are intentionally designed to ensure all San Leandro Catalyst Collegiate students access core literacy components and to align with the progression of literacy skills development as dictated by the Common Core State Standards and California Content Standards.

San Leandro Catalyst Collegiate will follow the workshop model for reading and writing because it allows our teachers to partner with students in their learning, conference and set goals together, and, eventually, allow students to drive their own learning through frequent goal-setting and reflection cycles. By the third grade, students will be expected to lead the conferences with their respective teachers during workshops. Data acquired from the STEP assessment will be heavily utilized during Reader's Workshop. Beginning in transitional kindergarten and spanning through fifth grade, our English language arts/literacy program will encompass eight core literacy components described below in **Figure 37**.

[171] Hernandez, Donald J. 2011. *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. Baltimore: Annie E. Casey Foundation.
[172] Ibid.

Figure 37: Core Components of Literacy/English Language Arts	
Grades TK-1	
Component	**Description**
Emergent Storybook	Emergent Storybook will be embedded as part of Shared Reading and adheres to the following criteria: include characters, a problem, and a solution; include pictures and illustrations that closely match what the text says on each page; be highly engaging; are memorable; and contain rich literary language.[173]
Shared Reading	In Shared Reading, students follow along with a copy of a text during read aloud. Teachers model independent reading strategies and reading components such as fluency and expression while reading aloud. Students join in and share the reading with teachers when confident and as they become more familiar with the text.
Guided Reading	Guided Reading will occur in homogenous small groups based on reading level during literacy rotations. Small groups will be assigned based on the most recent STEP assessment data, although groupings will remain fluid to account for student growth. Students participate in Guided Reading lessons in which they read instructional level texts with teacher support and guidance. Teachers first model a teaching point by frontloading vocabulary and contextual knowledge and emulating the reading skill or tool. Teachers confer with students in small groups and individually around the teaching point. In the pre-emergent and emergent reading stages, Guided Reading primarily focuses on reading mechanics such as decoding.
Phonics & Word Study	Phonics & Word Study will occur in homogenous small groups based on reading level during literacy rotations. Small groups will be assigned based on the most recent STEP assessment data, although groupings will remain fluid to account for student growth. Daily Phonics & Word Study instruction will focus on understanding letter-sound correspondence, blending and segmenting words, reading simple text, learning concepts of print and vocabulary, spelling, and developing fluency. This may be supplemented with skill practice aligned with student needs, including frequent practice of sight words with flash cards or routinized segmentation practice.
Read Aloud & Vocabulary	Daily Read Aloud serves as a powerful opportunity for students to be immerse in rich, engaging texts above their independent reading levels and to instill a deep love for reading. Teachers model the metacognitive skills and habits of strong readers, think aloud about the author choices, and read with fluency, inflection, and excitement. This component also allows students to hear reading fluency and expressive reading, acquire new vocabulary, and interact with common sight words. Students will also develop their reading comprehension skills by listening to a text, answering questions, and engaging in an academic discussion based on text.
Reader's Workshop	Independent reading will occur during Reader's Workshop while teachers work with specific students based on reading level assessed from the most recent STEP assessment or confer with students individually. Teachers teach a mini-lesson that focuses on a specific independent reading strategy. While students practice the independent reading strategy on their own, teachers conduct one-on-one conferences with 3-5 students per workshop. Based on data, teachers may decide to pull a small group of students who are working through the same skill to provide targeted, individualized supports for specific students. During conferences,

[173] Sulzby, Elizabeth. "Children's Emergent Reading of Favorite Storybooks: A Developmental Study." 1985.

	students read books from a variety of books appropriate for their reading level and monitor their reading progress on their reading folder tracker.
Handwriting	Handwriting will be embedded within Writer's Workshop. This daily component focuses on correct and legible conventions in all printed writing. Students refine their motor skills and develop legible penmanship by practicing one letter each day.
Writer's Workshop	In Writer's Workshop, teachers launch the class with an engaging mini-lesson before students are given time to practice. Writer's Workshop will take the form of either shared writing, interactive writing, or a combination of both. During shared writing, teachers and students collaborate to compose a text together. Teachers act as both scribe and facilitator, capturing student ideas while narrating their metacognitive processes for writing. During Interactive Writing, students engage in the physical mechanics of writing and direct instruction in phonemic awareness and word analysis.
Grade 2	
Component	**Description**
Guided Reading	Guided Reading will occur in homogenous small groups based on reading level during literacy rotations. Small groups will be assigned based on the most recent STEP assessment data, although groupings will remain fluid to account for student growth. Students participate in Guided Reading lessons in which they read instructional level texts with teacher support and guidance. Teachers first model a teaching point by frontloading vocabulary and contextual knowledge and emulating the reading skill or tool. Teachers confer with students in small groups and individually around the teaching point. As students progress into early and fluent reading stages, the focus shifts towards teaching and reinforcing application of comprehension strategies.
Skills Group	Independent reading will occur during Skills Group while teachers work with specific students based on reading level assessed from the most recent STEP assessment or confer with students individually. Teachers conduct small-group instruction with 8-10 students per Skills Group. Based on data, teachers may decide to pull a small group of students who are working through the same skill to provide targeted, individualized supports for specific students.
Phonics & Word Study	Phonics & Word Study will occur whole-class at this grade level. In second grade, this component serves to offer students additional practice on Phonics & Word Study, especially for those who require intensive remediation. Daily Phonics & Word Study instruction will focus on understanding letter-sound correspondence, blending and segmenting words, reading simple text, learning concepts of print and vocabulary, spelling, and developing fluency. This may be supplemented with skill practice aligned with student needs, including frequent practice of sight words with flash cards or routinized segmentation practice.
Read Aloud & Vocabulary	Daily Read Aloud serves as a powerful opportunity for students to be immerse in rich, engaging texts above their independent reading levels and to instill a deep love for reading. Teachers model the metacognitive skills and habits of strong readers, think aloud about the author choices, and read with fluency, inflection, and excitement. This component also allows students to hear reading fluency and expressive reading, acquire new vocabulary, and interact with common sight words. Students will also develop their reading comprehension skills by listening to a text, answering questions, and engaging in text-based academic discussion.
Reader's Workshop	In Reader's Workshop, students engage in whole-class instruction on a core text as outlined in the *EngageNY/Expeditionary Learning* curriculum. Students will continue to be engaged in a close reading of fiction and nonfiction texts as recommended by

	Common Core State Standards. Students refine their habits of discussion and deepen their ability to use text-based evidence through the analysis of text-dependent questions and text-based discussions. Students will respond to texts in a variety of writing formats and their work will be iterated in Writer's Workshop (described below). While students are engaged in practice, teachers may conduct one-on-one conferences with 3-5 students per workshop. Based on data, teachers may decide to pull a small group of students who are working through the same skill to provide targeted, individualized supports for specific students.
Interactive Writing	Interactive Writing will be embedded within Writer's Workshop. During Interactive Writing, teachers "share the pen" and work with students to construct a meaningful text while discussing writing strategies. This brief learning moment provides students with the opportunity to transfer skills from reading to writing as they learn spelling patterns, letter-sound relationships, word choice, and text organization, etc.
Writer's Workshop	In Writer's Workshop, teachers launch the class with an engaging mini-lesson, extend the Interactive Writing lesson from the day, or continue the writing task from Reader's Workshop before students are given time to practice. Students learn and practice the writing process: planning, drafting, revising, editing, and publishing. While students practice the independent writing strategy on their own, teachers conduct one-on-one conferences with 3-5 students per workshop. Based on data, teachers may decide to pull a small group of students who are working through the same skill to provide targeted, individualized supports for specific students. During conferences, students practice writing in multiple genres and monitor their writing progress on their writing folder tracker.
Grades 3-5	
Component	**Description**
Word Study & Vocabulary	In Upper School (grades 3-5) Word Study & Vocabulary focuses on spelling, grammar, morphology, prefixes, parts of speech, and common homophones so that students can improve their writing and reading comprehension. Students also review and practice using the set of new vocabulary words they learned this week from Close Reading, Reader's Workshop, Novel Study, and science/social sciences.
Close Reading	Students engage in whole-class instruction on a core text as outlined in the *EngageNY/Expeditionary Learning* curriculum. Students will continue to be engaged in a close reading of fiction and nonfiction supplementary texts as recommended by Common Core State Standards. Students refine their habits of discussion and deepen their ability to use text-based evidence through the analysis of text-dependent questions and text-based discussions. Students craft a written response to the essential question that includes cited text evidence. The writing work during close reading may sometimes cross-over to Writer's Workshop.
Novel Study	During Novel Study, students read and analyze a grade-level appropriate, standards-aligned novel together as a class as outlined in the *EngageNY/Expeditionary Learning* curriculum. Students will continue to be engaged in a close reading of fiction and nonfiction texts as recommended by Common Core State Standards. Students practice and refine their habits of discussion as students discuss the novel. Students will respond to writing prompts pertinent to the novel in a variety of writing formats.
Reader's Workshop	Teachers teach a mini-lesson that focuses on a specific independent reading strategy. While students practice the independent reading strategy on their own, teachers conduct one-on-one conferences with 3-5 students per workshop. Based on data and students' most current STEP level, teachers may decide to pull a small group of students who are working through the same skill to provide targeted,

	individualized supports for specific students. During conferences, students read books from a variety of books appropriate for their reading level and monitor their reading progress on their reading folder tracker.
Writer's Workshop	In Writer's Workshop, teachers launch the class with an engaging mini-lesson or continue the writing task from Reader's Workshop before students are given time to practice. Students learn and practice the writing process: planning, drafting, revising, editing, and publishing. While students practice the independent writing strategy on their own, teachers conduct one-on-one conferences with 3-5 students per workshop. Based on data, teachers may decide to pull a small group of students who are working through the same skill to provide targeted, individualized supports for specific students. During conferences, students practice writing in multiple genres and monitor their writing progress on their writing folder tracker.

Mathematics Approach and Components

The importance of proficiency in mathematics cannot be understated, as now more than ever, participation in the knowledge economy – engineering careers, entry-level manufacturing jobs, and other high-technology field positions – requires greater levels of math competency. Achieve, a nonprofit organization that helps states raise academic standards, stipulates that higher-level mathematical courses in high school offer "a ticket to college access" and that advanced mathematics is increasingly seen as a necessary prerequisite in careers ranging from health care to construction.[174] However, only 39% of fourth graders, 34% of eighth graders, and 23% of twelfth graders scored at the proficiency level for mathematics, according to the "Nation's Report Card."[175]

Within our extended daily schedule (described in detail in **Element 1: Daily Schedule**), we include 105 minutes for mathematics on Mondays, Tuesdays, Thursdays, and Fridays, and 90 minutes on Wednesdays for students in grades transitional kindergarten to two. For students in grades three to five, we incorporate 90 minutes for mathematics every day of the week. In the same way we have designed our literacy program, we will employ a 1.5-teacher model in mathematics to ensure San Leandro Catalyst Collegiate students will experience numerous opportunities for differentiated, personalized support. During Mathematician's Workshop, teachers will use exit ticket data to strategically form small groups for remediation, review, corrective instruction, and extensions. Another adult – either an Associate Teacher, Learning Specialist, ELD Teacher, Literacy Specialist, or Enrichment Teacher – will be present to support and provide specialized instruction (refer to **Element 1: Teacher Schedule** for sample teacher schedules) based on student need and skill level during either Mathematics, Mathematician's Workshop, or both.

Our approach to mathematics is purposefully designed to develop our students' conceptual understanding of mathematics through constructive problem-solving and applied thinking routines. Students will learn how to transfer and apply their critical thinking and problem-solving skills to various mathematical scenarios, regardless of unfamiliarity. Additionally, students at San Leandro Catalyst Collegiate will become flexible, adaptive mathematical thinkers as they master basic mathematical skills and computational fluency. The core components making up

[174] Marcus, Jon, et al. "How Much Math Do You Need?" *The Hechinger Report*, The Hechinger Report, 20 Dec. 2018, https://hechingerreport.org/how-much-math-do-you-need/.
[175] National Center for Education Statistics (2009). *The Nation's Report Card: Mathematics 2009* (NCES 2010–451). Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

our mathematics program will ensure all San Leandro Catalyst Collegiate students gain access to essential mathematical knowledge, skills, and practices that are aligned with the progression of mathematical skills development as delineated by Common Core State Standards and California Content Standards. Across all grade levels, students will demonstrate the standards for mathematical practice through multiple approaches to solve a problem and articulate their thinking processes.

Figure 38 explains each component of our mathematics program by grade span for students at San Leandro Catalyst Collegiate.

Figure 38: Core Components of Mathematics	
Grades TK-2	
Component	**Description**
Mathematics	Mathematics block makes up our core mathematical program. In Lower School (grades TK-2), calendar math will be embedded as part of the Mathematics block. Daily calendar math, whole-group instruction provides spiraled preview, review, practice, and discussion of critical elementary mathematical concepts and skills such as place value, measurement, time, money, mental math, geometry, estimation, patterns and functions, graphing, statistics, and algebra. We will use the *EngageNY/Eureka* curriculum to introduce new mathematical topics, immerse students in standards-aligned mathematical conceptual understandings, and provide appropriate practice. Common Core State Standards emphasized during Lower School (grades TK-2) include counting and cardinality, operations and algebraic thinking, number and operations in base ten, and measurement and data. The Mathematics block combines small-group practice, whole-group discussion, and individual practice. The delivery model also includes opportunities for students to engage with mathematical concepts using mathematical games and manipulates. Each curriculum unit and module of the *EngageNY/Eureka* curriculum provides an intense study of either a specific or a thematically linked set of mathematical concepts and skills, aligned to Common Core State Standards. Each successive module builds on the previous module within each grade level, and each grade-level curriculum map seamlessly builds on the previous grade-level curriculum map. Thus, students can make connections across standards and domains each year, building on prior instruction. Based on data, teachers may decide to pull a small group of students who are working through the same skill. Teachers reconvene students back together to wrap the lesson and ask students to synthesize their learning.
Mathematician's Workshop	Mathematician's Workshop is a highly effective structure for intervention and support as it allows for small-group intervention or one-on-one conferences. For Mathematician's Workshop, teachers utilize data collected from yesterday's math exit tickets to work with 3-5 students who require additional, individualized support on a specific learning objective. The remaining students will continue to practice the either the previous day's learning objective, the day's learning objective, or a combination of both, on technology and/or on paper.
Math Stories (CGI)	During Math Stories (CGI), students focus on mathematical problem-solving by applying their mathematical knowledge, using models, and utilizing math manipulatives to solve relevant problems. Through Math Stories students dive deep into counting, cardinality, operations, algebraic thinking, and base ten foundations and configurations. The purpose of Math Stories, or CGI, is to provide students with an opportunity to deepen their conceptual understanding of mathematics and

	practice problem-solving strategies with their peers. Teachers facilitate the constructive problem-solving process by asking deliberate open-ended questions, fostering a cultures of thinking environment. Students listen to each other's thinking, utilize a variety of resources and strategies to solve the problem, and analyze the process and rationale behind multiple solutions.
Grades 3-5	
Component	**Description**
Mathematics	We will use the *EngageNY/Eureka* curriculum to introduce new mathematical topics, immerse students in standards-aligned mathematical conceptual understandings, and provide appropriate practice. Common Core State Standards emphasized during Upper School (grades 3-5) include operations and algebraic thinking, number and operations – fractions, measurement and data, and number and operations in base ten. The Mathematics block combines small-group practice, whole-group discussion, and individual practice. The delivery model also includes opportunities for students to engage with mathematical concepts using mathematical games and manipulates. Each curriculum unit and module of the *EngageNY/Eureka* curriculum provides an intense study of either a specific or a thematically linked set of mathematical concepts and skills, aligned to Common Core State Standards and California Content Standards. Each successive module builds on the previous module within each grade level, and each grade-level curriculum map seamlessly builds on the previous grade-level curriculum map. Thus, students can make connections across standards and domains each year, building on prior instruction. Based on data, teachers may decide to pull a small group of students who are working through the same skill. Teachers reconvene students back together to wrap the lesson and ask students to synthesize their learning.
Mathematician's Workshop	Mathematician's Workshop is a highly effective structure for intervention and support as it allows for small-group intervention or one-on-one conferences. In Upper School (grades 3-5), Mathematician's Workshop occurs once a week, on Wednesdays, to provide specific students with targeted, personalized supports either one-on-one or in small groups. Teachers utilize data collected from yesterday's math exit tickets to work with 3-5 students who require additional, individualized support on a specific learning objective for 10-15 minutes before pulling another small group. The remaining students will continue to practice the either the previous day's learning objective, the day's learning objective, or a combination of both, on technology and/or on paper.
Math Stories (CGI)	During Math Stories (cognitively guided instruction), students focus on mathematical problem-solving by applying their mathematical knowledge, using models, and utilizing math manipulatives to solve relevant problems. Through Math Stories (CGI), students dive deep into operations, algebraic thinking, and base ten foundations and configurations. The purpose of Math Stories, or CGI, is to provide students with an opportunity to deepen their conceptual understanding of mathematics and practice problem-solving strategies with their peers. Teachers facilitate the constructive problem-solving process by asking deliberate open-ended questions, fostering a cultures of thinking environment. Students listen to each other's thinking, utilize a variety of resources and strategies to solve the problem, and analyze the process and rationale behind multiple solutions.
Mental Math & Fluency	On Tuesdays and Fridays, students engage in Mental Math & Fluency. Teachers post a problem and students have a short time to solve it using mental math strategies. The purpose of Mental Math & Fluency is to build fluency and flexibility with mental computations. Students continue to practice articulating their thinking,

	making their thinking processes visible, and building on each other's thinking – all of which cultivates a culture of thinking environment. Students learn the basic components of math computation in a tightly spiraled curriculum that emphasizes learning clear steps, quality practice, and automaticity. Mental Math & Fluency topics include memorizing basic addition, subtraction, division and multiplication math facts; learning long division; practicing conversion of fractions; etc.

Science Approach and Components

We will deliver science instruction through a combination of adapted curriculum from *Next Generational Science Storylines* and internally developed curriculum. Our science curriculum will be aligned to the Next Generation Science Standards (NGSS), Common Core State Standards for reading in science subjects, and California Content Standards. San Leandro Catalyst Collegiate's approach to science incorporates three-dimensional learning that emphasizes making learning science all about investigations grounded in students' own questions and in comprehensive storylines.

Across all grade levels, students at San Leandro Catalyst Collegiate will demonstrate the disciplinary core ideas (DCI), science and engineering practices (SEP), and crosscutting concepts (CCC) expected of them as described in their respective grade-level performance expectations for science. As students engage in all eight science and engineering practices, their ability to use and demonstrate the practices grow in sophistication over time. Next Generation Science Standards intentionally develop practices that increase in complexity by grade level. **Figure 39** below outlines the progression of science and engineering practices (SEP) by grade band, which San Leandro Catalyst will apply in its science approach and will be emphasized in our science units of study.

Figure 39: Progression of Science & Engineering Practices for Next Generation Science Standards[176]

Practice	Grades TK-2	Grades 3-5
1: Asking questions and defining problems.	• Ask questions based on observations to find more information about the natural and/or designed world(s). • Ask and/or identify questions that can be answered by an investigation. • Define a simple problem that can be solved through the development of a new or improved object or tool.	• Ask questions about what would happen if a variable is changed. • Identify scientific (testable) and non-scientific (non-testable) questions. • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. • Use prior knowledge to describe problems that can be solved. • Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.

[176] *APPENDIX F – Science and Engineering Practices in the NGSS*. Next Generation Science Standards, 2013.

2: Developing and using models.	• Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences. • Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). • Develop a simple model based on evidence to represent a proposed object or tool.	• Identify limitations of models. • Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. • Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. • Develop and/or use models to describe and/or predict phenomena. • Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. • Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.
3: Planning and carrying out investigations.	• With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. • Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. • Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences.	• Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. • Evaluate appropriate methods and/or tools for collecting data. • Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. • Make predictions about what would happen if a variable changes. • Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.
4: Analyzing and interpreting data.	• Record information (observations, thoughts, and ideas). • Use and share pictures, drawings, and/or writings of observations. • Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to	• Represent data in tables and/or various graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. • Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation.

	answer scientific questions and solve problems. • Compare predictions (based on prior experiences) to what occurred (observable events). • Analyze data from tests of an object or tool to determine if it works as intended.	• Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings. • Analyze data to refine a problem statement or the design of a proposed object, tool, or process. • Use data to evaluate and refine design solutions.
5: Using mathematics and computational thinking.	• Decide when to use qualitative vs. quantitative data. • Use counting and numbers to identify and describe patterns in the natural and designed world(s). • Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs. • Use quantitative data to compare two alternative solutions to a problem.	• Decide if qualitative or quantitative data are best to determine whether a proposed object or tool meets criteria for success. • Organize simple data sets to reveal patterns that suggest relationships. • Describe, measure, estimate, and/or graph quantities (e.g., area, volume, weight, time) to address scientific and engineering questions and problems. • Create and/or use graphs and/or charts generated from simple algorithms to compare alternative solutions to an engineering problem
6: Constructing explanations and designing solutions.	• Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Generate and/or compare multiple solutions to a problem.	• Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). • Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. • Identify the evidence that supports particular points in an explanation. • Apply scientific ideas to solve design problems. • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
7: Engaging in argument from evidence.	• Identify arguments that are supported by evidence. • Distinguish between explanations that account for all gathered evidence and those that do not. • Analyze why some evidence is relevant to a scientific question and some is not. • Distinguish between opinions and evidence in one's own explanations.	• Compare and refine arguments based on an evaluation of the evidence presented. • Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation. • Respectfully provide and receive critiques from peers about a proposed procedure, explanation, or

	• Listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points of the argument. • Construct an argument with evidence to support a claim. • Make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence.	model by citing relevant evidence and posing specific questions. • Construct and/or support an argument with evidence, data, and/or a model. • Use data to evaluate claims about cause and effect. • Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.
8: Obtaining, evaluating, and communicating information.	• Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). • Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea. • Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question and/or supporting a scientific claim. • Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.	• Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence. • Compare and/or combine across complex texts and/or other reliable media to support the engagement in other scientific and/or engineering practices. • Combine information in written text with that contained in corresponding tables, diagrams, and/or charts to support the engagement in other scientific and/or engineering practices. • Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. • Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as tables, diagrams, and charts.

Throughout the year, students learn science units of study on a rotational basis with social sciences. In science, students learn about how the world works through projects, phenomena-based instruction, informational text, read alouds, case studies, demonstrations, and lab experiments. As further described below, our Creativity & Design curriculum will integrate cross-disciplinary design projects with other core disciplines such as science. This process further reinforces students' internalization of content knowledge, skills, and practices as students transfer their newly acquired knowledge and skills in science, integrate them with those in Creativity & Design, and provide evidence of mastery for both disciplines through application. Our highly integrated approach and various modalities for learning will allow our students at San Leandro Catalyst Collegiate to demonstrate mastery of science knowledge, skills, and

practices, ensuring they can access opportunities in science, technology, engineering, and mathematics throughout their academic experiences and professional careers.

Social Sciences Approach and Components

Our social sciences program at San Leandro Catalyst Collegiate will be aligned to the Common Core State Standards for reading in history/social sciences subjects and California Content Standards. The approach will actively complement our literacy program through the integration of grade-level non-fiction texts and writing tasks. In developing our social sciences curriculum, we will utilize the California History-Social Science Framework, which is "designed to help teachers and administrators create a curriculum where students ask questions, develop and support arguments, conduct independent research, evaluate interpretations and evidence, and present findings in a cogent and persuasive manner."[177] **Figure 40** includes topics by grade level as outlined in California's History-Social Science Framework.

Figure 40: Topics by Grade Level	
Grade	**Topic**
TK/K	Learning and Working Now and Long Ago
1	A Child's Place in Time and Space
2	People Who Make a Difference
3	Continuity and Change
4	California: A Changing State
5	United States History and Geography: Making a New Nation

At San Leandro Catalyst Collegiate, we believe that no age is too early to begin educating our students about the consequences, realities, and impact of slavery and racism in the United States. Hence, the curricula we will adopt at San Leandro Catalyst Collegiate for social sciences include *Teaching Tolerance: Teaching Hard History* and *Pollyanna K-8 Racial Literacy*. The *Teaching Tolerance: Teaching Hard History* curriculum describes critical content students must learn to deeply understand the historical significance and impact of slavery. **Figure 41** lists the designated essential knowledges by grade span for *Teaching Tolerance: Teaching Hard History*.

Figure 41: Progression of *Teaching Tolerance: Teaching Hard History* Essential Knowledge[178]	
Grades TK-2	**Grades 3-5**
• Students should be encouraged to think and talk about the meaning of freedom. • Students should know that slavery is when a person owns another person as property. • Students should know that enslaved Indigenous people and Africans came from nations with diverse cultures and traditions and that they continued many of these traditions while enslaved.	• Students will know that the main purpose of American slavery was to make money for enslavers. • Slavery in all the places that are now the United States began with the enslavement of Indigenous people. • European colonists expanded slavery by forcing Africans to come to the Americas.

[177] *History Social Science Framework for California Public Schools: Kindergarten through Grade Twelve*. California Department of Education, 2017.
[178] "Teaching Hard History: Grades K-5." *Teaching Tolerance*, Teaching Tolerance, https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/k-5-framework.

• Students should know that enslaved people had families that could be split up at any time. • Students should know that enslaved people hated being enslaved, and resisted bondage in many ways. • Students should know that enslaved people tried to maintain their cultures while building new traditions that continue to be important. • Students should know that enslavers exploited the many types of highly skilled labor of enslaved people for their own profit. • Students should understand that slavery and race are intimately connected, that slavery came to be associated with blackness, and that white people developed racist ideas to justify enslaving people of color. • Students will know that many people worked individually and in groups to end slavery. • Students will know slavery was the cause of the Civil War.	• Enslavers adopted and spread false beliefs about racial inferiority, including many that still impact us today. • In every place and time, enslaved people sought freedom. • Enslaved people worked to preserve their home cultures while creating new traditions. • Students will know that the United States was founded on protecting the economic interests of white, Christian men who owned property. In the process, it protected the institution of slavery. • While some states abolished slavery after independence, it remained legal in most of what is now the United States, expanding into some new states and across the South. • Students will know that national disagreements about slavery became so strong that 11 states seceded from the United States to form their own country, leading to the Civil War. • Students will know that after the Civil War, formerly enslaved people faced many obstacles, including racism and political, social and economic inequality. Their descendants continue to face similar oppression today, though it looks different now than it did then.

Students engage in social sciences units of study as they alternate with science over the course of the school year. In social sciences, students learn about their community, history, slavery, and racism through projects, informational text, read alouds, and case studies. Because both curricular choices are heavily text-based, students will be able to continue practicing, refining, and mastering essential literacy skills and reading strategies learned in our literacy program. These include selecting strong evidence, annotating primary and secondary sources, analyzing an author's purpose, and engaging in evidence-based argument.

Creativity & Design Approach and Components

San Leandro Catalyst Collegiate deeply believes that a focus on 21st century skills through Creativity & Design will ensure our students are poised to compete in a complex and interdependent knowledge-based economy. Students will have exposure to Creativity & Design in our Idea Lab four days a week – Mondays, Tuesdays, Thursdays, and Fridays. We will develop an internally created hands-on curriculum rooted in the maker-centered learning framework by *Agency by Design* (established by Project Zero) and adapted from *Maker Ed* and *Galileo Makers*.[179] The curriculum will support cross-disciplinary design projects.

During our Creativity & Design class, students will discover and utilize an assortment of materials, tools, and technologies to invent and produce ideas. Students in early elementary grade

[179] Agency by Design framework by Project Zero at the Harvard Graduate School of Education.

levels will explore, learn, and make various products with materials considered to be low-technology – cardboard, wood, paper, fabric, etc. As students advance to higher grade levels, they will engage with higher-technology resources and materials such as vinyl, 3D printing, metal, and microbits. Throughout the year, students will produce design projects and continue to add to their design portfolio. The design projects may be purposefully crafted to demonstrate proficiency and knowledge of standards and skills covered in other core academic disciplines such as English language arts, mathematics, science, and social sciences. At the end of each school year, San Leandro Catalyst Collegiate will organize and host a Design Showcase in which students present their design portfolios.

Agency By Design defines maker empowerment, or agency, as the "sensitivity to the designed dimension of objects and systems along with the inclination and capacity to shape one's world through building, tinkering, re/designing, or hacking."[180] San Leandro Catalyst Collegiate students will build their agency by practicing three essential creative thinking and maker competencies: looking closely, exploring complexity, and finding opportunity.[181] Teachers will facilitate student thinking and learning through the use of thinking routines that guide students to closely analyze objects and systems; consider the inherent relationships between objects, systems, and designers; and arrive at new understandings about the human-designed world.[182] Some of the questions teachers at San Leandro Catalyst Collegiate may ask students to consider, grapple with, and discuss with each other include: *"What are the parts?, What are its purposes?, Who is it designed by and who is it designed for?,* and *What are its complexities?"* Essential thinking routines that will be used across content areas, including Creativity & Design, are described in detail in **Element 1: Instructional Practices**. The goal of our Creativity & Design program is to support students at San Leandro Catalyst Collegiate to grow into observant, analytical, curious, and empowered learners who have the capacity and agency to create their futures.

Character Education Approach and Components

At San Leandro Catalyst Collegiate, we believe that we have a dual mission to prepare students for academic success and personal excellence. Former California State Superintendent of Public Instruction Jack O'Connell asked, "Is our only objective to get students ready for success in the workforce? Do we not also have a responsibility to prepare students to be active and engaged citizens? Don't we want our next generation to be caring neighbors, effective parents, and strong role models for the generation after theirs? Aren't we obligated to provide them with the skills they need to successfully pursue and achieve happiness and joy in their lives? I think we are, and I believe technological change and the global economy make it more important than ever that we focus on these things."[183] Academic skills alone will not suffice in a world that is growing in complexity and increasingly becoming interdependent. Schools must also equip students with the character traits and values that will help them to succeed, advocate, and empathize even in the face of adversity. To navigate college, career, and life, students must develop character habits and skills informed by life-sustaining values.

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[180] "Maker-Centered Learning and the Development of Self: Preliminary Findings of the Agency By Design Project." *A White Paper Presented by Agency by Design*, Jan. 2015. *Project Zero, Harvard Graduate School of Education*.
[181] Agency by Design framework by Project Zero at the Harvard Graduate School of Education.
[182] Ibid.
[183] "The Role of Character Education in Public Schools." *The Role of Character Education in Public Schools - Character Education (CA Dept of Education)*, California Department of Education, 27 Aug. 2019, https://www.cde.ca.gov/ls/yd/ce/charactered.asp.

We offer a comprehensive character education program that helps students develop a strong internal moral compass, one that will continue to serve them as they achieve academic, emotional, and social success throughout their lives. San Leandro Catalyst Collegiate uses a multi-pronged approach to character education and incorporates three core components in our program: (1) a values-based community, (2) socioemotional learning focus, and (3) a safe, structured environment. In developing our character education program, we will use and draw inspiration from a variety of curricula and existing effective programs. More specifically, we will internally develop curriculum for our CREATE core values, adapt curriculum from Valor Collegiate Academies' circle framework as a venue for teaching our CREATE core values, adopt *Toolbox Project* curriculum for socioemotional learning, and internally develop curriculum for structures and routines at San Leandro Catalyst Collegiate.

Language aligned with our CREATE core values will permeate every classroom and much of the physical space throughout our school. The discipline system is also based on students' ability to demonstrate CREATE core values academically and behaviorally. We will teach and model our CREATE core values within the framework of our academic curriculum, Family Circles, and Community Circles.

We intentionally include 30 minutes each day for character education, which exists in a variety of forms and structures. Four days a week – Mondays, Tuesdays, Thursdays, and Fridays – students engage in a Family Circle within their classrooms at the beginning and end of the day, and once a week, the entire school engages in a Community Circle for 30 minutes at the start of the day. During Family and Community Circles, students and adults come together in unity and reflect on personal and collective growth. Opening Family Circles at San Leandro Catalyst Collegiate provide an opportunity for students and adults to provide a preview of the day; share academic, behavioral, and emotional progress; reflect on embodiment of the school's CREATE core values; set individual and collective goals for academic and behavioral improvement; and engage in a mini-lesson centered on the school's CREATE core values or a socioemotional learning skill. Closing Family Circles offer space and time for students and adults to reflect on the day. This time is also an opportunity for students and adults to practice socioemotional skills and character education learnings. Our weekly Community Circles provide our school community an opportunity to celebrate each other, cultivate relationships, and internalize CREATE core values.

Another essential component of our character education program at San Leandro Catalyst Collegiate is our intentional focus on socioemotional learning. We embed socioemotional learning skills within our circles model, model the skills in all settings, and apply the skills within our academic curriculum framework. We will leverage the curriculum developed by Dovetail Learning called *Toolbox Project* and will begin implementation of the curriculum in transitional kindergarten. Maintaining the same curriculum throughout our students' education career at San Leandro Catalyst Collegiate will ensure consistency, coherence, and internalization of crucial socioemotional learning skills among all our students.

Physical Education Approach and Components

Physical Education will utilize *SPARK Physical Education* curriculum, which is aligned with the California Content Standards as delineated in the *Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve* publication. Students will participate

in Physical Education four times a week (Monday, Tuesday, Thursday, and Friday). During Physical Education, students will learn how to play different sports and games while focusing on the concepts of fitness, nutrition, teamwork, and fair play.

Physical Education will also prepare students to meet fitness standards as measured by the California physical fitness test (PFT), called the FITNESSGRAM®. Teachers will monitor students' fitness proficiency by embedding periodic exercises that stress the following six physical fitness areas: aerobic capacity, abdominal strength and endurance, upper body strength and endurance, trunk extensor strength and flexibility, body composition, and flexibility.[184] The goal of our Physical Education program at San Leandro Catalyst Collegiate is to support students in developing lifelong habits of regular physical activity and healthy eating habits.

Instruction

Achieving the mission of San Leandro Catalyst Collegiate depends on high-quality, data-driven teaching. We believe that exceptional teaching yields exceptional results, and that high-quality teaching is the most powerful contributor to student achievement. As a result of world-class instruction, each student at San Leandro Catalyst Collegiate will leave our school with strong academic foundations, an unwavering moral compass, and deeply internalized creative agency to succeed in school and shape a future filled with choice. Our instructional models and methods are deeply informed by, and modeled after, effective methodologies and practices observed at high-performing schools that have consistently demonstrated strong student achievement outcomes and have eliminated, or are close to eliminating, the opportunity gap. These include, but are not limited to, the following schools: The Mission Preparatory School in San Francisco, CA; Springfield Preparatory in Springfield, MA; and Gilroy Prep: A Navigator School in Gilroy, CA. As described in **Element 1: Educational Philosophy** and **Element 1: How Learning Best Occurs**, San Leandro Catalyst Collegiate's key design principles were thoughtfully crafted to deliver on our pressing mission in response to an overwhelming need in our community.

Instructional Models

A framework of our instructional models is shown below in **Figure 42**, illustrating how they align with our key design principles.

Figure 42: Overview of Instructional Models at San Leandro Catalyst Collegiate

Key Design Principle 1: High academic expectations for all by providing grade-level appropriate, standards-aligned curriculum and instructional practices.

Model	Description	Rationale
1.5-Teacher Model	During Literacy Rotations and Mathematics, another adult will support the Lead Teacher with small-group instruction in the classroom, resulting in 2 teachers facilitating two small groups. Students will receive small-group instruction with one teacher for a period of time and then	Students learn best in small groups because of the reduced ratio between teachers and students. In small groups, teachers are also better able to support students and provide individualized supports that meet their needs because of the additional support.

[184] *PFT Assessment Fact Sheet*. California Department of Education, 2018.

	rotate to another instructional activity with another teacher.	
Key Design Principle 2: Individualized student supports for all through intentional use of data.		
Model	**Description**	**Rationale**
Individualized Student Supports	Teachers leverage data strategically and purposefully by frequently collecting and monitoring data: real-time, daily, weekly, and quarterly. In class, teachers conference with students 1:1 or in small groups and provide targeted supports for students. If 2-3 students have not demonstrated proficiency of a literacy skill based on an assessment, teachers will pull students the next day and practice the skill with students.	When students get exactly what they need, students achieve exceptional results. By constantly keeping an eye on data, teachers provide individualized and differentiated student supports that will ensure all students excel.
Workshop Model	Across core content areas, students engage in a workshop model, which allows deeper engagement with learning, greater student independence, and more opportunities for personalized support. During this time, teachers conference with students 1:1 or in small groups and provide targeted supports for students. Students make meaningful connections to their learning by wrestling with big ideas in complex texts and solving relevant mathematical problems.	The workshop model allows students more time to "think and do, apply their learning and reflect on what they've learned."[185] Additionally, the model "fosters collaboration, communication, and responsibility by structuring roles and times for students to work together, independently, and on tasks that hold them accountable for learning."[186] By implementing a workshop model, teachers also provide individualized and differentiated student supports that will ensure all students excel.
Key Design Principle 3: Increased learning opportunities with an extended school day and extended time for literacy.		
Model	**Description**	**Rationale**
Extended Day	Students maximize learning by following an extended day model, which is an 8-hour day from 8:00am to 4:00pm. Students spend more time on literacy and math blocks compared to most other instructional programs (refer to **Element 1: Daily Schedule**).	Extended days increase the number of instructional minutes students have access to, thereby increasing student learning. Numerous studies agree that extended days result in greater student learning and, therefore, better student outcomes.
Key Design Principle 7: Integration of socioemotional learning skills and habits to support students' long-term success.		
Model	**Description**	**Rationale**
Embedded Character Education & SEL	Students build character and learn socioemotional skills in class through Family Circles and Community Circles. They also indirectly engage in	The goal of education is to develop both knowledge and skills as well as character. Academic success in the absence of personal excellence is

[185] Berger, R., Woodfin, L., Vilen, A., & Mehta, J. (2016). *Learning That Lasts: Engaging, Challenging, and Empowering Students with De*. John Wiley & Sons.
[186] Ibid.

	character education by developing habits aligned to core values, as core values are taught, modeled, and spoken of by staff.	insufficient. Exemplification of quality character traits and proficiency in socioemotional skills will prepare students beyond academics.
Key Design Principle 9: Focus on creativity & design as part of student experience.		
Model	**Description**	**Rationale**
Maker-Centered Learning	Students participate in a Creativity & Design course that allows them to explore construction with various materials and resources, develop creativity and design-thinking, and turn ideas into products. Maker-centered learning is integrated across content areas through cross-disciplinary design projects.	As students learn to deeply examine systems and design, they begin to think critically and creatively, a skill increasingly demanded by universities and workplaces. Students develop creative thinking by learning how to construct physically, and, eventually, abstractly.

Instructional Practices

As with instructional models, the pedagogical practices of San Leandro Catalyst Collegiate are heavily influenced by the practices of the highest performing schools nationwide. More importantly, the instructional practices we have selected as central to our school's instructional framework are informed by research-based practices proven to be effective with students from underserved communities. Because we are committed to working with students in San Leandro coming from underserved backgrounds, we thoughtfully selected a set of highly effective instructional practices, outlined in **Figure 43**.

Figure 43: Overview of Instructional Practices at San Leandro Catalyst Collegiate		
Key Design Principle 1: High academic expectations for all by providing grade-level appropriate, standards-aligned curriculum and instructional practices.		
Model	**Description**	**Rationale**
Multiple Modes of Learning	Students learn through a variety of structures such as direct instruction, small-group instruction, 1:1 support, workshop model, blending learning, and station rotations. Throughout the course of the day, students experience different ways of learning, ensuring that their specific learning modalities are met.	Every student learns differently. Students often absorb, process, comprehend, and retain information differently from each other. Multiple ways of delivering instruction and teaching content ensures that the unique learning modalities of students are met throughout the day. Many high-performing urban schools, particularly the inspirational schools described in this petition, makes use of multiple learning approaches within their school structure to meet the diverse learning needs of students.
Key Design Principle 2: Individualized student supports for all through intentional use of data.		
Model	**Description**	**Rationale**
Small-Group Instruction	Based on data, teachers pull a small group of students who are working through the same skill to provide targeted, individualized supports for	Small-group instruction maximizes the number of practice opportunities each student receives and increases the one-on-one support between students and

	specific students. Small-group instruction also occurs during station rotations, in which teachers conduct small-group instruction with 8-10 students per rotation.	teachers. Skills and content knowledge gaps are effectively closed when students receive targeted, timely support.
Station Rotations	Students participate in intentional rotations so that they receive targeted supports and instruction in small groups. During Literacy Rotations, students receive small-group instruction for Phonics & Word Study and Guided Reading for students in grades TK-1, and Guided Reading and Skills Groups for students in grade 2.	Station rotations allow for smaller teacher to student ratios, ensuring all students receive the individualized support that they need to develop proficiency in specific areas.
Purposeful Monitoring	Teachers urgently monitor learning in the classroom by circulating and giving quick, targeted written and/or verbal feedback based on pre-determined criteria. Feedback given in the form of codes allows students to self-monitor their work and make corrections in the moment.	Constant targeted feedback based on quality criteria not only provides teachers with a snapshot of students' initial understandings but also provides students with information on how to improve, ensuring all students learn and master the material.
Key Design Principle 4: Literacy across content areas through oral literacy and informational text.		
Model	**Description**	**Rationale**
Close Reading	Students collectively read text as a class through the lens of an essential question. With the essential question in mind, students dive deeply into the text by reading with a purpose, annotating the text, crafting a written response to the essential question, and citing evidence from the text. Close reading is applied across content areas such as English language arts, mathematics, science, and social sciences.	The practice of close reading mirrors the literacy standards set forth by Common Core State Standards. Each reading of the text adds a "different layer of understanding and level of inquiry as described in the standards."[187] Close reading supports students to navigate and comprehend complex texts, especially informational texts.[188]
Key Design Principle 5: Fostering a culture of thinking through academic discourse and thinking routines.		
Model	**Description**	**Rationale**
Habits of Discussion	Students use sentence starters and sentence frames grouped by function (e.g., building on, disagreeing, agreeing, etc.) to engage in productive academic discourse, thereby building their skills for communication and discussion. Protocols for habits of	Communication is an essential skill in every setting, especially in college and the workplace. Students clearly articulate their thinking to others by framing their responses and supporting their thinking with evidence.

[187] "4 Major Benefits of Close Reading." *Literacy In Focus*, Literacy In Focus LLC, 9 Sept. 2019, https://www.litinfocus.com/4-major-benefits-close-reading/.
[188] Connell, Genia. "Investigating Nonfiction Part 2: Digging Deeper With Close Reading." *Scholastic*, Scholastic Inc., 25 Apr. 2013, https://www.scholastic.com/teachers/blog-posts/genia-connell/investigating-nonfiction-part-2-digging-deeper-close-reading/.

	discussion progress by grade span and begin as early as transitional kindergarten.	
Cognitively Guided Instruction	Students solve a math word problem by first imagining the scenario, independently attempting to solve the problem, and then reviewing the answer to the problem by engaging in academic discourse. During this time, the teacher facilitates and asks cognitive questions about students' thinking processes and the rationale behind students' cognitive choices.	Cognitive Guided Instruction (CGI) provides students with the opportunity to engage in creative problem-solving and develop problem-solving skills. Students construct their own knowledge and solve math problems through academic discourse and carefully planned teacher prompts.
Thinking Routines	Teachers activate different types of thinking among students and cultivate a culture built on thinking by regularly using a specific set of essential thinking routines "to make thinking visible and support students' development of understanding."[189] This process demystifies the complexities of thinking and metacognition.	Thinking routines enable students to become proficient in various types of thinking and to emerge as independent thinkers and self-sufficient learners. Thinking routines that formulate the foundation of San Leandro Catalyst Collegiate instruction are explained below in **Figure 46**.
Key Design Principle 8: Safe and structured environment to develop self-sufficiency.		
Model	**Description**	**Rationale**
Core Instructional Taxonomies	Teachers provide highly rigorous, productive, and joyful learning environments for students by utilizing and mastering core instructional taxonomies. These taxonomies cover essential instructional techniques that set high academic and behavioral expectations; ensure clarity, coherence, and engagement of learning sequence; promote high student engagement during instructional delivery; and build character and trust in the classroom – all of which contribute to a classroom culture of achievement.	Core instructional taxonomies provide a common language among teachers to improve and develop high-quality instruction for students. They also provide a framework for an effective teaching continuum. Students learn best when teachers integrate core instructional taxonomies in their practices. Hallmark core instructional taxonomies of San Leandro Catalyst Collegiate classrooms are outlined below in **Figure 45**.
Key Design Principle 9: Focus on creativity & design as part of student experience.		
Model	**Description**	**Rationale**
Interdisciplinary Projects	Students produce design projects and add to their design portfolios through the Creativity & Design course. The design projects are purposefully crafted to demonstrate mastery of content knowledge and skills covered in core academic disciplines as well as those covered in making.	Interdisciplinary experiences offer an opportunity for more relevant, connected, and engaging experiences for students. When effectively designed and properly executed, "students break with the traditional view of knowledge and begin to actively foster a range of perspectives

[189] Ritchhart, Ron, et al. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. Jossey Bass, 2011.

		that will serve them in the larger world."[190]

Habits of Discussion

San Leandro Catalyst Collegiate is dedicated to developing strong habits of discussion in all of our students, aligned with our key design principle of cultivating a culture of thinking centered on discourse and thinking routines. By instilling in our students deeply internalized habits of discussion across all grade levels, we believe our students will develop into exceptionally strong critical thinkers. The abilities to think critically and to engage in evidence-based discussion will open the door for our students to compete in institutions of higher learning and professional settings. The habits of discussion progression at San Leandro Catalyst Collegiate, beginning in transitional kindergarten, is included below in **Figure 44**.

Figure 44: Habits of Discussion Progression[191]	
Part I: Learning to Share	
Habit	**Ideal Student Actions**
Listen and Talk Only in Turn	• Track the speaker. • Keep hands down when someone is speaking. • Do not interrupt.
Speak Audibly	• Use a voice others can hear.
Speak in Complete Sentences	• Restate the question in the response; use complete sentences.
Interact Peer to Peer	• Look at every group member, not just the teacher, when giving an answer.
Part II: Learning to Build	
Habit	**Ideal Student Actions**
Elaborate on Your Answer	• When prompted, add relevant detail to an answer.
Build Off Others' Answers	• Build off what the previous student said; comments are connected.
Evaluate Others' Responses	• Use thumbs up, to the side, or down: agree, slightly agree or disagree, disagree. • Say, "I agree with what you said because…" or "I somewhat agree with what you said, but…"
Praise Your Peers	• Praise each other's work or thinking.
Prompt Peers with Universal Prompts	• Say, "Tell me more." • Ask, "What in the story makes you think that?", "Why do you think that?", and "Why is that important?" • Repeat the original question.
Hint, Don't Tell	• Give a hint to another student to find the answer without telling him or her.
No Hands	• Understand wait time and know when to prompt a peer in the conversation.
Lead	• Stay focused on the core question. • Identify when the sharing strays and redirect the conversation.
Come Prepared in Writing	• Use written responses done during independent reading to guide the discussion.

[190] Jacobs, Heidi Hayes. *Interdisciplinary Curriculum: Design and Implementation*. Hawker Brownlow Education, 2004.
[191] Bambrick-Santoyo, Paul. *Great Habits, Great Readers a Practical Guide for K-4 Reading in the Light of Common Core*. Jossey-Bass, 2013.

Core Instructional Taxonomies

The core instructional taxonomies detailed in *Teach Like a Champion 2.0* are a common framework employed by a significant number of high-performing urban schools achieving dramatic student gains. Ten fundamental techniques will be prioritized schoolwide to establish and sustain high academic and behavioral expectations at San Leandro Catalyst Collegiate.

During Induction Training, we will concentrate on Strong Voice, What To Do, Explain Everything, 100%, Positive Framing, and Do It Again. Although the Strong Voice and Do It Again techniques are not included as part of our core instructional taxonomies, we will still include them as part of our Induction Training as they make up two critical elements of an effective behavior management cycle aligned to our approach at San Leandro Catalyst Collegiate. Remaining instructional taxonomies will be introduced and practiced during the first semester to maintain alignment with the *Get Better Faster* coaching scope & sequence and to ensure teachers experience success and master previous practices before moving forward to subsequent practices. **Figure 45** details the set of core instructional taxonomies essential to our instructional framework.

Figure 45: Overview of Core Instructional Taxonomies[192]

Method	Description	Rationale	Evidence
Setting High Academic Expectations			
Stretch It	A sequence of learning does not end with the right answer; reward right answers that extend knowledge and test for reliability.	Expanding answers verbally indicates students' extension of thinking and increasing depth of understanding. Students stretch their answers – and, therefore, their thinking – by speaking to the "why" and including evidence in their responses.	• North Star Academy: Vailsburg Elementary School • Ivy Hill Preparatory
Structuring & Delivering Your Lessons			
Take A Stand	Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	When students take a stand on an intriguing question, students begin to think critically. Through strategic turn-and-talk moments and whole-class academic discourse, students construct their own knowledge about the concepts on hand.	• Classical Schools: South Bronx Classical • North Star Academy: Vailsburg Elementary School
Setting & Maintaining High Behavioral Expectations			
100%	There's one acceptable percentage of students following a direction:	100% of students actively engaging in the learning ensures 100% will achieve	• Nashville Classical • Purpose Preparatory • Ivy Hill Preparatory

[192] Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College*. San Francisco: Jossey-Bass, 2015.

	100%. Less and a teacher's authority is subject to interpretation, situation, and motivation.	the learning outcomes. Students follow STAR and teacher instructions at all times to maximize learning.	• North Star Academy: Vailsburg Elementary School
What To Do	Use specific, concrete, sequential, and observable directions to tell students what to do, as opposed to what not to do.	When students know and clearly understand the expectations, they are more likely to meet them.	• Believe Memphis Academy • Creo College Preparatory • Springfield Preparatory
Building Character and Trust			
Positive Framing	Make corrections consistently and positively. Narrate the world students are expecting to see even while improving it.	Positive framing is similar to positive reinforcement. Students learn better when given positive reinforcements rather than negative consequences. This fosters a more positive learning environment.	• Believe Memphis Academy • Springfield Preparatory
The J-Factor	Celebrate the work of learning throughout with "generous servings of energy, passion, enthusiasm, fun, and humor."[193]	Finding the joy in learning is one primary driver of a high-achieving classroom. Students work harder when they can see success and when their work is sprinkled with joyful moments.	• Memphis RISE • Brooke Charter Schools • Springfield Preparatory
Explain Everything	Make expectations clear, rational, and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	Every structure and system has a purposeful rationale behind it. When students are clear and about the rationale behind expectations and understand the reason behind expectations, they are much more likely to be invested and meet the expectations.	• BOLD Charter School
Normalize Error	Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	Building a growth mindset and academic resilience depends less on perfection and more on effort, especially when students make mistakes. Embracing mistakes is a crucial part of the learning process. Students	• Springfield Preparatory • North Star Academy: Vailsburg Elementary School • Memphis RISE

[193] Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College*. San Francisco: Jossey-Bass, 2015.

		constantly reflect on their mastery and mistakes; they act on feedback right away, demonstrating resilience and growth.	
Improving Your Pacing			
All Hands	Shift rapidly among and involving a wide array of participants.	When all students are expected to contribute to the learning environment by raising their hands, they are demonstrating academic engagement and engaging in the learning process with the community. Students indicate engagement and enthusiasm for learning by raising their hands at every opportunity.	• North Star Academy: Vailsburg Elementary School • Forte Preparatory
Building Ratio Through Discussion			
Turn and Talk	Encourage students to better formulate their thoughts by including short, contained pair discussions – but make sure to design them for maximum efficiency and accountability.	Turn and talks provide students with scaffolded interactions to verbalize their thoughts and share their thinking with peers in a low-risk setting.	• Memphis RISE • Nashville Classical • North Star Academy: Vailsburg Elementary School

Thinking Routines

Aligned with our commitment to developing critical thinkers through rigor, we will explicitly adopt thinking routines as part of our instructional framework. Establishing a consistent pattern of thinking routines will support the cultivation of a culture of thinking and a strong learning community in all San Leandro Catalyst Collegiate classrooms.

In our Creativity & Design course, thinking routines play a significant role in instruction as they follow key aspects of the *Agency by Design* framework for maker-centered learning. Furthermore, the thinking routines will support the development of the literacy skills outlined in the Common Core State Standards and California Content Standards. The thinking routines will also complement our instructional practices of habits of discussion and specific components of our core instructional taxonomies. Thinking routines will be rolled out with staff in semester 2 or when individual teachers demonstrate readiness as determined by their current levels of instructional practice.

Six thinking routines will be emphasized in all classrooms at San Leandro Catalyst Collegiate (see **Figure 46**). These thinking routines will nurture critical thinking in the daily lives of all our learners, preparing them to view the world with a critical lens, challenge inequitable systems, and create positive change within their communities and beyond.

Figure 46: Overview of Essential Thinking Routines[194]		
Routines for Introducing & Exploring Ideas		
Thinking Routine	**Key Thinking Moves**	**Description**
See-Think-Wonder	• Describing • Interpreting • Wondering	Students spend time silently looking at an image or an artifact. "Seeing" asks students to look, observe, and notice carefully before interpreting. "Thinking" instructs students to think about what they think is going on or what they think they are seeing. "Wondering" provide students with an opportunity to process new information and identify any think they are curious to learn more about.
Zoom In	• Describing • Inferring • Interpreting	This is a variation of See-Think-Wonder using only portions of an image. The routine involves looking closely at a small bit of image that is revealed, revealing more of the image and asking specific questions, and repeating the reveal and questioning until the whole image has been revealed. This routine is especially useful for analyzing primary sources for social sciences.
Routines for Synthesizing and Organizing Ideas		
The 4Cs	• Connection making • Identifying key concept • Raising questions • Considering implications	A text-based routine that helps identify key points of complex text for discussion: making connections, asking challenging questions, identifying key concepts, and considering changes. The routine demands rich texts or books and works particularly well with nonfiction (informational) texts.
I Used to Think…, Now I Think…	• Reflecting • Metacognition	This routine supports students to reflect on their thinking about a topic or issue and explore how their thinking evolved over time. It can be a useful tool when synthesizing new learning and recognizing cause-and-effect relationships.
Routines for Digging Deeper into Ideas		
What Makes You Say That?	• Reasoning with evidence	Teachers can insert this question into discussion to encourage students to provide evidence for their assertions. When used consistently and frequently, discussions deepen and students' reasoning skills increase.
Claim-Support-Question	• Identifying generalizations and theories • Reasoning with evidence • Making counterarguments	Designed to identify and probe claims, this thinking routine instructs students to draw on an investigation, experience, prior knowledge, or reading to make a claim, identify support for the claim, and ask a question related to the claim. This routine can be used with text or as a basic structure for mathematical and scientific thinking.

Learning Setting

San Leandro Catalyst Collegiate will provide a traditional school setting in a facility we identify and secure during our planning year (2020-21). The physical space of our school and classroom

[194] Ritchhart, Ron, et al. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. Jossey Bass, 2011.

environments will mirror our school's college-preparatory mission and vision for an academically rigorous, values-driven, and creative learning community.

Our college-preparatory culture will be visually represented throughout classrooms and school hallways. Classroom doors will display banners from local, state, and national colleges and universities they are named after. Every classroom at San Leandro Catalyst Collegiate will be named after a college or a university, and the classroom will be decorated with paraphernalia and color schemes matching those of the named university. Each class cohort will be known by their future college graduation year. The focus on academic rigor will be seen on bulletin boards lining the school hallways as well as those in classrooms. For example, students' writing work will be posted and updated on a hallway bulletin board on a monthly basis to highlight their growth in writing. Student work from each class that exceeds expectations or demonstrates significant growth will be displayed inside clear plastic pockets lined against a wall.

Each classroom will be arranged in a similar configuration to support teachers with classroom arrangement and maximize time spent on instructional practice and intellectual preparation. Examples of similar furniture, materials, and instructional supplies in classrooms include two U-shaped half-tables diagonally across from each other for the purpose of small-group instruction, pull-outs, conferences, and literacy rotations; calendar math pocket charts and alphabet word walls for grades transitional kindergarten through two; annotation protocols and other literacy strategies anchor charts for grades three to five; a barometer indicating the number of books students have read in the year so far; and a classroom rug with various colored circles for Family Circle.

San Leandro Catalyst Collegiate's emphasis on a values-driven community will be exemplified by our CREATE core values, which will be visible throughout our school's physical space. Banners with our CREATE core values – curiosity, resilience, enthusiasm, agency, team, and excellence – will hang above our hallways, with brief statements of behavior written underneath. For instance, underneath the banner for our core value of agency, the statement "We believe in ourselves and our ability to make a collective difference," will be displayed underneath. Inspirational quotes from diverse leaders aligned to our CREATE core values will be displayed in our hallways, serving as physical and visible reminders of our core values and what we stand for as a school community.

In designing our physical space, San Leandro Catalyst Collegiate aims to optimize our school and classroom environments to convey our school's critical mission and core beliefs: that all learners – through rigorous academics, character education, and creative thinking – can excel, thrive, and create their futures. Our physical space and learning setting will build and reinforce San Leandro Catalyst Collegiate's college-preparatory, mission-centered, and values-driven culture, cultivating and inspiring students and adults to be the best versions of themselves every day.

Special Populations

San Leandro Catalyst Collegiate believes that all students – regardless of background, language status, learning needs, or zip code – can excel and succeed at high levels. Our education program is intentionally designed to address and meet the unique learning needs of our specific student populations, ensuring all students receive a world-class education. In San Leandro, these specific

student populations include, but are not limited to, students identified as high-achieving, low-achieving, English learners or emerging bilinguals, historically disadvantaged, socioeconomically disadvantaged, and students with disabilities.

Supports for All Learners

As a school, we are cognizant that every child enters our school with varying degrees of school readiness.[195] Each child also brings a wide range of abilities, talents, and ways of learning. Regardless of where each student begins and how they learn, we remain steadfast in our conviction that all children can and will experience academic success and personal excellence. San Leandro Catalyst Collegiate will honor every child for what they bring to our school, meet each child where they are, and support each child to get them where they need to be. As such, we are committed to designing and differentiating instruction to ensure all students achieve excellence. Aligned with our unwavering belief that all learners can attain exceptional results, we will ensure all students receive the supports they need to achieve academic success and personal excellence in two ways: (1) our curricular and instructional design features, and (2) our robust multi-tiered system of support (MTSS). Our multi-tiered system of support (MTSS) framework will be described in detail later in this section.

The following curricular and instructional design features have been proven to be effective in supporting a range of learners to make significant academic gains: extended day and time, individualized supports, inclusion model, and family communication and involvement.

- **Extended Day and Time:** We will operate with an extended day (8:00am to 4:00pm) bell schedule for all grade levels, ensuring ample opportunities to remediate skills or content knowledge students may not have upon entering school. In addition, we will provide triple the amount of instructional time in core literacy classes and double the amount of instructional time in math classes when compared with San Leandro Unified School District. More time for learning is a research-based practice: "Schools that add 25 percent or more instructional time to the average New York City traditional public school's time have annual math gains that are equal to 0.625 more months than other schools."[196] Designing our daily schedule to include more time on core content areas offers additional opportunities for practice and small-group instruction, which are effective practices for serving students identified as emerging bilinguals and supporting students with unique learning needs. Over time, these additional minutes add up to additional school days, which allow students to make up material they may have missed and receive the support they need to stay on a college-preparatory path.

- **Individualized Supports:** To ensure we provide differentiated, individualized supports for all learners at San Leandro Catalyst Collegiate, we will leverage data frequently to assess student progress to mastery, identify strengths and challenges, and act on making corrections quickly. Providing intentional individualized supports has been touted as an effective practice for students with special needs, those identified as emerging bilinguals, as well as students who are high-achieving because the individualized supports meet a

[195] García, Emma. 2015. *Inequalities at the Starting Gate: Cognitive and Noncognitive Skills Gaps between 2010–2011 Kindergarten Classmates*, Washington, DC: Economic Policy Institute.
[196] Fryer, Roland G., Jr. "Learning from the Successes and Failures of Charter Schools." *The Hamilton Project*. 2012. http://student.harvard.edu/fryer/publications/learning-successes-and-failures-charter-schools.

range of learners in the ways they learn best.[197] This data will inform our strategic student groupings for small-group instruction and 1:1 conferences, which are two critical components of our workshop instructional model. In addition to our workshop model, we will leverage Data Days as another avenue of utilizing data to reflect on student progress and provide corrective instruction based on student need.

- **Inclusion Model:** To the greatest extent possible, we will function with an inclusion model, providing instruction for students with special needs in the general education class whenever possible, supported by in-class Learning Specialists during specific core content areas as well as accommodations to classwork, instructional delivery, and/or the classroom environment. We will educate all students in general classroom settings in accordance with the Least Restrictive Environment (LRE) requirements of the IDEA and in alignment with our belief that students with unique learning needs learn best alongside peers in general education classes.[198] Recognizing and adhering to the requirements of all IEPs and 504 plans, we will maximize accommodations, minimize modifications, and provide optimal support within the general education classroom through our 1.5-teacher model and additional inclusionary supports. When appropriate, and when an IEP calls for out-of-class services, students will receive instruction one-on-one or in small groups from a Learning Specialist or contracted service provider such as a Speech & Language Pathologist.

- **Family Communication and Involvement:** San Leandro Catalyst Collegiate believes families play a vital role in the success of students. As such, we will regularly communicate with families to reinforce learning habits, goals, and skills at home. We will hold family conferences (grades TK-2) and student-led conferences (grades 3-5) three times a year, organize monthly *cafecitos* in collaboration with Catalyst Collegiate Family Champions, host Family Workshop Nights at least four times a year, and communicate with families through email, phone, text, mail, or in-person on a weekly basis. Having a comprehensive family communication and involvement program is cited as "a key to addressing the school dropout crisis... foster[*ing*] higher educational aspirations and more motivated students," [199] particularly those coming from disadvantaged backgrounds.

The supports listed above are not exhaustive. Additional strategies will be incorporated into instructional practices, operational systems, and curriculum design as needed in order to meet the needs of all learners at San Leandro Catalyst Collegiate. As necessary, we will contract with third-party consultants to facilitate professional development for our teachers and provide direct services to students to ensure every student receives robust supports, allowing them to thrive as learners and reach their learning goals.

The second component of our student support system is our MTSS program, which is used by all students. The program is detailed below, under **Plan for Students Not Meeting Student Outcomes**. This practice has also been proven to be highly effective with specific subgroups of

[197] O'Reilly, F., N. Brigham, and T. G. Loeb. "Reflecting on Success: A Synthesis of Effective Practices of Title I Commendation Schools Receiving Dissemination Grants." Evidence-Based Education Research & Evaluation (EBERE), LLC. 2013.
[198] Ibid.
[199] Jeynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children's academic achievement. Education & Urban Society 35(2): 202-218.

students: students with special needs, emerging bilinguals or English learners, students from low-income households or underserved backgrounds, and students above grade-level or identified as gifted.

Plan for Students Not Meeting Student Outcomes

San Leandro Catalyst Collegiate holds high expectations for all students, believes all students can excel, and is committed to working with students who are not meeting outcomes to support them to achieve at expected levels. In traditional classrooms, students who are lagging behind or students who are surpassing their peers often require differentiated instruction responsive to their needs as learners. The curricular and instructional design features at San Leandro Catalyst Collegiate allow each learner to be engaged and challenged, as all learners will have access to individualized supports through our workshop model, small-group instruction, and 1.5-teacher model. By design, then, our school's core belief regarding individualized supports ensures all students receive instruction and master content based on their unique needs and learning styles – whether they require intervention or acceleration.

To support learners not meeting student outcomes, San Leandro Catalyst Collegiate will employ a comprehensive multi-tiered system of support (MTSS) program to monitor student development academically, behaviorally, and socioemotionally and to implement interventions as needed to ensure all students meet expected levels of performance and excel academically, behaviorally, and socioemotionally. We will proactively and diligently address academic, behavioral, and socioemotional challenges to prevent gaps from widening or becoming magnified. By carefully identifying students in need of additional support, purposefully planning strategic interventions, and consistently implementing MTSS, San Leandro Catalyst Collegiate will ensure all our students experience academic, behavioral, and social success.

Multi-Tiered System of Support (MTSS) Program

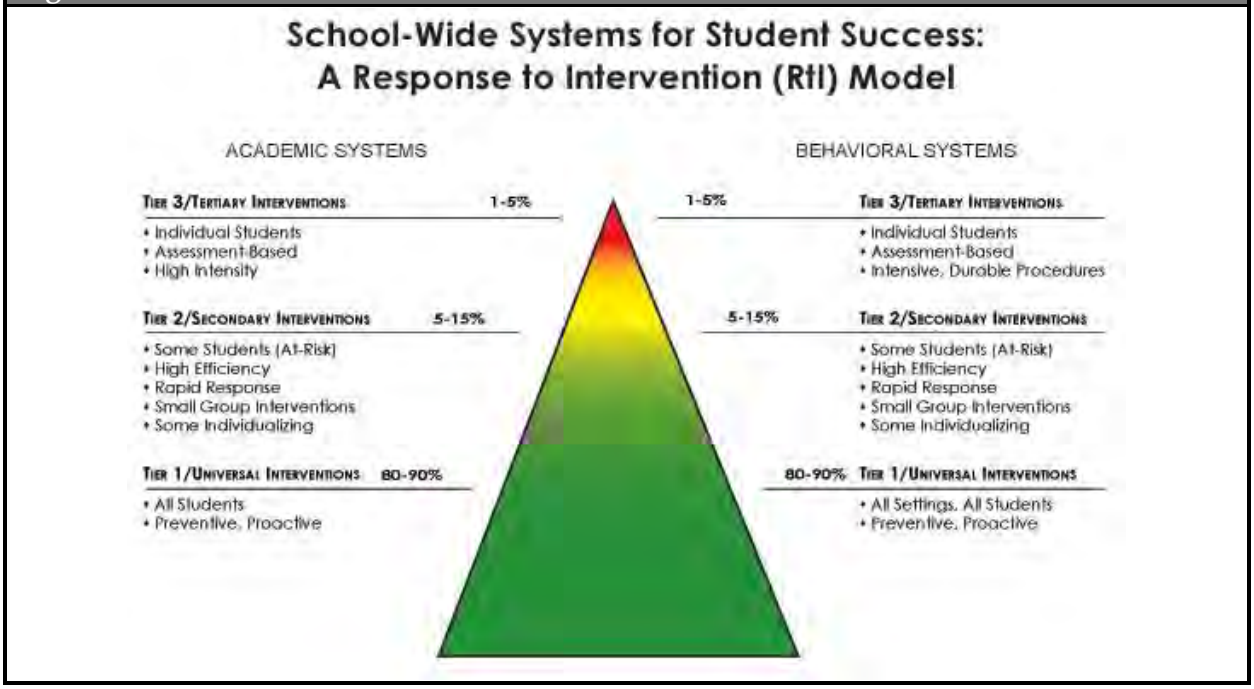
Our framework for supporting the academic, behavioral, and social success of all our students originates from California's multi-tiered system of support (MTSS). Elements of our MTSS are also influenced by high-performing schools across the country with proven models of educating and supporting all students, including The Mission Preparatory School and Springfield Preparatory Charter School. San Leandro Catalyst Collegiate's MTSS program will allow us to systematically monitor and assist students who are struggling, not meeting expected levels of performance, and/or may need additional support in other areas of development (e.g., socioemotional, language, etc.).

MTSS is a multi-faceted and comprehensive framework that integrates both Response to Instruction and Intervention (RtI^2) and Positive Behavioral Interventions and Supports (PBIS) and aligns these supports to produce one coherent, systematic support system serving the whole child.[200] This framework encompasses evidence-based principles and practices from Implementation Science, Universal Design for Learning, and the Whole Child approach, among others. Effective MTSS are contingent on quality universal screenings, strategic data-driven decision-making, consistent progress-monitoring, and productive problem-solving teams

[200] "Multi-Tiered System of Supports." *Multi-Tiered System of Supports - Curriculum Resources (CA Dept of Education)*, California Department of Education , https://www.cde.ca.gov/ci/cr/ri/.

focused on achieving learning and social outcomes for all students, including those who are gifted and high achievers, English learners, students with disabilities, students living in poverty, and students of all racial and ethnic backgrounds. Although RtI² addresses the academic learning of students and PBIS focuses on the socioemotional and behavioral learning of students, the integration of both into MTSS ensures that all our supports are coherently aligned to serve every student at San Leandro Catalyst Collegiate in every possible way. A diagram of our MTSS is in **Figure 47**.[201]

Figure 47: MTSS Framework Inclusive of RtI² and PBIS



This comprehensive prevention system allows the early identification of learning, behavioral, and socioemotional challenges, which, in turn, results in proactive intervention supports for students who are at risk for long-term learning challenges. An effective MTSS aims to minimize the risk of long-term negative learning outcomes by responding effectively, quickly, and efficiently to documented learning, behavioral, or socioemotional gaps and ensuring appropriate identification of students with disabilities.

At San Leandro Catalyst Collegiate, our MTSS encompasses three tiers of prevention, which represent a continuum of supports. Examples of support provided can be found in **Figure 48**. These tiers include:

- **Tier 1:** All students receive high-quality core instruction differentiated and responsive to their needs.
- **Tier 2:** Some students may require evidence-based intervention supports of moderate intensity specifically targeted to address specific skill gaps around learning, behavior, or socioemotional skills.

[201] "Module 2: What Is MTSS?" *Module 2: What Is MTSS?: MTSS*, Granite School District, https://graniteschools.instructure.com/courses/797211/pages/module-2-what-is-mtss.

- **Tier 3:** A small number of students may not make adequate progress with both Tier 1 and Tier 2 supports and will require more individualized interventions of high intensity to respond to their specific gaps around learning, behavior, or socioemotional skills.

Figure 48: Overview of Multi-Tiered System of Support (MTSS) Program Supports			
Tier	**Academic**	**Behavioral**	**Socioemotional**
1	Differentiation Integrated within Curriculum and Instruction	Classroom-Based and Schoolwide Positive Behavior Interventions and Supports (PBIS)	Schoolwide Socioemotional & Character Education Curriculum and Positive School Climate
2	Academic Support	Behavior Support Plan (BSP) and Case Management	Social Skills Group
3	Academic Intervention	Behavior Intervention Plan (BIP) and Case Management	Counseling Referral

Our MTSS program will be driven by our Student Support Team (SST). In Year 1, our School Director, Learning Specialist, and applicable external contractors (e.g., Speech & Language Pathologist, Counselor, etc.) will make up our SST, with our School Director overseeing the process. In Year 2 and beyond, the SST will be joined by our ELD Teacher and Dean of Curriculum & Instruction, and our School Director will be transitioning the management of the SST to our Learning Specialist. In Year 3 and beyond, our Manager of Student Supports, will be a new addition to the SST, with full team management by the Manager of Student Supports. Teachers, staff members, and families will also be invited to team meetings concerning supports for specific students. San Leandro Catalyst Collegiate's SST will meet every other week to review assessment and observation data and determine which students require additional interventions and supports. We will also develop a referral process, which will allow any staff member, teacher, or family member to request an SST meeting regarding a specific child. Teachers and families will join these meetings to share insight and offer recommendations to the SST in the development of a support plan for the student.

Every other week, teachers will meet in Grade-Level Team Huddles during weekly professional development to identify students who are experiencing academic, behavioral, and/or socioemotional challenges based on schoolwide and classroom-based data and develop an action plan that includes research-based Tier 1 strategies to support the identified students. If Tier 1 classroom-level interventions are not effective, teachers and staff can refer a child for discussion at the next SST meeting. Teachers and family members of the child will be invited to this meeting to formulate a support plan for the child of concern. Prior to this initial meeting, the SST will ask all adults directly working with the child to fill out a Present Levels of Performance (PLoP) Google form. The feedback and insight collected from this form will be shared and discussed during the first SST meeting for the specific child. The data from the PLoP form will also inform the goals and aligned interventions of the support plan.

The SST will collectively develop a strategic plan to support the child, outlining areas of strengths, areas of concern, and selected interventions. The team will agree on 1-2 Tier 2 strategies to implement across classrooms and the school for at least six weeks. One team member of the SST will be the point person for consistent weekly monitoring of implementation and effectiveness of

strategies based on measurable outcomes agreed upon by the team during the initial meeting. A sample SST tracker for monitoring weekly progress of implementation and effectiveness of strategies for a specific student at San Leandro Catalyst Collegiate is shown below in **Figure 49**.

Figure 49: Sample Student Support Team (SST) Tracker for a Specific Student

Student	Student X	SST Mtg 1	Week 1 (02/18)	Week 2 (02/25)	Week 3 (03/04)	Week 4 (03/11)	Week 5 (03/18)	Week 6 (03/25)	SST Mtg 2
Goal 1	Student X will speak in complete sentences (habits of discussion) at least 4 out of 5 opportunities for academic discourse each week.	Thurs. 02/07	N	Y	Y	Y	Y	N	Fri. 03/29
	Participation Out of 5 Opps. (80%)		75%	92%	100%	100%	96%	75%	
Goal 2	Student X will also use one text-based evidence in writing at least 3 out of 5 opportunities of the week.		Y	N	Y	Y	Y	Y	
	Participation Out of 5 Opps. (80%)		100%	67%	100%	100%	100%	100%	
Quarter Grades	Mathematics	Thurs. 02/07	A+	A+	A+	A+	A+	A	Fri. 03/29
	Reading		B	B	B-	B-	B-	B+	
	Language		N.C	N.C	N.C	N.C	NC.	NC.	
	Writing		N.C	N.C	N.C	N.C	NC.	NC.	
	Speaking and LIstening		.NC	.NC	.NC	.NC	.NC	.NC	
	Science		C-	C-	C-	C	C	B	
	Social Sciences		B+	B-	B-	C+	C	C	
	Creativity & Design		B-	B-	C+	C+	C+	C+	
	Character Education		A	A	A	B	B-	B-	
	Physical Education		A+	A+	A+	A+	A+	A	

To promote transparency, streamline communication, and share progress-monitoring results with all relevant stakeholders, the appointed person on the SST for the specific child will also send out an e-mail at the end of the week to all pertinent stakeholders. No more than six weeks will pass before the SST will meet a second time to assess whether the interventions were effective overall in meeting the needs of the child. The SST can always check in earlier if the interventions selected do not require long-term data analysis (e.g., when a student simply needs to be given a hearing screen). If the interventions were effective, then the interventions will continue to ensure the child demonstrates growth and meets the expected levels of performance by the target date. If the interventions were ineffective, then the SST, joined by the child's teachers and family, will discuss, brainstorm, and select additional Tier 2 strategies and add Tier 3 strategies.

A similar process is followed for the weekly monitoring of implementation and effectiveness of Tier 3 strategies based on measurable outcomes agreed upon by the team during the second meeting. At the conclusion of three weeks, the SST will meet a third time to assess whether the interventions were effective overall in meeting the needs of the child. If the interventions were effective, then the interventions will continue to ensure the child demonstrates growth and meets the expected levels of performance by the target date. If the interventions were ineffective, the SST will recommend a special education evaluation to assess whether an Individualized Education Program (IEP) is necessary to address academic needs, recommend a behavior intervention plan (BIP) to respond to behavioral needs, or refer the child for external or internal counseling services to meet socioemotional needs. As necessary, we will contract with third-party

consultants to facilitate professional development for our teachers and provide direct services to students to ensure every student receives robust supports, allowing them to thrive as learners and reach their learning goals.

Plan for Students Exceeding Student Outcomes

San Leandro Catalyst Collegiate is committed to supporting all learners in excelling and thriving in our educational program. This includes students who are identified as high-achieving or gifted and talented. San Leandro Catalyst Collegiate will follow the same diligent and rigorous identification strategy for students considered to be academically advanced as we will with all students with special needs. Students who are academically high-achieving will be identified through multiple data points: teacher recommendation, progress reports, report cards, assessment scores (e.g., STEP literacy, MAP, CAASPP English language arts/literacy, CAASPP mathematics, etc.), and other measures.

To provide an appropriate, high-quality educational program to students identified as academically advanced, research indicates that such students require challenge and targeted support to further develop their capacities and interests.[202] Students identified as high-achieving must also receive personalized instruction that meets their zone of proximal development. We will tailor instruction in ways that appropriately match the pace and skill level of students identified as academically advanced. These include individualized supports, workshop model, family communication and involvement, and interdisciplinary projects.

- **Individualized Supports:** To ensure we provide differentiated, individualized supports for all learners at San Leandro Catalyst Collegiate, we will leverage data frequently to assess student progress to mastery, identify strengths and challenges, and act on making corrections quickly. Providing intentional individualized supports has been touted as an effective practice for students with special needs, those identified as emerging bilinguals, as well as students who are high-achieving, because the individualized supports meet a range of learners in the ways they learn best.[203] This data will inform our strategic student groupings for small-group instruction and 1:1 conferences, which are two critical components of our workshop instructional model. In addition to our **workshop model**, we will utilize Data Days as another avenue of utilizing data to reflect on student progress and provide corrective instruction based on student need.

- **Family Communication and Involvement:** San Leandro Catalyst Collegiate believes families play a vital role in the success of students. As such, we will regularly communicate with families to reinforce learning habits, goals, and skills at home. We will hold family conferences (grades TK-2) and student-led conferences (grades 3-5) three times a year, organize monthly *cafecitos* in collaboration with Catalyst Collegiate Family Champions, host Family Workshop Nights at least four times a year, and communicate with families through email, phone, text, mail, or in-person on a weekly basis. Because our school will maintain a comprehensive family communication and involvement

[202] "Supporting Gifted Children." *Supporting Gifted Children | National Association for Gifted Children*, National Association for Gifted Children, http://www.nagc.org/resources-publications/resources/supporting-gifted-children.
[203] O'Reilly, F., N. Brigham, and T. G. Loeb. "Reflecting on Success: A Synthesis of Effective Practices of Title I Commendation Schools Receiving Dissemination Grants." Evidence-Based Education Research & Evaluation (EBERE), LLC. 2013.

program, San Leandro Catalyst Collegiate "parents can engage with their children to provide rich stimulation and learning experiences and discover ways to partner with schools and resources in the broader community to nurture their child's specialized learning needs."[204]

- **Interdisciplinary Projects:** At San Leandro Catalyst Collegiate, we believe that creativity drives student agency. Our Creativity & Design course will integrate cross-disciplinary design projects that offer students the opportunity to apply and demonstrate mastery of essential principles and practices of Creativity & Design as well as core content knowledge and skills of another course, such as English language arts, mathematics, science, and social sciences. These interdisciplinary design projects meet the needs of learners who are identified as high-achieving. Allen Repko asserts that "interdisciplinary instruction fosters advances in cognitive ability and other educational researchers have identified a number of distinct educational benefits of interdisciplinary learning including gains in the ability to recognize bias, think critically, tolerate ambiguity, and acknowledge and appreciate ethical concerns."[205]

Plan for Students with Special Needs

San Leandro Catalyst Collegiate is committed to serving all learners and will not discriminate in admission and enrollment practices against students having or who are suspected to have special needs. We will educate students with disabilities in the least restrictive environment (LRE) alongside peers without disabilities to the extent appropriate and allowed by each student's Individualized Education Program (IEP). Aligned with our deep belief that all students can excel at high levels given the appropriate supports, San Leandro Catalyst Collegiate will provide an inclusive model to the greatest extent possible for students receiving special education services.

San Leandro Catalyst Collegiate recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the San Leandro Unified School District and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. Our special education program will provide a Free and Appropriate Public Education (FAPE) and will offer students a wide range of services to ensure their academic success in accordance with our mission and all applicable special education laws at the state and federal levels, including, but not limited to, Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and any other civil rights laws enforced by the U.S. Department of Education Office of Civil Rights (OCR). We assure that San Leandro Catalyst Collegiate complies with AB 602, San Leandro Unified School District guidelines, and all California laws pertaining to students with special needs.

The following description of how special education and related services will be provided and funded is being proposed by San Leandro Catalyst Collegiate for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition,

[204] "Supporting Gifted Children." *Supporting Gifted Children | National Association for Gifted Children*, National Association for Gifted Children, http://www.nagc.org/resources-publications/resources/supporting-gifted-children.
[205] "Why Teach with an Interdisciplinary Approach?" Interdisciplinary Approaches to Teaching, Science Education Resource Center @ Carleton College, 29 Jan. 2019, https://serc.carleton.edu/econ/interdisciplinary/why.html.

in accordance with **California Ed. Code § 47605(b)**. As long as San Leandro Catalyst Collegiate operates as a school of the San Leandro Unified School District for special education purposes (pursuant to **California Ed. Code § 47641(b)**), the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (MOU), delineating the respective responsibilities of San Leandro Catalyst Collegiate and the San Leandro Unified School District. The language that follows is not meant to preclude alternative arrangements between the San Leandro Unified School District and San Leandro Catalyst Collegiate as agreed upon in the MOU.

SELPA Affiliation

San Leandro Catalyst Collegiate shall initially be deemed, by default, a public school of San Leandro Unified School District for purposes of special education, pursuant to **California Ed. Code § 47641(b)**. However, San Leandro Catalyst Collegiate reserves the right to apply and become an independent Local Education Agency (LEA) member in a SELPA for purposes of special education. In this case, San Leandro Catalyst Collegiate will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to **California Ed. Code § 47641(a)**. A change in LEA status or SELPA membership shall not require a material revision of this charter.

Special Education Services for Students as a Public School of the District

So long as San Leandro Catalyst Collegiate operates as a public school of the San Leandro Unified School District for purposes of providing special education and related services under the IDEA pursuant to **California Ed. Code § 47641(b)**, in accordance with **California Ed. Code § 47646** and Section 1414, Title 20 of the United States Code, the San Leandro Unified School District will provide an equitable share of special education services and/or funding for students enrolled at San Leandro Catalyst Collegiate, to the extent required by law and as specified in the MOU.

San Leandro Catalyst Collegiate agrees to collaborate with the San Leandro Unified School District to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

1. Child Find

San Leandro Catalyst Collegiate understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. San Leandro Catalyst Collegiate will implement a MTSS framework prior to referring a child for an evaluation under IDEA. However, San Leandro Catalyst Collegiate shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or San Leandro Catalyst Collegiate staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. San Leandro Catalyst Collegiate may choose to refer a student for services through the provisions of a Section 504 plan, if appropriate. No assessment or evaluation will be used for admission purposes.

So long as San Leandro Catalyst Collegiate operates as a school of San Leandro Unified School District for special education purposes, in order to comply with state and federal Child Find requirements, San Leandro Catalyst Collegiate will follow the applicable San Leandro Unified School District policies and procedures to identify students who may have a disability that qualifies them to receive special education services. San Leandro Catalyst Collegiate will collaborate with the San Leandro Unified School District to ensure timely transfer of Individualized Education Program (IEP) records and will utilize San Leandro Unified School District policies, procedures, and forms to appropriately identify and refer students for special education.

2. Referral for Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. San Leandro Catalyst Collegiate's internal method for referral for assessment will be the Student Support Team (SST) process. Parents/guardians will be informed that special education and related services are provided at no cost to them.

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, San Leandro Catalyst Collegiate shall assist parent/guardian to submit a request in writing. So long as San Leandro Catalyst Collegiate operates as a school of San Leandro Unified School District for special education purposes, and unless otherwise agreed to in the MOU, San Leandro Catalyst Collegiate will notify the San Leandro Unified School District within two (2) days of any such referrals and will work collaboratively with the San Leandro Unified School District to respond to the request in writing within fifteen (15) days.

If San Leandro Catalyst Collegiate, in collaboration with San Leandro Unified School District, concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within fifteen (15) days. The parent/guardian will be given at least fifteen (15) days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within sixty (60) days of receipt of the parent's/guardian's written consent for assessment.

3. Assessment

So long as San Leandro Catalyst Collegiate operates as a school of San Leandro Unified School District for special education purposes, and unless otherwise agreed to in the MOU, upon receipt of signed Assessment Plan, San Leandro Unified School District will be responsible for conducting special education assessments in all areas of suspected disability if deemed appropriate by San Leandro Unified School District. San Leandro Catalyst Collegiate will work collaboratively with the San Leandro Unified School District to conduct an evaluation. Assessment procedures will be conducted in the student's primary language, and San Leandro Catalyst Collegiate will work with the San Leandro Unified School District to provide an interpreter, if needed. The School Director will be responsible for gathering all pertinent information and sharing such information with San Leandro Unified School District, as needed.

4. Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services. So long as San Leandro Catalyst Collegiate operates as a school of San Leandro Unified School District for special education purposes, San Leandro Catalyst Collegiate will work with San Leandro Unified School District to develop IEPs and to provide modifications, accommodations and services pursuant to each student's IEP. The school will seek to include all students with disabilities in the Least Restrictive Environment (LRE) with non-disabled peers to the maximum extent appropriate. However, if a student's IEP team determines that the student requires placement outside of a general education classroom, the school will work with San Leandro Unified School District, to provide the necessary placement and/or services.

San Leandro Catalyst Collegiate views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school, in collaboration with San Leandro Unified School District, will provide an interpreter, if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by San Leandro Catalyst Collegiate, in cooperation with the San Leandro Unified School District as agreed upon in the MOU.

5. IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three (3) years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. So long as San Leandro Catalyst Collegiate operates as a school of San Leandro Unified School District for special education purposes, and unless otherwise agreed to in the MOU, San Leandro Unified School District shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with San Leandro Unified School District policies and procedures.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to San Leandro Catalyst Collegiate. The school will work with the San Leandro Unified School District to respond to the request. Unless otherwise specified on the student's IEP, parents/guardians will be informed of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals in accordance with the San Leandro Unified School District's policies and procedures and using the San Leandro Unified School District's forms.

6. Instructional Services, Supports, and Strategies for Special Education

So long as San Leandro Catalyst Collegiate operates as a school of San Leandro Unified School District for special education purposes, San Leandro Catalyst Collegiate shall collaborate with the

San Leandro Unified School District to provide specialized instruction and services in accordance with each student's IEP and as agreed upon in the MOU.

San Leandro Catalyst Collegiate will comply with the federal mandate of the least restrictive environment (LRE), meaning that the school will make every attempt to educate students who require special education services alongside their peers who do not. San Leandro Catalyst Collegiate will mainstream all of its students receiving special education services to the extent appropriate and allowed by each individual student's IEP, offering a comprehensive inclusion program that includes individualized student supports, 1.5-teacher model, workshop model, and small-group instruction through San Leandro Catalyst Collegiate's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services. Therefore, the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so. San Leandro Catalyst Collegiate reserves the right to contract with agencies and vendors outside of San Leandro Unified School District, when appropriate, to secure special education services, including administrative support services.

7. Interim and Initial Placements of New Students

San Leandro Catalyst Collegiate shall comply with **California Ed. Code § 56325** with regard to students transferring into San Leandro Catalyst Collegiate within the academic school year. So long as San Leandro Catalyst Collegiate operates as a school of San Leandro Unified School District for special education purposes, if a student enrolls at San Leandro Catalyst Collegiate with an existing IEP, San Leandro Catalyst Collegiate will notify the San Leandro Unified School District, in accordance with any applicable San Leandro Unified School District policies. An IEP meeting will be convened within thirty (30) days of enrollment to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, San Leandro Catalyst Collegiate shall work with the San Leandro Unified School District to implement the existing IEP at San Leandro Catalyst Collegiate and offer services comparable to those in the existing IEP, or as otherwise agreed by the parent/guardian.

8. Staffing

So long as San Leandro Catalyst Collegiate operates as a school of San Leandro Unified School District for purposes of special education, San Leandro Unified School District will hold ultimate responsibility for providing special education services, unless otherwise agreed upon in the MOU. San Leandro Catalyst Collegiate is committed to cooperating with the San Leandro Unified School District to ensure that all IEPs are properly implemented and all students requiring services are adequately served. The details of division and coordination of special education staffing and services shall be specified in an MOU between San Leandro Catalyst Collegiate and San Leandro Unified School District.

9. Professional Development

San Leandro Catalyst Collegiate administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the San Leandro Unified School District and/or SELPA.

So long as San Leandro Catalyst Collegiate operates as a school of San Leandro Unified School District for special education purposes, San Leandro Unified School District agrees to allow San Leandro Catalyst Collegiate staff access to all special education related professional development opportunities that are available to other employees of the San Leandro Unified School District.

Staff at San Leandro Catalyst Collegiate will receive school-site professional development and training specifically for special education, which may be contracted through external partners. In Year 3 and beyond, the Manager of Student Supports will facilitate and lead school-site professional development and training. Topics for school-site special education professional development and training may include accommodations and modifications, adapting curriculum for students with special needs, annual and triennial reviews, anxiety disorders, attention deficit hyperactivity disorder (ADHD), auditory professing disorders, autism, behavior intervention strategies, cognitive disabilities, dyslexia, early intervention and preschool assessment, and emotional disturbance. During professional development, teachers will examine academic data by subgroup, including students with special needs, and develop action plans to support student mastery.

10. Reporting

San Leandro Catalyst Collegiate, in collaboration with San Leandro Unified School District or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out-of-school, organized by disability and length of suspensions; and
- The basis of exit from San Leandro Catalyst Collegiate of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the School Director at San Leandro Catalyst Collegiate. The School Director will ensure that a central file with all special education evaluation material and IEPs are maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The School Director will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

11. Procedural Safeguards

Parents or guardians of students with IEPs at San Leandro Catalyst Collegiate must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to

conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. San Leandro Catalyst Collegiate will utilize the Notice of Procedural Safeguards used by the San Leandro Unified School District or SELPA in which it is a member.

So long as San Leandro Catalyst Collegiate operates as a school of San Leandro Unified School District for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five (5) days. San Leandro Catalyst Collegiate work with the San Leandro Unified School District to arrange a meeting between the parents/guardians, the school, and San Leandro Unified School District staff to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

12. Dispute Resolution

So long as San Leandro Catalyst Collegiate operates as a school of the San Leandro Unified School District for special education purposes, in the event that a parent/guardian files a request for a due process hearing or request for mediation, the San Leandro Unified School District and San Leandro Catalyst Collegiate shall work together to defend the case.

In the event that the San Leandro Unified School District determines that legal representation is needed, the San Leandro Catalyst Collegiate agrees that it shall be jointly represented by legal counsel of San Leandro Unified School District's choosing. San Leandro Unified School District may initiate a due process hearing or request for mediation with respect to a student enrolled in San Leandro Catalyst Collegiate if the San Leandro Unified School District determines such action is legally necessary or advisable. San Leandro Catalyst Collegiate agrees to cooperate fully with San Leandro Unified School District in such a proceeding. San Leandro Catalyst Collegiate understands that the San Leandro Unified School District shall have sole discretion to settle any matter in mediation or due process. The San Leandro Unified School District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any San Leandro Catalyst Collegiate student.

13. Complaint Procedures

Parents or guardians also have the right to file a complaint with San Leandro Unified School District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Special Education Services for Students as a Local Education Agency (LEA)

If San Leandro Catalyst Collegiate makes written verifiable assurances that it will become an independent local educational agency (LEA) pursuant to **California Ed. Code § 47641(a)**, San Leandro Catalyst Collegiate will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

San Leandro Catalyst Collegiate will follow policies and procedures of the SELPA it belongs to and shall utilize SELPA forms and information systems necessary to identify and serve students

who qualify for special education. San Leandro Catalyst Collegiate agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

1. Child Find

San Leandro Catalyst Collegiate understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. San Leandro Catalyst Collegiate will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a child for an evaluation under IDEA. However, San Leandro Catalyst Collegiate shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or San Leandro Catalyst Collegiate staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. San Leandro Catalyst Collegiate may also choose to refer a student for services through the provisions of a Section 504 plan, if appropriate. No assessment or evaluation will be used for admission purposes.

If San Leandro Catalyst Collegiate becomes an independent LEA for special education purposes, San Leandro Catalyst Collegiate shall be solely responsible for compliance with state and federal Child Find requirements. San Leandro Catalyst Collegiate shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

2. Referral for Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. San Leandro Catalyst Collegiate's internal method for referral for assessment will be the Student Support Team (SST) process. Parents/guardians will be informed that special education and related services are provided at no cost to them.

If San Leandro Catalyst Collegiate operates as an independent LEA for special education purposes, then, in the event that San Leandro Catalyst Collegiate receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. San Leandro Catalyst Collegiate shall respond to a written request for assessment within fifteen (15) days.

If San Leandro Catalyst Collegiate concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within fifteen (15) days. The parent will be given at least fifteen (15) days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within sixty (60) days of receipt of the parent's/guardian's written consent for assessment.

3. Assessment

If San Leandro Catalyst Collegiate operates an LEA for special education, San Leandro Catalyst Collegiate shall be solely responsible for conducting special education assessments deemed necessary and appropriate by San Leandro Catalyst Collegiate. The School Director will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

San Leandro Catalyst Collegiate will follow the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within sixty (60) days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. San Leandro Catalyst

Collegiate will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

4. Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services. If San Leandro Catalyst Collegiate operates an LEA for special education, San Leandro Catalyst Collegiate shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. San Leandro Catalyst Collegiate will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- The School Director and/or the Manager of Student Supports (in Year 3 and beyond);
- At least one (1) Special Education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Special Education Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

San Leandro Catalyst Collegiate will provide an interpreter, if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by San Leandro Catalyst Collegiate. The IEP will include all required components and be written on SELPA forms. The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;

- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances (the goals and objectives will also be linguistically appropriate, as per **California Ed. Code § 56345(b)**);
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals; and
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three (3) years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within thirty (30) days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age; and
- When San Leandro Catalyst Collegiate seeks to suspend or remove the student for a period of ten (10) days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

5. IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three (3) years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If San Leandro Catalyst Collegiate operates as an LEA for special education, San Leandro Catalyst Collegiate shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed four (4) times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the

year via written notice to the school. Once the request is received, San Leandro Catalyst Collegiate will have thirty (30) days, not including school vacations greater than five (5) days, to hold the IEP meeting.

6. Instructional Services, Supports, and Strategies for Special Education

If San Leandro Catalyst Collegiate operates as an independent LEA for special education purposes, San Leandro Catalyst Collegiate will offer a comprehensive inclusion program that includes individualized student supports, 1.5-teacher model, workshop model, and small-group instruction through San Leandro Catalyst Collegiate's extended day and year. Because we will frequently leverage data to assess student progress to mastery, identify strengths and challenges, and make corrections quickly, our students, including students with special needs, will receive targeted, individualized supports. The data will allow us to make strategic student groupings for small-group instruction and 1:1 conferences, which are key elements of our workshop model. Our 1.5-teacher model will allow us to maximize small-group instruction – specifically during literacy rotations where student-to-teacher ratio will not exceed 10:1 – and optimize personalized student supports – especially during content area workshops in which students conference with teachers to discuss and set individual learning goals. Students with special learning needs at San Leandro Catalyst Collegiate will also benefit from our extended day bell schedule because they will have more time to remediate skills or demonstrate mastery. Designing our daily schedule to include more time on core content areas offers additional opportunities for practice and small-group instruction, which are effective practices for serving students identified as emerging bilinguals and supporting students with unique learning needs.

Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, San Leandro Catalyst Collegiate will to provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

7. Interim and Initial Placements of New Students

San Leandro Catalyst Collegiate shall comply with California Ed. Code § 56325 with regard to students transferring into the San Leandro Catalyst Collegiate within the academic school year. If San Leandro Catalyst Collegiate operates as an independent LEA for special education purposes, San Leandro Catalyst Collegiate shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the San Leandro Catalyst Collegiate from another school within the same SELPA, San Leandro Catalyst Collegiate, pursuant to California Ed. Code § 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and San Leandro Catalyst Collegiate agree to develop and implement a new IEP.

For students transferring to the San Leandro Catalyst Collegiate from another school within a different SELPA, San Leandro Catalyst Collegiate, pursuant to **California Ed. Code § 56325(a)(1)**, shall continue to provide services comparable to those described in the existing approved IEP for a period of up to thirty (30) days, by which time San Leandro Catalyst Collegiate shall adopt the

previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to San Leandro Catalyst Collegiate from a school outside of California, San Leandro Catalyst Collegiate shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until San Leandro Catalyst Collegiate conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by San Leandro Catalyst Collegiate, and develops a new IEP, if appropriate, in accordance with federal and state law.

8. Staffing

If San Leandro Catalyst Collegiate becomes its own LEA for special education purposes, it will assume responsibility for special education staffing and service delivery. San Leandro Catalyst Collegiate will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. San Leandro Catalyst Collegiate shall ensure that all special education staff hired or contracted by San Leandro Catalyst Collegiate is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

It is the goal of San Leandro Catalyst Collegiate to employ at least one full-time teacher with a valid Special Education Credential. This teacher (called a "Learning Specialist"), along with the School Director of San Leandro Catalyst Collegiate, will be the primary San Leandro Catalyst Collegiate representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at San Leandro Catalyst Collegiate will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In Years 3 and 4, San Leandro Catalyst Collegiate plans to employ a Manager of Student Supports. In Year 5 and beyond, San Leandro Catalyst Collegiate plans to hire a Dean of Student Supports or promote the Manager of Student Supports. Both positions will have the following duties:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the School Director to ensure that the objectives and goals of students with IEPs are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education).

9. Professional Development

San Leandro Catalyst Collegiate administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or

training meetings necessary to comply with state and federal special education laws, including training sponsored by the San Leandro Unified School District and/or SELPA.

If San Leandro Catalyst Collegiate operates as an independent LEA for special education, San Leandro Catalyst Collegiate shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Staff at San Leandro Catalyst Collegiate will receive school-site professional development and training specifically for special education, which may be contracted through external partners. In Year 3 and beyond, the Manager of Student Supports will facilitate and lead school-site professional development and training. Topics for school-site special education professional development and training may include accommodations and modifications, adapting curriculum for students with special learning needs, annual and triennial reviews, anxiety disorders, attention deficit hyperactivity disorder (ADHD), auditory professing disorders, autism, behavior intervention strategies, cognitive disabilities, dyslexia, early intervention and preschool assessment, and emotional disturbance. During professional development, teachers will examine academic data by subgroup, including students with special learning needs, and develop action plans to support student mastery.

10. Reporting

San Leandro Catalyst Collegiate, in collaboration with San Leandro Unified School District or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from San Leandro Catalyst Collegiate of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the School Director at San Leandro Catalyst Collegiate. The School Director will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The School Director will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

11. Procedural Safeguards

Parents or guardians of students with IEPs at San Leandro Catalyst Collegiate must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. San Leandro Catalyst Collegiate will utilize the Notice of Procedural Safeguards used by the San Leandro Unified School District or SELPA in which it is a member.

If San Leandro Catalyst Collegiate operates as an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five (5) days. San Leandro Catalyst Collegiate will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

12. Dispute Resolution

If San Leandro Catalyst Collegiate operates as an LEA for special education purposes, San Leandro Catalyst Collegiate acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of San Leandro Catalyst Collegiate's alleged failure to provide FAPE to students enrolled in the charter school. San Leandro Catalyst Collegiate may also initiate a due process hearing or request for mediation with respect to a student enrolled in San Leandro Catalyst Collegiate if it determines such action is legally necessary or advisable.

13. Complaint Procedures

Parents or guardians also have the right to file a complaint with San Leandro Unified School District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

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

San Leandro Catalyst Collegiate shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of San Leandro Catalyst Collegiate shall be accessible for all students with disabilities in accordance with the ADA. San Leandro Catalyst Collegiate will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the School Director in Years 1-2, the Manager of Student Supports in Years 3-4, and the Dean of Student Supports in Year 5 and beyond. The 504 team shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the

meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records and is responsible for determining whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). In developing the 504 plan, the team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by San Leandro Catalyst Collegiate's professional staff. The 504 plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 plan. In Years 1-2, the School Director will ensure that teachers include 504 plans with lesson plans for short-term substitutes and that he/she reviews the 504 plan with a long-term substitute. In Years 3-4, the Manager of Student Supports would take on the responsibility of ensuring teachers include 504 plans with lesson plans for short-term substitutes and that he/she reviews the 504 plans with a long-term substitute. In Year 5 and beyond, the Dean of Student Supports would take on this responsibility. A copy of the 504 plan shall be maintained in the student's file. Each student's 504

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

Plan for Students Identified as Emerging Bilinguals

San Leandro Catalyst Collegiate is committed to supporting English learners, and, therefore, holding high expectations for our emerging bilinguals,[206] regardless of primary language, to achieve academic success and personal excellence in school, college, career, and life.

Given the demographics of San Leandro Unified School District and based on the 2019-20 District enrollment data, we anticipate approximately 29.3% of our students will be emerging bilinguals, or English learners. We will support our students who identify as emerging bilinguals with a combination of inclusion model and specialized push-in supports within an extended day, employing instructional techniques to differentiate and accommodate for these students' needs. Our instructional design features at San Leandro Catalyst Collegiate also include individualized supports, workshop model, small-group instruction, 1.5-teacher model, and purposeful monitoring – all features designed to maximize student supports so that all learners get exactly what they need when they need it to demonstrate mastery. Altogether, our model fully complies with all federal, state, and district regulations regarding equal access to the school curriculum for students who are emerging bilinguals.

San Leandro Catalyst Collegiate complies with all applicable federal laws related to the education of language minority students as stated under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. Our school will meet all applicable legal requirements for emerging bilinguals as they pertain to annual notification to families, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. San Leandro Catalyst Collegiate will also implement policies to assure proper placement, evaluation, and communication regarding emerging bilinguals and the rights of students and families.

Enrollment data from elementary schools within the San Leandro Unified School District shows a substantial population of English learners. Across the District, 29.3% of students identify as English learners. District elementary school data from 2018-19 pertaining to English learner, or emerging bilingual, enrollment and academic performance is shown below in **Figure 50**.

[206] Throughout this petition, we use the term "emerging bilinguals" interchangeably of English learners. In this section, we solely use "emerging bilinguals." The term "emerging bilinguals" honors students' primary language and celebrates multilingualism, whereas the term "English learner" presupposes students from a deficit-based perspective.

Figure 50: Enrollment[207] and Performance[208] of English Learners at SLUSD Elementary Schools					
Elementary School	Number of English Learners	Total Student Enrollment	Percent (%) of English Learners	ELA/ Literacy Proficiency	Math Proficiency
94577					
Garfield	116	412	28.2%	0.00%	0.00%
McKinley	210	484	43.4%	6.85%	5.26%
Roosevelt	83	528	15.7%	12.50%	14.81%
Washington	171	382	44.8%	6.39%	12.77%
Wilson	353	722	48.9%	18.58%	14.78%
94578					
Jefferson	310	609	50.9%	0.00%	3.61%
Monroe	113	376	30.1%	6.45%	8.82%
94579					
Madison	164	488	33.6%	26.09%	29.17%

Our program for supporting emerging bilinguals is outlined below and addresses the process for student identification and notification, assessment, designation, curriculum and instruction, progress monitoring, and reclassification. We also include program elements that pertain to program evaluation, staffing, professional development, and an English Learner Advisory Committee (ELAC).

Identification and Notification

Following enrollment, families of students who will attend San Leandro Catalyst Collegiate will complete a home language survey, offered in multiple languages to ensure accuracy, in which they will indicate whether their children speak a language other than English at home as a part of their enrollment paperwork. If the home language is not English, or the student's native language is not English, appropriate San Leandro Catalyst Collegiate staff or a hired translator will conduct an informal interview in the student's primary language and English. In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, if a parent affirms on the home language survey that the child first learned to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child is classified as having a primary home language other than English.

In accordance with federal and state laws, students for whom the primary language spoken at home is not English will be assessed for English proficiency, using the English Language Proficiency Assessments for California (ELPAC) Initial Assessment within 30 days of receipt of the home language survey. The ELPAC Initial Assessment determines whether a student is English proficient as well as the student's level of English proficiency. Consistent with the law and San Leandro Catalyst Collegiate's commitment to partnering with families, we will then

[207] "California School Dashboard (CA Dept of Education)." *California School Dashboard (CA Dept of Education)*, California Department of Education, https://www.caschooldashboard.org/.

[208] "English Language Arts/Literacy and Mathematics Smarter Balanced Summative Assessments." 2019 View Smarter Balanced Test Results at a Glance, California Department of Education, https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&lstCounty=00&lstDistrict=00000&lstSchool=0000000.

notify families of our responsibility to conduct ELPAC testing and inform families of ELPAC testing results within 30 days following receipt of results. Families will also be invited to the school for an information session to review these results in detail and discuss ways to support their child's English language development.

These results include whether the child qualifies for classification as an English learner and, if so, the basis for this classification. All students classified as English learners, or emerging bilinguals, will be assessed in the spring of the same school year, using the ELPAC Summative Assessment to determine which English learners qualify for reclassification as English proficient and, for those who do not, what progress they have made towards reclassification. San Leandro Catalyst Collegiate will report the number of English learner students attending the school to the District and the state.

Should the state of California change its tool and/or timeline for measuring English proficiency during the term of this charter, San Leandro Catalyst Collegiate adopts the state-mandated tool and timeline. This change will not be considered a material change of the charter.

English Language Proficiency Assessment

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

The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners, and a second annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

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

English learners, or emerging bilinguals, will take the ELPAC Summative Assessment every year until they are reclassified as fluent English proficient. The ELPAC Summative Assessment is only given to students who have previously been identified as an English learner, or emerging bilingual, based upon the Initial Assessment results, in order to measure how well they are progressing with English language development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC Initial Assessment and Summative Assessment are paper–pencil assessments administered in seven grade spans: TK/K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In transitional kindergarten/kindergarten and grade 1, all domains are administered individually. In grades 2

through 12, the test is administered in groups, exclusive of speaking, which is administered individually.

The ELPAC Initial Assessment testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English learner, or emerging bilingual, by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. The ELPAC Summative Assessment testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English learners shall be assessed by administering the test during the annual assessment window.

Designation

Upon receipt of initial scores, students are designated as either Initially Fluent English Proficient (IFEP), Intermediate English Learner (IEL) or Novice English Learner (NEL), using the guidelines in **Figure 51** below. Should the state of California change its recommendations for classification of IFEP, IEL, and NEL during the term of this charter, San Leandro Catalyst Collegiate will adopt the state recommendations and this change will not be considered a material change of the charter.

Figure 51: English Learner Designation Criteria[209]

Score	Initial Levels	Initial Descriptors
450-600	Initial Fluent English Proficient (IFEP)	Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
370-449	Intermediate English Learner	Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
150-369	Novice English Learner	Students at this level have **minimally developed** oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Instructional Services, Supports, and Strategies for English Learners

Our education program is purposefully designed to integrate the California English Language Development (ELD) standards into our instructional framework and meet our legal obligations to English learners. Aligned with the California Department of Education's *ELA/ELD Framework*, San Leandro Catalyst Collegiate will provide both integrated and designated ELD to English learners. San Leandro Catalyst Collegiate will offer specialized English Language Development instruction for students who require additional language instruction and supports through a fully

[209] "Navigation for Test Administration: Sample Initial ELPAC 2018–19 SSR in English (PDF)." *English Language Proficiency Assessments for California*, California Department of Education, 28 May 2019, https://www.elpac.org/test-administration/reporting/.

inclusive, integrated model. Integrated ELD will be "provided to ELs throughout the school day and across all subjects by all teachers of ELs"[210] as our teachers will intellectually prepare lesson plans to include both an academic and a language objective – an approach aligned with the *Specifically Designed Academic Instruction in English (SDAIE)* model. The SDAIE model involves "the teaching of grade-level subject matter in English specifically designed for speakers of other languages…including planning, classroom management, lesson delivery, and assessment."[211] We intentionally selected this model to reflect the population of students we intend to serve, a significant portion of whom will likely identify as emerging bilinguals, based on the 2018-19 student enrollment for San Leandro Unified School District. For designated ELD, San Leandro Catalyst Collegiate teachers will group students based on ELPAC level and provide targeted language instruction at the student's level during literacy blocks.

In Year 2 and beyond, San Leandro Catalyst Collegiate plans to employ an English Language Development (ELD) teacher who will provide push-in services and supports – such as small-group instruction and one-on-one conferences – to students identified as English learners.

To ensure our teachers are fully equipped with the tools and skills necessary to implement an effective SDAIE program requires professional development. We will support our teachers by offering training on *Guided Language Acquisition Design (GLAD)*, a program that provides "teachers a set of very specific, multistep instructional strategies to support students at various levels of English language proficiency, including native speakers."[212] Controlled studies conducted on classrooms implementing GLAD strategies revealed positive effects on student language acquisition across a range of skills when compared to a control group. The same research suggests that GLAD strategies positively affect academic achievement of all learners in full inclusion classrooms. [213]

Both the SDAIE program and GLAD training will ensure teachers develop and implement instructional strategies proven to be highly effective for English learners. The strategies we will incorporate in our instructional practices across all content areas for students who are English learners, or emerging bilinguals, include, but are not limited to, the following:

- Previewing or frontloading vocabulary;
- Activating prior knowledge;
- Embedding direct literacy instruction during core content workshops and literacy rotations;
- Maintaining consistent classroom routines, procedures, and instructional practices;
- Fostering a positive, supportive classroom culture;
- Including literacy scaffolds as appropriate (e.g., sentence starters, sentence frames, etc.);
- Developing a culturally relevant curriculum;
- Using Word Walls, audiobooks, and leveled libraries;
- Employing small-group instruction in core content areas;

[210] "Using the CA ELD Standards." ELA/ELD Framework, Sonoma County Office of Education, www.scoe.org/pub/htdocs/el-framework.html.
[211] Genzuk, Michael. "Specifically Designed Academic Instruction in English for Language Minority Students." *Center for Multilingual, Multicultural Research-Occasional Paper Series* (2011): University of Southern California: Rossier School of Education.
[212] Deussen, Theresa, et al. *The Impact of Project GLAD on Students Literacy and Science Learning: Year 1 Results from a Cluster-Randomized Trial of Sheltered Instruction*. Distributed by ERIC Clearinghouse, 2014.
[213] Ibid.

- Administering STEP literacy assessments and engaging in frequent data monitoring;
- Embedding frequent opportunities for "turn and talk";
- Practicing habits of discussion during academic discourse;
- Including direct instruction in writing and grammar;
- Engaging in choral reading and close reading;
- Standardizing instruction of cross-disciplinary literacy skills (e.g., annotation, purpose for reading, etc.);
- Cultivating relationships with English learners, or emerging bilinguals;
- Utilizing visual representations when applicable (e.g., graphs, pictures, graphic organizers, etc.);
- Building in flexible groupings; and
- Incorporating opportunities for cooperative learning.

Progress Monitoring

We will consistently monitor English learner student data at both the individual student level and the schoolwide level. The School Director will provide annual data reports and analysis of English learner progress, as measured by assessment scores, reclassification figures, and academic progress metrics. Beginning in our second year of operation, the school's Instructional Leadership Team will monitor English learner data on a monthly basis, and academic achievement data corresponding to English learner students with all relevant metrics will be reported to San Leandro Catalyst Collegiate's Board of Directors. The School Director, the Academic Committee of the Board of Directors, and the full Board of Directors will review English learner student progress and its alignment with San Leandro Catalyst Collegiate's English learner progress goals, which will be set on an annual basis in alignment with our accountability goals prior to the start of the academic year by our school's Instructional Leadership Team.

In addition to the ELPAC, we will monitor the progress of English learners, or emerging bilinguals, through additional assessment measures such as STEP, NWEA MAP, CAASPP English language arts/literacy, catalysts, exit tickets, learning target assessments, interim assessments, and summative assessments. For students who do not demonstrate expected levels of growth or performance on these measures, we will employ a combination of interventions, including:

- Recommending at-home support with the use of books, audiobooks, practice packets, and online resources;
- Providing targeted, leveled small-group practice;
- Offering supplemental technology-based literacy supports and practice; and
- Initiation of the Student Support Team (SST) process as needed.

Reclassification

Reclassification is the process whereby a student is reclassified from an English learner to Fluent English Proficient (RFEP).[214] In accordance with the reclassification procedures developed by the California Department of Education, as set forth in **California Ed. Code § 313(f)**, San Leandro

[214] "Reclassification." *Reclassification - English Learners (CA Dept of Education)*, California Department of Education, www.cde.ca.gov/sp/el/rd/.

Catalyst Collegiate will use multiple measures and assessments to determine whether a student's English proficiency should be reclassified. Students who are identified as English learners take the ELPAC Summative Assessment annually to determine growth in English language proficiency until they are reclassified. A combination of ELPAC scores, teacher assessments, NWEA MAP scores, and CAASPP English language arts/literacy results will be used to determine reclassification of students. We will follow the reclassification requirements and criteria as outlined in **Figure 52** to determine eligibility for reclassification.

Prior to reclassification, the school leadership team and teachers will communicate with families about their rights and the rights of their child regarding reclassification. Families will be invited to an in-person meeting with a member of the San Leandro Catalyst Collegiate school leadership team for a consultation and discussion of potential reclassification. Families will be notified upon reclassification and all student records will be updated to reflect reclassification. After reclassification, students' academic progress will continue to be monitored for two years by assessing student mastery of English Language Development (ELD) standards, to which San Leandro Catalyst Collegiate curriculum materials will be aligned.

Should the state of California change its tool and recommendations for reclassification during the term of this charter, San Leandro Catalyst Collegiate will adopt the state tool and recommendations. This change will not be considered a material change of the charter.

Figure 52: English Learner Reclassification Criteria

Type of Evaluation	Reclassification Criteria
Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired pursuant to **California Ed. Code § 60810**. This includes the ELPAC Summative Assessment.	For grades TK-1, student demonstrates an overall score of 3 or 4 (listening and speaking only) on annual ELPAC Summative Assessment. For grades 2-5, student demonstrates an overall score of 3 or 4 on annual ELPAC Summative Assessment AND • Listening is a 3 or higher; • Speaking is a 3 or higher; • Reading is a 3 or higher; and • Writing is a 3 or higher.
Teacher evaluation, including, but not limited to, a review of the student's mastery of standards.	Teachers determine proficiency and readiness for reclassification by examining: • Student CAASPP performance in ELA/literacy; • Student performance of mastery on internally developed assessments; and • Student normed score on NWEA MAP for ELA.
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to effectively participate in a curriculum designed for students of the same age whose native language is English.	Student achieves scores meeting or exceeding standards on annual CAASPP English language arts/literacy assessment, as applicable.

Program Evaluation

To determine the need for programmatic modifications, San Leandro Catalyst Collegiate will evaluate the progressive growth of its English learner, or emerging bilingual, students on standardized assessments and non-standardized assessments in comparison to that of students fluent in English. We will track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified English learners and those who are not, as measured by standardized assessments and non-standardized assessments. Furthermore, we will also monitor the number of students who are reclassified and the number of years it takes for this reclassification to occur. San Leandro Catalyst Collegiate will evaluate the effectiveness of its education program for English learners, or emerging bilinguals, by:

- Adhering to school-adopted academic benchmarks by language proficiency level and years in program to determine annual progress;
- Reviewing teacher qualifications and the use of appropriate instructional strategies based on program design;
- Monitoring student identification and designation;
- Examining family program choice options; and
- Assessing availability of adequate resources.

The Board, first through its Academic Committee and then as an entire Board, will evaluate the efficacy of our English learner program formally on an annual basis through performance results provided in the academic dashboard disaggregated by subgroup. The School Director will work with the school leadership team and staff – formally during the summer planning period and summer all-staff Induction Training and ongoing throughout the year as part of weekly professional development and Data Days – to implement and support any changes as needed to ensure the success of all students.

Staffing

All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 completed embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner Authorization (ELA) was also embedded in the coursework for the Education Specialist Credential.[215] Thus, all teachers at San Leandro Catalyst Collegiate will hold teaching credentials with English learner or bilingual authorization. In Year 2 and beyond, pending budgetary availability, San Leandro Catalyst Collegiate plans to employ an English Language Development Teacher who will provide push-in services and supports – such as small-group instruction and one-on-one conferences – to students identified as English learners.

Professional Development

San Leandro Catalyst Collegiate's professional development for teachers includes robust support regarding instruction for students identified as English learners. Teachers will be trained to integrate English Language Development (ELD) standards into core content curriculum and

[215] "Serving English Learners." *State of California Commission on Teacher Credentialing*, State of California Commission on Teacher Credentialing, May 2019, https://www.ctc.ca.gov/docs/default-source/leaflets/cl622.pdf?sfvrsn=8.

instruction, and all teachers will be required to include both an academic and language objective for lesson plans.

San Leandro Catalyst Collegiate administrators, teaching staff, and other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state laws as they pertain to English learners. The school will seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education and private companies or agencies to ensure compliance with state laws as well as implementation of best practices for students identified as emerging bilinguals.

Staff at San Leandro Catalyst Collegiate will receive school-site professional development and training specifically for students identified as emerging bilinguals, which may be contracted through external partners. In Year 2 and beyond, the ELD Teacher will facilitate and lead school-site professional development and training. Topics for school-site English learner professional development and training may include newcomers, scaffolding and differentiated instruction, language and content instruction in elementary, vocabulary development, academic language, content language objectives, oral literacy, and language and literacy development. During professional development, teachers will examine academic data by subgroup, including for students identified as emerging bilinguals, and develop action plans to support student mastery.

English Learner Advisory Committee (ELAC)

Pursuant to California state law, San Leandro Catalyst Collegiate will initiate an English Learner Advisory Committee (ELAC) when the number of English learners at our school reaches a minimum of 21 students. The ELAC will act in an advisory capacity to provide school leadership with guidance on school programs, services, and practices as they pertain to English learners. The ELAC shall:

- Advise the School Director and staff on programs and services for English learners;
- Provide input on the development of a Single Plan for Student Achievement (SPSA), or its successor under current state and federal law; and
- Support San Leandro Catalyst Collegiate in the development of the school's needs assessment and communication of importance of student attendance with families.

Family members of the ELAC will be elected on an annual basis by families of English learners. The percentage of family members of English learners on the ELAC will be greater than or equal to the percentage of students identified as English learners at San Leandro Catalyst Collegiate. Parents or guardians of English learners must make up at least 51% of those parents or guardians serving on the ELAC. Upon the establishment of the ELAC, appropriate funds will be allocated to support reasonable expenses that family members may incur in carrying out their duties as ELAC members. Each year, San Leandro Catalyst Collegiate shall provide the ELAC with relevant training that may be required for committee members to carry out their duties.

Local Control and Accountability Plan (LCAP)

San Leandro Catalyst Collegiate will comply with all requirements pursuant to **California Ed. Code § 47605(b)(5)(A)(ii)** including developing annual goals, for all pupils (i.e., schoolwide) and

for each subgroup of pupils as identified in **California Ed. Code § 52052**, for each of the applicable eight state priorities identified in **California Ed. Code § 52060(d)**. These priorities are:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment To and Implementation of the Common Core State Standards (CCSS), with Support for ELLs and Other Subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Student Outcomes

For schoolwide goals regarding relevant subgroups and corresponding assessments, refer to the Local Control and Accountability Plan (LCAP) table in **Figure 53** within **Element 2: Measurable Student Outcomes**. The LCAP table details our annual goals, actions, and measures. San Leandro Catalyst Collegiate will comply with all elements of the LCAP pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

Element 2: Measurable Student Outcomes

Governing Law: ***The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.***
Education Code Section 47605(b)(5)(B).

Schoolwide Outcomes

In service of our mission at San Leandro Catalyst Collegiate, we will implement a clear and robust assessment system to meticulously track schoolwide progress towards our academic and organizational goals. This includes a series of performance-based academic goals, using absolute, comparative, and longitudinal measures of student mastery and achievement, all of which serve to demonstrate the added value of our school. Because we are committed to transparency and growth as an organization, all data will be published on our website; all annual reports will be disseminated to key stakeholders, including our Board of Directors and families; and all reporting requirements, as applicable, will be communicated to the District – actions that will hold us accountable to the pledges made in our charter agreement.

San Leandro Catalyst Collegiate students will take criterion-based and norm-referenced standardized assessments to measure their academic progress on an absolute and comparative basis locally, regionally, and nationally. Our reporting will include analysis of year-by-year growth, by cohort, and by subgroup, to track our school's effectiveness in continuously improving. We will conduct thorough collection, analysis, and reporting of data on performance and progress on school goals for relevant assessments, including, but not limited to, the CAASPP, STEP, and NWEA MAP.

Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities

We crafted and developed a number of academic and organizational goals to hold us accountable to the promise we made to our children and families. Given that students enter school with varying degrees of readiness and gaps in literacy, mathematics, or both, it is paramount that all students across our school, including each subgroup of pupils, receive the instruction and supports to which they are entitled. Pursuant to **California Ed. Code § 47605(b)(5)(A)(ii)** and **47605(b)(5)(B)**, San Leandro Catalyst Collegiate has established goals, actions, and measurable outcomes both schoolwide and for all pupil subgroups, aligned to each of the eight state priorities described in **California Ed. Code § 51060(d)**. These priorities are:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment To and Implementation of the Common Core State Standards (CCSS), with

Support for ELLs and Other Subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Student Outcomes

San Leandro Catalyst Collegiate has clearly defined schoolwide outcome goals in compliance with **California Ed. Code § 47605(b)(5)(B)** and **52060(d)**. All goals and measures also address and meet all applicable state priorities detailed in **California Ed. Code § 52060(d)** for the grade levels served and the nature of the program operated by San Leandro Catalyst Collegiate. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup shall be defined, pursuant to **California Ed. Code § 52052(a)(3)**, as one that consists of at least 30 pupils, each of whom has a valid test score; or for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup consists of at least 15 pupils.

A detailed and rigorous Local Control and Accountability Plan (LCAP) will guide our academic and organizational goals on an annual basis for the term of the charter (refer to our Local Control and Accountability Plan (LCAP) in **Figure 53** below).

Local Control and Accountability Plan

San Leandro Catalyst Collegiate acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula). Consistent with **California Ed. Code § 47604.33** and **47606.5**, San Leandro Catalyst Collegiate shall comply with all elements of the Local Control and Accountability Plan (LCAP) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. San Leandro Catalyst Collegiate shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by **California Ed. Code § 47604.33**. As set forth in **California Ed. Code § 47605.5(a)**, the annual update shall include:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions San Leandro Catalyst Collegiate will make as a result of the review and assessment; and
- A list and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

San Leandro Catalyst Collegiate shall also comply with all requirements of **California Ed. Code § 47606.5(e)**, including, but not limited to, the requirement that San Leandro Catalyst Collegiate "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update."

The LCAP and any necessary revisions to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by San Leandro Catalyst Collegiate at the school site.

Figure 53: Local Control Funding Formula (LCFF) State Priorities

State Priority #1 – Basic Services

The degree to which teachers are appropriately assigned (California Ed. Code § 44258.9) and fully credentialed, pupils have sufficient access to standards-aligned instructional materials California Ed. Code § 60119), and school facilities are maintained in good repair (California Ed. Code § 17002(d)).

Subpriority A – Teacher Assignments & Credentials

Goal	Measurable Outcomes
100% of teachers will be required to hold a valid California Teaching Credential with appropriate English learner authorization as defined by the California Commission on Teaching Credentialing and will be appropriately assigned to specific subjects and grade levels.	100% of students will be taught by teachers with a valid California Teaching Credential with appropriate English learner authorization.

Methods of Measurement

- Application requirements include proof of valid California Teaching Credential with appropriate English learner authorization.
- Comprehensive check for valid California Teaching Credential with appropriate English learner authorization during interview process and before officially hiring candidate.
- Annual audit of teaching credentials, school schedule, and teacher assignments.

Specific Actions

- All candidates for employment as teachers will be required to provide proof of valid California Teaching Credential with appropriate English learner authorization.
- All teaching credentials will be thoroughly checked and reviewed by the School Director and school leadership team[216] during the interview process and before extending an employment offer.
- All teaching credentials will be audited by School Director and school leadership team annually.
- School Director and school leadership team will perform an annual audit of the school schedule and teacher assignments.

Subpriority B – Access to Instructional Materials

Goal	Measurable Outcomes
Students will have access to CCSS-aligned materials, to use in-home and at school, as outlined in the charter petition.	100% of students will have access to CCSS-aligned instructional materials.
ELs will be provided with the supports and accommodations to fully access CCSS-aligned materials and services to support their mastery of CCSS standards, including ELD standards.	100% of students identified as ELs will have access to instructional materials aligned with CCSS and ELD standards.
Students with an IEP will be provided the supports, appropriate modifications, and accommodations, in accordance with their IEP, to access CCSS-aligned materials and services to support their mastery of CCSS and engage in the program set forth in their IEP.	100% of students with an IEP will have access to CCSS-aligned instructional materials that are in accordance with their IEP.

[216] The school leadership team is composed of the School Director and all administrative leadership positions at the school: Managers, Directors, and Deans. The Instructional Leadership Team is comprised of the School Director, Deans of Curriculum & Instruction, and Manager/Dean of Student Supports.

Methods of Measurement
• Annual audit of instructional materials. • Annual budget review of instructional materials and resources. • Annual review of educational program and analysis of instructional impact on learning. • Weekly review of lesson plans and classroom observations for alignment with CCSS and California Content Standards, including ELD standards for EL students and adherence to IEPs for students receiving special education services.
Specific Actions
• School Director and Manager of Operations will perform an annual audit of instructional materials and will make immediate purchases of necessary resources. • School Director and Manager of Operations will perform an annual audit of EL and special education instructional materials and will make immediate purchases of necessary resources. • School Director and school leadership team will conduct an annual review of educational program and analysis of instructional impact on learning. • Board Finance Committee and full Board of Directors will conduct annual budget review process to ensure purchases of necessary materials. • Instructional Leadership Team[217] will conduct weekly review of lesson plans and classroom observations to ensure implementation of instructional materials aligned with CCSS and ELD standards for EL students and adherence to IEPs for students receiving special education services.

Subpriority C – Facilities Maintenance	
Goal	**Measurable Outcomes**
School facilities will be maintained and in good repair.	100% of students will attend a school that is maintained and in good repair.
	80% of families will indicate high satisfaction with school facility.
	100% of monthly site inspections will report school is 90%+ in compliance.
	100% of all required corrections will take place within 3 months.

Methods of Measurement
• Monthly review and inspection of school facilities and facility repair log. • Bi-annual family surveys.
Specific Actions
• School Director and Manager of Operations will conduct regular facility walkthroughs and update facility repair log on a monthly basis and ensure necessary repairs take place. • Staff will ask families to fill out bi-annual family surveys during family & student-led conferences, in the fall and spring.

State Priority #2 – Implementation of State Standards

The implementation of state board adopted academic content and performance standards for all students, and how the programs and services enable EL students to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Subpriority A – Implementation of State Academic Content and Performance Standards	
Goal	**Measurable Outcomes**
Curricular plans (i.e., scope & sequences, unit plans, and lesson plans) aligned to CCSS, NGSS, and California Content Standards will be fully implemented in all classrooms.	100% of classrooms will experience full implementation of curricular plans (i.e., scope & sequences, unit plans, and lesson plans) aligned to CCSS, NGSS, and California Content Standards.

[217] The Instructional Leadership Team includes School Director (Years 1-2), joined by a Dean of Curriculum & Instruction (Year 2 and beyond), and another Dean of Curriculum & Instruction (Year 5 and beyond).

Methods of Measurement
• Annual review of curricular scope & sequences for alignment with CCSS, NGSS, and California Content Standards. • Ongoing weekly review of lesson plans, unit plans, assessments and other curricular materials for alignment with CCSS, NGSS and California Content Standards.
Specific Actions
• School Director and school leadership team will select, and purchase if necessary, curricular materials aligned with CCSS, NGSS, and California Content Standards. • School Director and school leadership team will train and support teachers on CCSS and California Content Standards implementation over the summer and throughout the school year through professional development. • Teachers will attend Induction Training over the summer and weekly professional development throughout the school year to review, internalize, and practice CCSS-aligned curriculum. • School Director and school leadership team will coach and support teachers on instructional strategies and techniques to support CCSS-aligned instruction. • Staff will engage in ongoing analysis of student CCSS-aligned assessment data and work, especially during Data Days. • Instructional Leadership Team[218] will conduct weekly review of lesson plans and classroom observations to ensure implementation of instructional materials aligned with CCSS. • Instructional Leadership Team will conduct an annual review of curricular materials to ensure alignment with CCSS, NGSS, and California Content Standards. • School Director and school leadership team will conduct an annual review of educational program and analysis of instructional impact on learning. • School Director, school leadership team, Board, and staff will review academic performance of all students and all subgroups on all state and national assessments.

Subpriority B – English Learners, Academic Content Knowledge, & English Language Proficiency	
Goal	**Measurable Outcomes**
100% of EL students will gain academic content knowledge and demonstrate English language, literacy, and mathematics proficiency through implementation of programs and services aligned to CCSS and ELD standards.	5% annual increase in the number of students meeting or exceeding ELPAC performance expectations.
	5% annual increase in the number of students meeting or exceeding NWEA MAP performance expectations.
Methods of Measurement	
• Annual instructional training on EL support for teachers. • Ongoing monitoring of EL academic performance on all state and national assessments. • Ongoing ELD small-group instruction for EL students. • Tri-annual administration of NWEA MAP assessment. • Annual administration of ELPAC Summative Assessment for eligible students in kindergarten, or year one of a two-year kindergarten program (i.e., transitional kindergarten), through grade five.	
Specific Actions	
• EL students will engage in CCSS-aligned English language arts/literacy instruction with appropriate instructional supports. • Teachers will receive training in *Guided Language Acquisition Design*. • The school will provide yearly SDAIE training to staff and support implementation with follow-up observations and feedback.	

[218] The Instructional Leadership Team includes School Director (Years 1-2), joined by a Dean of Curriculum & Instruction (Year 2 and beyond), and another Dean of Curriculum & Instruction (Year 5 and beyond).

- Teachers will provide increased opportunities for academic discourse in all classrooms through specific instructional strategies.
- Staff will provide regular ELD small-group instruction for lower ELPAC levels.
- Staff will administer the ELPAC Initial Assessment and Summative Assessment to eligible students in kindergarten, or year one of a two-year kindergarten program (i.e., transitional kindergarten), through grade five.
- Teachers will administer the NWEA MAP assessment three times a year (beginning, middle, and end) to students in all grade levels.

State Priority #3 – Parental Involvement

The efforts the school makes to seek parental input in making decisions for the school and how the school will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

Subpriority A – Parent Input

Goal	Measurable Outcomes
Families will report satisfaction with academic program and parent involvement at school.	80% of families will indicate satisfaction with academic program and opportunities for parent involvement offered by the school.
Families will provide input on school decisions.	80% of families will complete and provide input bi-annual family survey.

Methods of Measurement

- Bi-annual family surveys.
- Monthly *cafecitos* (coffee and conversation) sign-in logs.

Specific Actions

- Staff will ask families to fill out bi-annual family surveys during family & student-led conferences, in the fall and spring.
- School Director and school will host monthly *cafecitos* (coffee and conversation), during which families and community members will be encouraged to share input on the school.

Subpriority B – Parent Participation

Goal	Measurable Outcomes
Parents will attend school-sponsored events and engage with their child's education.	80% of families will complete and provide input bi-annual family survey.
	90% of families will attend tri-annual student-led conferences for their child.
	80% of families will attend school-sponsored events throughout the year.

Methods of Measurement

- Bi-annual family surveys.
- Monthly *cafecitos* (coffee and conversation) sign-in logs.

Specific Actions

- Staff will ask families to fill out bi-annual family surveys during family & student-led conferences, in the fall and spring.
- School Director and school will host monthly *cafecitos* (coffee and conversation).
- School Director and Manager of Operations will send out monthly family communication.
- Staff and students in grades 3-5 will prepare student-led conferences three times per year.
- School will plan and host various school-sponsored events families and community members are invited to attend, including, but not limited to, back-to-school night, Family Workshop Nights, and annual Design Showcase.

State Priority #4 – Pupil Achievement

Pupil achievement, as measured by all of the following, as applicable: statewide assessments, percentage of EL students who make progress toward English proficiency as measured by the English Language Proficiency Assessment for California (ELPAC), and EL reclassification rate.	
Subpriority A – Statewide Assessments	
Goal	**Measurable Outcomes**
Students, including those in subgroups, will demonstrate proficiency in ELA/literacy, mathematics, science, and physical fitness.	Percent of students, including those in subgroups, meeting or exceeding standards in ELA/literacy, on average, will exceed % of students in local school district, meeting or exceeding standards in ELA/literacy, on average, by at least 5%.
	Percent of students, including those in subgroups, meeting or exceeding standards in mathematics, on average, will exceed % of students in local school district, meeting or exceeding standards in mathematics, on average, by at least 5%.
	Percent of students, including those in subgroups, meeting or exceeding standards in science, on average, will exceed % of students in local school district, meeting or exceeding standards in science, on average, by at least 5%.
	Percent of students, including those in subgroups, meeting or exceeding standards in physical fitness, on average, will exceed % of students in local school district, or exceeding standards in physical fitness, on average, by at least 5%.
Students, including those in subgroups, will achieve a higher rate of proficiency in ELA/literacy and mathematics on the CAASPP assessments compared to students at other schools in the local school district.	Students will attain proficiency rates in ELA/literacy 5% higher than the local school district and state average proficiency rates, as measured by the CAASPP assessment for ELA/literacy, until the local school district and state reaches average proficiency rates of 70%.
	Students will attain proficiency rates in mathematics 5% higher than the local school district and state average proficiency rates, as measured by the CAASPP assessment for mathematics, until the local school district and state reaches average proficiency rates of 70%.
Students, including those in subgroups, will achieve a higher rate of proficiency in science on the CAST assessment compared to students at other schools in the local school district.	Students will attain proficiency rates in science 5% higher than the local school district and state average proficiency rates, as measured by the CAST assessment for science, until the local school district and state reaches average proficiency rates of 70%.
Students, including those in subgroups, will achieve a higher rate of proficiency in physical fitness on the physical fitness test (PFT) compared to students at other schools in the local school district.	Students will attain proficiency rates in physical fitness 5% higher than the local school district and state average proficiency rates, as measured by the PFT, until the local school district and state reaches average proficiency rates of 70%.
Methods of Measurement	

- Annual administration of California Assessment of Student Performance and Progress (CAASPP) for English language arts/literacy and mathematics for grades three through five.
- Annual administration of California Science Test (CAST) assessment for science for grade five.
- Annual administration of FITNESSGRAM® assessment for physical fitness for grade five.

Specific Actions

- School Director and school leadership team will train and support teachers on CCSS and California Content Standards implementation over the summer and throughout the school year through professional development.
- Teachers will attend Induction Training over the summer and weekly professional development throughout the school year to review, internalize, and practice CCSS-aligned curriculum.
- School Director and school leadership team will coach and support teachers on instructional strategies and techniques to support CCSS-aligned instruction.
- Instructional Leadership Team will establish, monitor, and analyze benchmark proficiency and growth goals on an annual basis.
- Teachers will establish, monitor, and analyze benchmark proficiency and growth goals throughout the school year, prior to beginning an assessment for learning cycle.
- Staff will engage in ongoing analysis of student CCSS-aligned assessment data and work, especially during Data Days.
- Teachers will develop corrective instruction action plans informed by assessment data, adjust instruction to meet student needs, and provide appropriate supports for struggling students.
- School Director, school leadership team, Board, and staff will review academic performance of all students and all subgroups on all state and national assessments.

Subpriority B – English Learners & English Proficiency

Goal	Measurable Outcomes
100% of EL students will demonstrate growth in English proficiency.	100% of EL students will advance at least one performance level on the ELPAC each academic year.
	5% annual increase in the number of students meeting or exceeding ELPAC performance expectations.

Methods of Measurement

- Annual administration of ELPAC Summative Assessment for eligible students in kindergarten, or year one of a two-year kindergarten program (i.e., transitional kindergarten), through grade five.

Specific Actions

- Instructional Leadership Team will conduct an annual review of curricular materials to ensure alignment with CCSS, NGSS, and California Content Standards, including ELD standards for EL students.
- Instructional Leadership Team will conduct weekly review of lesson plans and classroom observations to ensure implementation of instructional materials aligned with CCSS and ELD standards for EL students.
- EL students will engage in CCSS-aligned English language arts/literacy instruction with appropriate instructional supports.
- Teachers will receive training in *Guided Language Acquisition Design*.
- The school will provide yearly SDAIE training to staff and support implementation with follow-up observations and feedback.
- Teachers will provide increased opportunities for academic discourse in all classrooms through specific instructional strategies.
- Staff will provide regular ELD small-group instruction for lower ELPAC levels.

- Staff will administer the ELPAC Initial Assessment and Summative Assessment to eligible students in kindergarten, or year one of a two-year kindergarten program (i.e., transitional kindergarten), through grade five.
- School Director, school leadership team, Board, and staff will review academic performance of EL students on all state and national assessments.

Subpriority C – English Learner Reclassification Rate

Goal	Measurable Outcomes
EL students will demonstrate a higher rate of reclassification compared to EL students at other schools in the local school district.	Students will reclassify at rates 5% higher than the local school district average reclassification rates, as measured by the ELPAC Summative Assessment.

Methods of Measurement

- Annual administration of ELPAC Summative Assessment to eligible students in kindergarten, or year one of a two-year kindergarten program (i.e., transitional kindergarten), through grade five.

Specific Actions

- Instructional Leadership Team will conduct an annual review of curricular materials to ensure alignment with CCSS, NGSS, and California Content Standards, including ELD standards for EL students.
- Instructional Leadership Team will conduct weekly review of lesson plans and classroom observations to ensure implementation of instructional materials aligned with CCSS and ELD standards for EL students.
- EL students will engage in CCSS-aligned English language arts/literacy instruction with appropriate instructional supports.
- Teachers will receive training in *Guided Language Acquisition Design*.
- The school will provide yearly SDAIE training to staff and support implementation with follow-up observations and feedback.
- Teachers will provide increased opportunities for academic discourse in all classrooms through specific instructional strategies.
- Staff will provide regular ELD small-group instruction for lower ELPAC levels.
- Staff will administer the ELPAC Initial Assessment and Summative Assessment to eligible students in kindergarten, or year one of a two-year kindergarten program (i.e., transitional kindergarten), through grade five.
- School Director, school leadership team, Board, and staff will review academic performance of EL students on all state and national assessments.

State Priority #5 – Pupil Engagement

Pupil engagement, as measured by all of the following, as applicable: school attendance rates and chronic absenteeism rates.

Subpriority A – School Attendance Rate

Goal	Measurable Outcomes
School will have high levels of daily attendance.	School will maintain an annual average of 95% or higher daily attendance.

Methods of Measurement

- Annual average daily attendance rate.
- Daily attendance rates.
- Number of daily tardies.

Specific Actions

- School Director will hire a Dean of Culture in Year 4 and beyond to provide supports for students who have attendance challenges.
- The school will conduct Home Visits to all new families.

- School will plan and host various school-sponsored events families and community members are invited to attend, including, but not limited to, back-to-school night, Family Workshop Nights, and annual Design Showcase.
- School will create a student & family handbook to ensure all staff and parents are clear about schoolwide expectations and disciplinary processes.
- Office Coordinator and school office will make daily phone calls to parents of students marked absent or tardy.
- Office Coordinator and school office will make end-of-week phone calls to parents of students tardy more than once per week.
- School Director and Dean of Culture (in Year 4 and beyond) will initiate the Student Support Team (SST) process, facilitate family conferences, and develop student support plans for students absent more than three times in a quarter.
- School will incentivize consistent attendance through awards, celebrations, and other incentives.

Subpriority B – Chronic Absenteeism Rate

Goal	Measurable Outcomes
Students will regularly attend school.	Less than 3% of students will be chronically absent.

Methods of Measurement

- Daily attendance rates.
- Number of daily tardies.

Specific Actions

- School Director will hire a Dean of Culture in Year 4 and beyond to provide supports for students who have attendance challenges.
- The school will conduct Home Visits to all new families.
- School will plan and host various school-sponsored events families and community members are invited to attend, including, but not limited to, back-to-school night, Family Workshop Nights, and annual Design Showcase.
- School will create a student & family handbook to ensure all staff and parents are clear about schoolwide expectations and disciplinary processes.
- Office Coordinator and school office will make daily phone calls to parents of students marked absent or tardy.
- Office Coordinator and school office will make end-of-week phone calls to parents of students tardy more than once per week.
- School Director and Dean of Culture (in Year 4 and beyond) will initiate the Student Support Team (SST) process, facilitate family conferences, and develop student support plans for students absent more than three times in a quarter.
- School will incentivize consistent attendance through awards, celebrations, and other incentives.

State Priority #6 – School Climate

School climate, as measured by all of the following, as applicable: pupil suspension rates, pupil expulsion rates, and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Subpriority A – Pupil Suspension Rate

Goal	Measurable Outcomes
Students will remain in good behavioral standing with the school.	Less than 4% of students will be suspended.

Methods of Measurement

- Annual suspension rate.

Specific Actions

- School Director will hire a Manager of Student Supports in Year 3 and a Dean of Culture in Year 4 and beyond to provide supports for students who have behavioral challenges.
- The school will conduct Home Visits to all new families.
- School will plan and host various school-sponsored events families and community members are invited to attend, including, but not limited to, back-to-school night, Family Workshop Nights, and annual Design Showcase.
- School will create a student & family handbook to ensure all staff and parents are clear about schoolwide expectations and disciplinary processes.
- School Director and school leadership team will train and support teachers on school culture and management implementation through professional development.
- Teachers will attend Induction Training over the summer and weekly professional development throughout the school year to review, internalize, and practice school culture moves and management implementation.
- School Director and school leadership team will coach and support teachers on instructional strategies and techniques to support effective management.
- School will implement character education curriculum and instruction during Family Circles, Community Circles, and throughout daily schedule.
- Dean of Culture (in Year 4 and beyond) and school office will make daily phone calls to parents of students who receive a community violation.
- School Director, Dean of Culture (in Year 4 and beyond), and respective teachers will initiate the Student Support Team (SST) process, facilitate family conferences, and develop student support plans for students who receive community violations more than three times in a quarter.
- School will incentivize consistent good behavior through awards, celebrations, and other incentives.

Subpriority B – Pupil Expulsion Rate

Goal	Measurable Outcomes
Students will remain in good behavioral standing with the school.	Less than 1% of students will be expelled.

Methods of Measurement

- Annual expulsion rate.

Specific Actions

- School Director will hire a Manager of Student Supports in Year 3 and a Dean of Culture in Year 4 and beyond to provide supports for students who have behavioral challenges.
- The school will conduct Home Visits to all new families.
- School will plan and host various school-sponsored events families and community members are invited to attend, including, but not limited to, back-to-school night, Family Workshop Nights, and annual Design Showcase.
- School will create a student & family handbook to ensure all staff and parents are clear about schoolwide expectations and disciplinary processes.
- School Director and school leadership team will train and support teachers on school culture and management implementation through professional development.
- Teachers will attend Induction Training over the summer and weekly professional development throughout the school year to review, internalize, and practice school culture moves and management implementation.
- School Director and school leadership team will coach and support teachers on instructional strategies and techniques to support effective management.
- School will implement character education curriculum and instruction during Family Circles, Community Circles, and throughout daily schedule.
- Dean of Culture (in Year 4 and beyond) and school office will make daily phone calls to parents of students who receive a community violation.

- School Director, Dean of Culture (in Year 4 and beyond), and respective teachers will initiate the Student Support Team (SST) process, facilitate family conferences, and develop student support plans for students who receive community violations more than three times in a quarter.
- School will incentivize consistent good behavior through awards, celebrations, and other incentives.

Subpriority C – Other Local Measures (Surveys) on Sense of Safety and School Connectedness

Goal	Measurable Outcomes
Students will report satisfaction with sense of safety and school connectedness at school.	80% of students will complete and provide input bi-annual student survey.
	80% of students will indicate satisfaction with sense of safety and opportunities for school connectedness offered by the school.
Families will report satisfaction with sense of safety and school connectedness at school.	80% of families will complete and provide input bi-annual family survey.
	80% of families will indicate satisfaction with sense of safety and opportunities for school connectedness offered by the school.
Teachers will report satisfaction with sense of safety and school connectedness at school.	80% of teachers will complete and provide input bi-annual teacher survey.
	80% of teachers will indicate satisfaction with sense of safety and opportunities for school connectedness offered by the school.

Methods of Measurement

- Bi-annual family surveys.
- Bi-annual student surveys, beginning in grade three.
- Bi-annual teacher surveys.

Specific Actions

- Staff will ask families to fill out bi-annual family surveys during family & student-led conferences, in the fall and spring.
- Staff will ask students to fill out bi-annual student surveys during Family Circles, twice per year, beginning in grade three.
- Staff will ask teachers to fill out bi-annual teacher surveys during weekly professional development, twice per year.
- School Director and school leadership team will conduct weekly Community Circles every Friday to cultivate and maintain positive school culture.
- Teachers will lead daily Family Circles to foster positive classroom and school culture and build strong student relationships.
- School Director and school will host monthly *cafecitos* (coffee and conversation).
- School Director and Manager of Operations will send out monthly family communication.
- School will plan and host various school-sponsored events families and community members are invited to attend, including, but not limited to, back-to-school night, Family Workshop Nights, and annual Design Showcase.

State Priority #7 – Course Access

The extent to which pupils have access to and are enrolled in a broad course of study including courses described under California Ed. Code § 51210 and California Ed. Code § 51220(a)-(i), as applicable, and programs and services developed and provided to unduplicated pupils and individuals with exceptional needs. "Broad course of study" includes the following, as applicable:
***Grades 1-6:** English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (California Ed. Code § 51210)*

Subpriority A – Broad Course of Study

Goal	Measurable Outcomes
Students will have access to and will be enrolled in engaging courses.	100% of students will enroll in a course of study that includes core subjects, Creativity & Design, character education, and elective enrichment courses.

Methods of Measurement

- Daily student schedule.
- Annual student transcripts.

Specific Actions

- School Director and school leadership team will perform an annual audit of curricular program, course offerings, and instructional minutes to ensure all students have access to and are enrolled in a broad course of study.
- School Director and Manager of Operations will review support services for unduplicated pupils to ensure support services do not interfere with pupil access to a broad course of study.

State Priority #8 – Other Pupil Outcomes

Pupil outcomes, if available, for courses described under California Ed. Code § 51210 and California Ed. Code § 51220(a)-(i), as applicable.

Subpriority A – English

Goal	Measurable Outcomes
Students, including those in subgroups, will demonstrate proficiency in ELA/literacy.	Percent of students, including those in subgroups, meeting or exceeding standards in ELA/literacy, on average, will exceed the percent of students in local school district, including those in subgroups, meeting or exceeding standards in ELA/literacy, on average, by at least 5%.
Students, including those in subgroups, will achieve a higher rate of proficiency in ELA/literacy on the CAASPP assessments compared to students at other schools in the local school district.	Students will attain proficiency rates in ELA/literacy 5% higher than the local school district and state average proficiency rates, as measured by the CAASPP assessment for ELA/literacy, until the local school district and state reaches average proficiency rates of 70%.

Methods of Measurement

- Annual administration of California Assessment of Student Performance and Progress (CAASPP) for English language arts/literacy and mathematics for grades three through five.

Specific Actions

- School Director and school leadership team will train and support teachers on CCSS and California Content Standards implementation over the summer and throughout the school year through professional development.
- Teachers will attend Induction Training over the summer and weekly professional development throughout the school year to review, internalize, and practice CCSS-aligned curriculum.
- School Director and school leadership team will coach and support teachers on instructional strategies and techniques to support CCSS-aligned instruction.
- Instructional Leadership Team will establish, monitor, and analyze benchmark proficiency and growth goals on an annual basis.
- Teachers will establish, monitor, and analyze benchmark proficiency and growth goals throughout the school year, prior to beginning an assessment for learning cycle.
- Staff will engage in ongoing analysis of student CCSS-aligned assessment data and work, especially during Data Days.
- Teachers will develop corrective instruction action plans informed by assessment data, adjust instruction to meet student needs, and provide appropriate supports for struggling students.

- School Director, school leadership team, Board, and staff will review academic performance of all students and all subgroups on all state and national assessments.

Subpriority B – Mathematics

Goal	Measurable Outcomes
Students, including those in subgroups, will demonstrate proficiency in mathematics.	Percent of students, including those in subgroups, meeting or exceeding standards in mathematics, on average, will exceed the percent of students in local school district, including those in subgroups, meeting or exceeding standards in mathematics, on average, by at least 5%.
Students, including those in subgroups, will achieve a higher rate of proficiency in mathematics on the CAASPP assessments compared to students at other schools in the local school district.	Students will attain proficiency rates in mathematics 5% higher than the local school district and state average proficiency rates, as measured by the CAASPP assessment for mathematics, until the local school district and state reaches average proficiency rates of 70%.

Methods of Measurement

- Annual administration of California Assessment of Student Performance and Progress (CAASPP) for English language arts/literacy and mathematics for grades three through five.

Specific Actions

- School Director and school leadership team will train and support teachers on CCSS and California Content Standards implementation over the summer and throughout the school year through professional development.
- Teachers will attend Induction Training over the summer and weekly professional development throughout the school year to review, internalize, and practice CCSS-aligned curriculum.
- School Director and school leadership team will coach and support teachers on instructional strategies and techniques to support CCSS-aligned instruction.
- Instructional Leadership Team will establish, monitor, and analyze benchmark proficiency and growth goals on an annual basis.
- Teachers will establish, monitor, and analyze benchmark proficiency and growth goals throughout the school year, prior to beginning an assessment for learning cycle.
- Staff will engage in ongoing analysis of student CCSS-aligned assessment data and work, especially during Data Days.
- Teachers will develop corrective instruction action plans informed by assessment data, adjust instruction to meet student needs, and provide appropriate supports for struggling students.
- School Director, school leadership team, Board, and staff will review academic performance of all students and all subgroups on all state and national assessments.

Subpriority C – Social Sciences

Goal	Measurable Outcomes
Students, including those in subgroups, will demonstrate proficiency in social sciences.	Percent of students, including those in subgroups, meeting or exceeding standards in social sciences, on average, will exceed 80% as measured by an internally created summative assessment for social sciences.

Methods of Measurement

- Annual administration of internally created summative assessment for social sciences for grades two through five.

Specific Actions

- School Director and school leadership team will develop internal interim assessments and summative assessments for social sciences over the summer prior to the start of the school year.
- Instructional Leadership Team will conduct an annual review of curricular materials to ensure alignment with CCSS, NGSS, and California Content Standards.
- School Director and school leadership team will train and support teachers on CCSS and California Content Standards implementation over the summer and throughout the school year through professional development.
- Teachers will attend Induction Training over the summer and weekly professional development throughout the school year to review, internalize, and practice CCSS-aligned curriculum.
- School Director and school leadership team will coach and support teachers on instructional strategies and techniques to support CCSS-aligned instruction.
- Instructional Leadership Team will establish, monitor, and analyze benchmark proficiency and growth goals on an annual basis.
- Teachers will establish, monitor, and analyze benchmark proficiency and growth goals throughout the school year, prior to beginning an assessment for learning cycle.
- Staff will engage in ongoing analysis of student CCSS-aligned assessment data and work, especially during Data Days.
- Teachers will develop corrective instruction action plans informed by assessment data, adjust instruction to meet student needs, and provide appropriate supports for struggling students.
- School Director, school leadership team, Board, and staff will review academic performance of all students and all subgroups on all state and national assessments.

Subpriority D – Science

Goal	Measurable Outcomes
Students, including those in subgroups, will demonstrate proficiency in science.	Percent of students, including those in subgroups, meeting or exceeding standards in science, on average, will exceed the percent of students in local school district, including those in subgroups, meeting or exceeding standards in science, on average, by at least 5%.
Students, including those in subgroups, will achieve a higher rate of proficiency in science on the CAST assessment compared to students at other schools in the local school district.	Students will attain proficiency rates in science 5% higher than the local school district and state average proficiency rates, as measured by the CAST assessment for science, until the local school district and state reaches average proficiency rates of 70%.

Methods of Measurement

- Annual administration of California Science Test (CAST) assessment for science for grade five.

Specific Actions

- School Director and school leadership team will train and support teachers on CCSS, NGSS, and California Content Standards implementation over the summer and throughout the school year through professional development.
- Teachers will attend Induction Training over the summer and weekly professional development throughout the school year to review, internalize, and practice CCSS- and NGSS-aligned curriculum and instruction.
- School Director and school leadership team will coach and support teachers on instructional strategies and techniques to support CCSS- and NGSS-aligned instruction.
- Instructional Leadership Team will establish, monitor, and analyze benchmark proficiency and growth goals on an annual basis.
- Teachers will establish, monitor, and analyze benchmark proficiency and growth goals throughout the school year, prior to beginning an assessment for learning cycle.

- Staff will engage in ongoing analysis of student CCSS- and NGSS-aligned assessment data and work, especially during Data Days.
- Teachers will develop corrective instruction action plans informed by assessment data, adjust instruction to meet student needs, and provide appropriate supports for struggling students.
- School Director, school leadership team, Board, and staff will review academic performance of all students and all subgroups on all state and national assessments.

Subpriority E – Creativity & Design

Goal	Measurable Outcomes
Students, including those in subgroups, will demonstrate proficiency in Creativity & Design principles and practices.	Percent of students, including those in subgroups, meeting or exceeding standards in Creativity & Design, on average, will exceed 80% as measured by an internally created portfolio-based summative assessment for Creativity & Design.

Methods of Measurement

- Ongoing and annual creation of design portfolio in grades transitional kindergarten through five.
- Ongoing and annual use of portfolio-based summative assessment rubric based on creativity and design principles and practices.
- Annual Design Showcase event for Creativity & Design for students in grades transitional kindergarten through five.

Specific Actions

- School Director and school leadership team will develop internal portfolio-based summative assessments and a portfolio-based summative assessment rubric based on creativity and design principles and practices over the summer prior to the start of the school year.
- Instructional Leadership Team will conduct an annual review of curricular materials and resources to ensure alignment with Creativity & Design principles and practices.
- School Director and school leadership team will train and support Enrichment Teacher on Creativity & Design instruction implementation through professional development.
- Instructional Leadership Team will coach and support Enrichment Teacher on instructional strategies and techniques to support Creativity & Design-aligned instruction.
- School will require students in every grade level to plan, prepare, and complete design products for their design portfolio throughout the year.
- Enrichment Teacher will facilitate and support students to plan, prepare, and complete design products for their design portfolio throughout the year.
- School will plan and host annual Design Showcase, which families and community members are invited to attend.
- Students will present design portfolios during annual Design Showcase each year and demonstrate reflection, communication, and Creativity & Design skills.

Subpriority F – Physical Education

Goal	Measurable Outcomes
Students, including those in subgroups, will demonstrate proficiency in physical fitness.	Percent of students, including those in subgroups, meeting or exceeding standards in physical fitness, on average, will exceed the percent of students in local school district, including those in subgroups, meeting or exceeding standards in physical fitness, on average, by at least 5%.
Students, including those in subgroups, will achieve a higher rate of proficiency in physical fitness on the physical fitness test (PFT) compared to students at other schools in the local school district.	Students will attain proficiency rates in physical fitness 5% higher than the local school district and state average proficiency rates, as measured by the PFT, until the local school district and state reaches average proficiency rates of 70%.

Methods of Measurement	
• Annual administration of FITNESSGRAM® assessment for physical fitness for grade five.	
Specific Actions	
• School will offer Physical Education course and ensure all students are enrolled in Physical Education. • School will promote health and wellness in various spaces and times, including Physical Education course, Family Circles, Community Circles, mealtimes, brain breaks, and play times.	
Subpriority G – Character Education	
Goal	**Measurable Outcomes**
Students, including those in subgroups, will demonstrate proficiency in character education principles and practices.	Percent of students, including those in subgroups, meeting or exceeding standards in character education, on average, will exceed 80% as measured by an internally created formative assessment for character education.
Methods of Measurement	
• Ongoing and annual use of internally created interim assessments and formative assessments for character education. • Ongoing and annual use of internally created formative assessment rubric based on character education principles and practices.	
Specific Actions	
• School Director and school leadership team will develop internal interim assessments and formative assessments for character education prior to the start of the school year. • School Director and school leadership team will conduct an annual review of curricular materials to ensure alignment with character education standards. • School Director and school leadership team will train and support teachers on character education standards implementation through professional development. • Teachers will attend Induction Training over the summer and weekly professional development throughout the school year to review, internalize, and practice character education standards, curriculum, and instruction. • School Director and school leadership team will coach and support teachers on instructional strategies and techniques to support character education standards-aligned instruction. • School Director and school leadership team will establish, monitor, and analyze benchmark proficiency and growth goals on an annual basis. • Teachers will establish, monitor, and analyze benchmark proficiency and growth goals throughout the school year, prior to beginning an assessment for learning cycle. • Staff will engage in ongoing analysis of student character education standards-aligned formative assessment data and work, especially during Data Days. • Teachers will develop corrective instruction action plans informed by assessment data, adjust instruction to meet student needs, and provide appropriate supports for struggling students. • School Director, school leadership team, Board, and staff will review socioemotional and behavioral learning of all students and all subgroups on all internal assessments.	

Element 3: Student Progress Measurement

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." Education Code Section 47605(b)(5)(C).

Assessment System

In order for our students to exceed expectations for career and college readiness, our students must be able to perform at academic achievement levels dramatically higher than the levels presently demonstrated within our district, county, state, and nation. Currently, 34.6% of all students in the San Leandro Unified School District are considered college and career ready according to the 2018 California School Dashboard.[219] Furthermore, the percentage of students in San Leandro Unified School District meeting (level 3) and exceeding (level 4) grade-level English language arts/literacy standards as measured by the California Assessment of Student Performance and Progress (CAASPP) trails that of Alameda County and that of the state by almost twenty percent: 37.74% standard met or exceeded in San Leandro Unified School District compared to 56.05% in Alameda County and 49.88% in California.[220] Similarly, student performance on the California Assessment of Student Performance and Progress (CAASPP) for mathematics in San Leandro Unified School District also falls below those of Alameda County and the state of California. The percentage of students in San Leandro Unified School District meeting (level 3) and exceeding (level 4) grade-level mathematics standards as measured by the California Assessment of Student Performance and Progress (CAASPP) is significantly lower than that of Alameda County and that of the state by almost twenty-five percent: 25.64% standard met or exceeded in San Leandro Unified School District compared to 48.6% in Alameda County and 38.65% in California.[221]

A closer examination of data reveals a stark gap based on racial and ethnic background: the percentage of white and Asian students meeting or exceeding grade-level literacy standards is nearly double that of black and Latinx students (53.74% white and 63.16% Asian compared to 28.35% black and 34.39% Latinx), and the percentage of white and Asian students performing on grade-level for mathematics is at least triple that of black and Latinx students (42.63% white and 55.46% Asian compared to 13.94% black and 19.85% Latinx).[222] San Leandro Catalyst Collegiate intends to counter this trend by producing student achievement results that significantly surpass those at the district, county, state, and national levels, thereby demonstrating that academic success and personal excellence is within reach for all students regardless of background.

In order to fulfill our mission of ensuring all students are on a measurable and successful path toward middle school, high school, college, and career, we will leverage data and use it to inform

[219] "San Leandro Unified." *California School Dashboard*, California Department of Education, www.caschooldashboard.org/reports/01612910000000/2018/academic-performance#english-language-arts.
[220] "District Summary: San Leandro Unified." *Ed-Data Education Data Partnership*, California Department of Education, www.ed-data.org/district/Alameda/San-Leandro-Unified.
[221] Ibid.
[222] San Leandro Unified Smarter Balanced Test Results." *Smarter Balanced Test Results*, EdSource, http://caaspp.edsource.org/sbac/san-leandro-unified-01612910000000.

our practice at every level of our school. In establishing a highly effective data-driven culture, we will adopt the practice of sharing data openly and frequently with relevant stakeholders. Doing so will also promote collective ownership of and responsibility for our mission. At San Leandro Catalyst Collegiate, data will drive the instructional decisions of our school leaders and teachers, provide our students and families a clear sense of academic progress, and set priorities for our Board of Directors.

Assessment Approach

Assessments, while they are not the only measure of learning, play a crucial role in our school's mission because they inform us of our progress towards achieving the outcomes we want to see for our students. As emphasized in Grant Wiggin's *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*, "Assessment is central, not peripheral, to instruction...learning depends on the goals provided by assessment and on the adjustment based on its results. We learn through receiving and using feedback."[223] At San Leandro Catalyst Collegiate, the purpose of assessments is to improve student learning, not to audit it. We will use an intentional and comprehensive assessment approach that balances assessment *for* learning (i.e., formative assessments) and assessment *of* learning (i.e., summative assessments).

We will exercise a daily cycle of performance and feedback from quick formative assessments to ensure student mastery in the short term and engage in an ongoing practice of reflection and action following interim and summative assessments to ensure significant student achievement gains in the long term. Throughout the year, we will regularly monitor students' learning progress by collecting, analyzing, and reflecting on formative and summative data to drive student learning. Strategic analysis of data will allow us to effectively meet the needs of our students as a group and to provide targeted supports to individual students and subgroups of students. We will assess our students frequently and consistently to capture a comprehensive snapshot of their learning progress. Furthermore, we will prioritize and designate time within our professional development structures at San Leandro Catalyst Collegiate to support our teachers in utilizing data to inform instruction and to ensure the academic success of every student.

Assessment Portfolio

Our assessment suite at San Leandro Catalyst Collegiate ranges from external to internal assessments, including, but not limited to, nationally normed, state-mandated, literacy, interim, portfolio-based, cumulative, weekly, and daily formative assessments. These assessments include the Strategic Teaching and Evaluation of Progress (STEP) Assessment System; standards-based catalysts (also known as launches or do nows); pre-release exit tickets/checks for understandings (CFUs); exit tickets; learning target assessments, or quizzes; mid-unit assessments; end-of-unit assessments; and interim assessments; NWEA MAP; CAASPP English language arts/literacy; CAASPP mathematics; CAST; design portfolios; character education progress report; Physical Fitness Test (PFT); and ELPAC. **Figure 54** provides a detailed summary of the assessments, the purpose of the assessments, and how we will use data from these assessments to drive student mastery.

[223] Wiggins, Grant. *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. John Wiley & Sons, 1998.

Figure 54: Assessment Portfolio[224]			
Assessment	**Description**	**Purpose**	**Analysis Process & Use**
Catalysts	Short (<5 minute) formative assessment at the beginning of class, aligned to the previous lesson's standards-aligned learning target(s).	Review students' mastery of previous lesson's standards-aligned learning target(s).	Teachers score daily catalysts real-time to determine if students mastered the learning targets. Results inform teachers' next steps for instruction: whole-class reteaching, small-group instruction, or individual remediation.
Pre-Release Exit Tickets / CFUs	Short (<3 minute) formative assessment at the end of direct or guided instruction, aligned to the current lesson's standards-aligned learning target(s).	Determine students' current understandings of current lesson's standards-aligned learning target(s).	Teachers score daily pre-exit tickets real-time to determine if students mastered the learning targets. Results inform teachers' next steps for instruction before students practice with incorrect misconceptions: whole-class reteaching, small-group instruction, or individual remediation.
Exit Tickets	Short (<5 minute) formative assessment at the end of class, aligned to the current lesson's standards-aligned learning target(s).	Determine students' mastery of current lesson's standards-aligned learning target(s).	Teachers score daily exit tickets real-time to determine if students mastered the learning targets. Results inform teachers' next steps for instruction: whole-class reteaching, small-group instruction, or individual remediation.
Classwork	Formative assessment during class, aligned to the current lesson's standards-aligned learning target(s).	Provide students with opportunities to practice standards-aligned learning target(s).	Teachers check classwork for completion and utilizes classwork to monitor progress of student learning throughout class.
Homework	Formative assessment after class, aligned to the current lesson's standards-aligned learning target(s).	Provide students with opportunities to practice standards-aligned learning target(s).	Teachers check homework for completion and writes progress note to students' families.
Learning Target Assessments	Longer (<30 minute) formative and summative assessment of standards-aligned learning targets covered during the week, similar to a weekly quiz.	Determine students' cumulative mastery and retention of standards-aligned learning target(s).	Teachers score learning target assessments to determine if students mastered and retained the learning targets covered in class leading up to the day of the learning target assessment. Results inform teachers' next steps for instruction: whole-class reteaching, small-group instruction, or individual remediation.
Mid-Unit Assessments	Summative assessment of standards covered	Assess students' mastery of aligned standards halfway	Teachers score mid-unit assessments to determine if students mastered the unit

[224] Our budget, attached as **Appendix 13: Budget**, accounts for STEP assessment, STEP implementation training, and MAP assessment.

	through the middle of the unit.	through the unit.	standards. Results inform teachers' next steps for instruction for the second half of the unit: whole-class reteaching, small-group instruction, or individual remediation.
End-of-Unit Assessments	Summative assessment of standards covered through the end of the unit.	Assess students' mastery of aligned standards through the end of the unit.	Teachers score end-of-unit assessments to determine if students mastered the unit standards. Results inform teachers' next steps for instruction for future instruction: whole-class reteaching, small-group instruction, or individual remediation.
Interim Assessments	Summative assessment of standards covered through the end of an assessment for learning cycle, aligned to Common Core State Standards and all internally developed with exception of one externally developed assessment from CAASSP.	Assess students' mastery of aligned standards throughout the year, roughly every six to eight weeks, and predict how students will demonstrate mastery on the state assessments.	Teachers use interim assessment data results on Data Days to analyze current student performance on standards. Teachers develop corrective instruction action plans to ensure all students demonstrate proficiency on standards and receive appropriate individualized supports if necessary.
Strategic Teaching and Evaluation of Progress (STEP) Assessments	Literacy assessment to determine growth in literacy skills throughout the year, about every six to eight weeks.	Determine students' cumulative mastery and growth in literacy skills such as fluency, accuracy, phonemic awareness, and reading comprehension.	Teachers score STEP assessments to determine if students mastered and retained literacy skills covered in class leading up to the day STEP assessment. Results inform teachers' next steps for instruction: small-group instruction or individual support. Depending on grade level, students track mastery of literacy skills on their own.
Design Portfolios	Portfolio-based summative assessment of Creativity & Design principles and practices covered through the end of the semester.	Monitor students' proficiency on Creativity & Design principles and practices covered over a period of time.	Teachers review design portfolios to monitor students' proficiency on Creativity & Design principles and practices and evaluate design portfolios with a rubric. Students select pieces of work aligned to specific principles and practices to present and highlight at the end-of-year Design Showcase.
Character Education Progress Report	Formative assessment of character education principles and practices covered through the end of the quarter.	Monitor students' proficiency on character education principles and practices covered over a period of	Teachers monitor students' proficiency on character education principles and practices with a rubric. Information informs teachers' next steps for skill development: whole-class refocus,

		time.	family communication, or individual learning plan.
NWEA Measures of Academic Progress (MAP)	Nationally normed adaptive assessment administered at the beginning, middle, and end of year.	Determine students' cumulative mastery and growth in reading, mathematics, and language skills by grade level equivalency throughout the year; allows measure of growth throughout the year and from year to year as well as national comparison.	At the beginning of the year, teachers use MAP assessment as a diagnostic tool to assess students' reading, mathematics, and literacy skills. The data provides baseline data for students for the purpose of monitoring students' growth in the respective skills throughout the year. MAP assessment is administered two more times, at the middle and end of the year, and results serve the same purposes as the first MAP assessment. The end-of-year MAP assessment informs instruction for the upcoming academic year and allows identification of critical grade-level patterns and trends to address.
California Assessment of Student Performance and Progress (CAASPP) English Language Arts/Literacy	State summative assessment aligned to Common Core State Standards for English language arts/literacy.	Assess students' mastery of Common Core State Standards for English language arts/literacy.	Results provide measurable evidence for effectiveness of school's instructional program. Because the data is reliable and valid, the data is used to compare against other instructional programs across the district, county, and state. Results drive schoolwide reflection of school's curricular choices, instructional model, and staff development to ensure schoolwide and student academic growth each year.
California Assessment of Student Performance and Progress (CAASPP) Mathematics	State summative assessment aligned to Common Core State Standards for mathematics.	Assess students' mastery of Common Core State Standards for mathematics.	Results provide measurable evidence for effectiveness of school's instructional program. Because the data is reliable and valid, the data is used to compare against other instructional programs across the district, county, and state. Results drive schoolwide reflection of school's curricular choices, instructional model, and staff development to ensure schoolwide and student academic growth each year.
California Science Test (CAST)	State summative assessment aligned to Next Generation Science Standards.	Assess students' mastery of Next Generation Science Standards.	Results provide measurable evidence for effectiveness of school's instructional program. Because the data is reliable and valid, the data is used to compare

			against other instructional programs across the district, county, and state. Results drive schoolwide reflection of school's curricular choices, instructional model, and staff development to ensure schoolwide and student academic growth each year.
Physical Fitness Test (PFT)	Comprehensive, health-related physical fitness battery of tests, consisting of six fitness areas: aerobic capacity, abdominal strength and endurance, upper body strength and endurance, trunk extensor strength and flexibility, body composition, and flexibility.	Monitor students' proficiency on physical fitness areas.	Results provide health-related information students, families, and school can use to monitor students' overall fitness.
English Language Proficiency Assessments for California (ELPAC)	Required state test for English language proficiency (ELP), given to students whose primary language is a language other than English.	Determine and monitor students' English language proficiency (ELP); reclassify students who have been previously identified as English Learners (Els).	Newly enrolled students whose primary language is not English as indicated in the home language survey must take the initial ELPAC assessment. Results identify students who are English Learners and students' level of English language proficiency. Data also used to strategically inform instruction and provide individualized student supports to ensure all students, including ELs, demonstrate expected growth. Summative ELPAC assessment results used to reclassify students who have demonstrated English language proficiency. ELPAC assessment also ensures accountability for school's instructional program and supports provided for ELs and EL reclassification rate.

The vast majority of our assessments will derive from curriculum we have selected, such as *EngageNY/Expeditionary Learning*, which includes launches (catalysts at San Leandro Catalyst Collegiate), exit tickets, classwork, homework, mid-unit assessments, and end-of-unit assessments. We will utilize and tailor externally developed assessments for the content areas of literacy, mathematics, science, and social sciences, although we may modify those assessments or supplement them with internally developed ones to suit our instructional needs. Our design

portfolio system in Creativity & Design as well as our character education progress report will be internally developed by the School Director during our planning year.

As mentioned previously in **Element 1: Curriculum Development and Implementation**, the School Director will tailor and adapt curricular programs and materials, including assessments, to ensure strong alignment to the Common Core State Standards and California Content Standards and provide appropriate access for all students. In Years 2 through 4, the School Director will be joined by a Dean of Curriculum & Instruction in the adaptation of curricular programs, materials, and assessments. In Year 5 and beyond, an additional Dean of Curriculum & Instruction will be hired and will also support in the adaptation of curricular programs and materials.

In Years 1 and 2, the Manager of Operations (Director of Operations in Year 3 and beyond) will coordinate the scheduling and administration of assessments under the supervision of the School Director. The Manager of Operations and the School Director will also train teachers on proper administration of the assessments listed above, and support teachers with instructional planning around the assessment calendar and schedule to keep disrupted instructional time to a minimum. Instructional planning developed by the Instructional Leadership Team will include all assessments for all grade levels to maintain cohesion with the curriculum and reduce interruptions to daily instruction. In all grades, the Manager of Operations will lead the collecting and storing of all data, while the School Director will lead the synthesizing, analyzing, and sharing of all data across all assessments.

Figure 55 below provides additional information regarding our assessment suite: person(s) responsible for administration, development type (external vs. internal), subjects tested, frequency, and minimum performance level of each assessment.

Figure 55: Assessment Administration and Format

Grades TK-2

Assessment	Administration	Development	Subject(s)	Frequency	Minimum Performance Level
Catalysts	Teachers (TK-5)	Internal and External	All	Daily	Proficient ≥ 70%
Exit Tickets	Teachers (TK-5)	Internal and External	All	Daily	Proficient ≥ 70%
Classwork	Teachers (TK-5)	Internal and External	All	Daily	Proficient ≥ 70%
Homework	Teachers (TK-5)	Internal and External	All	Daily	Proficient ≥ 70%
Learning Target Assessments	Teachers (TK-5)	Internal	All	Weekly	Proficient ≥ 70%
Mid-Unit Assessments	Teachers (TK-5)	Internal and External	All	Cyclically	Proficient ≥ 70%
End-of-Unit Assessments	Teachers (TK-5)	Internal and External	All	Cyclically	Proficient ≥ 70%
Interim	Teachers (TK-5)	Internal and	ELA/	3 Times	Proficient ≥

Assessments		External	Literacy, Math	Semesterly	70%
STEP	Teachers (TK-5), Dean(s) of Curriculum & Instruction	External	ELA/ Literacy	3 Times Semesterly	Annual Growth Based on STEP Levels
Design Portfolios	Enrichment Teacher(s)	Internal	Creativity & Design	Semesterly	Proficient Based on Design Portfolio Rubric
Character Education Progress Report	Teachers (TK-5)	Internal	Character Education/ SEL	Semesterly	Proficient Based on Character Education Principles and Practices Rubric
NWEA MAP	Instructional Leadership Team	External	ELA/ Literacy, Math	3 Times Annually	Annual Growth Based on RIT Scores
ELPAC	ELD Teacher and Associate Teachers	External	ELA/ Literacy	Within 30 Days for Newly Enrolled Students Based on Home Language Survey; Annually for Students Identified as English Learners	Early Advanced (4) or Growth at Rate That Will Achieve Early Advanced (4) Within 5-7 Years of Language Acquisition

Grades 3-5

Students in grades 3-5 will also take the assessments listed below.

Assessment	Administration	Development	Subject(s)	Frequency	Minimum Performance Level
CAASPP English Language Arts/Literacy	Teachers (TK-5) Trained as Proctors	External	ELA/ Literacy	Annually	Meet Standards (3)
CAASPP Mathematics	Teachers (TK-5) Trained as Proctors	External	Math	Annually	Meet Standards (3)

Grade 5

Students in grade 5 only will take the assessments listed below as well as all of the assessments listed above in grades TK-2 and those in grades 3-5.

Assessment	Administration	Development	Subject(s)	Frequency	Minimum Performance Level
California Science Test (CAST)	Teachers (TK-5) Trained as Proctors	External	Science	Annually	Meet Standards (3)
Physical Fitness Test (PFT)	Enrichment Teacher(s) and Associate Teachers	External	Physical Education	Annually	Physically Fit In at Least 4 Out of 6 Fitness Areas

Data Analysis

High-performing schools exhibit strong data-driven cultures, regularly collecting and analyzing data to keep a pulse on student trajectories and to evaluate whether instruction is meeting the needs of all students. Effective data-driven instruction drives academic excellence and "is based on strong assessment, analysis, action, and culture."[225] San Leandro Catalyst Collegiate will implement standards-aligned assessments, engaging in robust data analysis cycles, taking immediate action, and promoting a practice of reflection and decision-making based on data.

We will utilize every moment to collect data on student learning, monitor progress, and provide strategic follow-ups with students who are not meeting expected levels of growth and proficiency. Teachers at San Leandro Catalyst Collegiate will regularly collect data for every student during and after every lesson through various formative assessments such as catalysts, checks for understandings, exit tickets, classwork, and homework. They will use this information to inform planning, adjust instruction, create targeted small groups, differentiate delivery, include scaffolding, address whole-group misconceptions, and reteach learning gaps. In class, especially during content area workshops, teachers will provide targeted supports for students in the form of one-on-one conferences or small-group instruction. One key instructional practice at San Leandro Catalyst Collegiate aligned to data collection and usage is **Purposeful Monitoring**. Purposeful Monitoring is a practice in which teachers urgently monitor learning in the classroom by circulating and giving quick, targeted written and/or verbal feedback based on pre-determined quality criteria. Students can then receive feedback in the moment and make immediate corrections to their work.

San Leandro Catalyst Collegiate will support and train all staff in developing a strong data-driven mindset to ensure all minutes devoted to instruction and assessment yield results. Structures during which our teachers will practice and exercise data analysis include Induction Training, grade-level team meetings (called Grade-Level Team Huddles) during weekly professional development, assessment for learning cycles, all-staff professional development days (i.e., middle-of-year reflection, end-of-year reflection, etc.), weekly one-on-one coaching sessions, and whole-school **Data Days.** In preparation for each assessment for learning cycle, teachers will take the interim assessment, analyze it, and discuss how upcoming lesson plans, instruction, and practice opportunities prepare students for specific skills measured by the interim assessment. To conclude each assessment for learning cycle, San Leandro Catalyst Collegiate teachers will

[225] Bambrick-Santoyo, Paul. *Driven by Data: a Practical Guide to Improve Instruction*. Jossey-Bass, 2010.

collaborate within their grade-level teams and collectively examine interim assessment results for their individual classes and grade-level cohort as a whole.

Included in our annual school calendar are six **Data Days** during which staff participates in a full-day professional development. These days follow the end of an assessment for learning cycle, during which either an interim assessment, STEP assessment, or both was administered. During Data Days, teachers reflect on their practice, analyze assessment results, and create strategic action plans in response to the data. To maximize our time together, teachers will be expected to complete pre-work by bringing student assessment samples. We will implement a few thoughtfully curated research-based data analysis protocols to make sense of data and student learning (see **Appendix 20: Data Analysis Protocol**). With support from the Instructional Leadership Team, teachers will collaborate to identify key trends, highlights, and areas for growth; adjust instruction and modify future lesson plans; and plan for interventions and develop corrective instruction action plans to ensure all students demonstrate mastery of grade-level standards. For additional high-level details on Data Days and data analysis protocols, refer to **Element 1: Professional Development**.

Data Reporting & Stakeholder Access and Use

At San Leandro Catalyst Collegiate, we embrace and value transparency at all levels. We will proactively inform all stakeholders (i.e., students, families, teachers, school leaders, Board of Directors, district, and state) of the purpose of assessments, communicate and share pertinent data with key stakeholders, and invest each stakeholder group in the appropriate analysis of results to best meet the needs of each student. In doing so, we intend to share ownership with all stakeholders in increasing student achievement and improving our school. A summary of our stakeholder communication regarding data is outlined in **Figure 56**.

Figure 56: Description of Stakeholder Data Communication & Analysis

Stakeholder	Description
Students	Our educational program is designed to build student agency. Therefore, we will develop a weekly goal-setting protocol for students to use during Family Circles. During content area workshops, students and teachers will work closely together to understand data and progress to mastery. Through frequent practice, students will develop an analytical data-driven mindset, a competency central to our school. Beginning in third grade, students will be expected to lead these conferences during workshops and to set individual goals for MAP tests. Starting in the third grade, students begin the year by reviewing their previous year's CAASPP data and developing end-of-year goals to meet or surpass their data from the year before.
Families	We will consistently and frequently communicate with families about their child's academic and behavioral progress. In Lower School (grades TK-2), families receive daily communication through our Lifework folder system. The frequency changes to weekly for families with children in Upper School (grades 3-5). Three times a year, we will host family and student-led conferences, during which we will share and discuss more comprehensive snapshots of student learning and progress to mastery. During monthly *cafecitos*, we will facilitate and support our families to engage in data deep dives of assessments, instruction, school climate, culture, and family engagement.
Teachers	We will support our teachers' data analysis skills by providing frequent opportunities during professional development for teachers to engage with assessment and schoolwide

	data. These opportunities include, but are not limited to, coaching, weekly professional development, Data Days, and Grade-Level Team Huddles. At the close of every interim assessment window, teachers will participate in Data Days. Data Days will provide teachers with dedicated time for the analysis of student trends, growth areas, and proficiency rates across their class and our school. Outside of Data Days, teachers will use formative and interim assessment data to constantly inform and adjust their practice in order to meet the needs of each student.
School Leadership Team	The School Director will regularly review data collected from interim and end-of-unit assessments to prioritize areas of focus for teacher observations/coaching and schoolwide professional development. The School Director will consistently share information with members of the school leadership team during weekly meetings, ensuring that the team analyzes disaggregated data for English learners, students who identify as black or Latinx, students with special needs, and students considered to be gifted and talented. The school leadership team will adopt a weekly data review protocol to strategically determine areas of focus around instruction, culture, and operations.
Board of Directors	The School Director will prepare a monthly data report for the Board of Directors, detailing all pertinent data points (i.e., academics, enrollment, attendance, behavior, etc.) and highlighting trends across the school. This data will be broken down by subgroup, including special education, emerging bilingual, gifted and talented, socioeconomically disadvantaged, black, and Latinx students to ensure that we closely monitor progress of our subpopulations. The report will include data from the most recent round of interim and end-of-unit assessments, including, but not limited to, STEP reading data and NWEA MAP data. The Board's Academic Committee will review the data each month with the School Director. The data and findings will be shared with the full Board of Directors. Our Board of Directors will use the data to inform their oversight of our academic program, ensuring progress toward our predetermined measurable goals.
District & State	The School Director will prepare an annual data report detailing all pertinent data points (i.e., academics, enrollment, attendance, behavior, etc.) and highlighting trends across the school. This data will be broken down by subgroup, including special education, emerging bilingual, gifted and talented, socioeconomically disadvantaged, black, and Latinx students to ensure that we closely monitor progress of our subpopulations. The report will include data from the most recent round of state-mandated assessments such as CAASPP English language arts/literacy, CAASPP Mathematics, CAST, Physical Fitness Test (PFT), and ELPAC.
Funders	The School Director will prepare an annual data report, detailing all pertinent data points (i.e., academics, enrollment, attendance, behavior, etc.) and highlighting trends across the school. This data will be broken down by subgroup, including special education, emerging bilingual, gifted and talented, socioeconomically disadvantaged, black, and Latinx students to ensure that we closely monitor progress of our subpopulations. The report will include data from the most recent round of interim and end-of-unit assessments, including, but not limited to, STEP reading data, NWEA MAP data, and CAASPP data. Depending on funding criteria, the School Director will tailor the annual report with relevant data as requested by funders.

Grading

Inherent in our mission is the expectation that all students demonstrate the necessary academic and character skills, knowledge, and qualities at each grade level, positioning them for success and personal excellence in school, career, and life beyond San Leandro Catalyst Collegiate. We are cognizant that our students will be coming to us with a range of school readiness, educational

experiences, and overall academic preparedness. For these reasons, we will utilize and implement instructional models and practices such as small-group instruction, workshop model, extended day and time, purposeful monitoring, and data-driven instruction, so that all students are able to meet grade-level academic expectations. Because we have clear vision for the skills, knowledge, and habits our students must develop each year as informed by the Common Core State Standards and California Content Standards, we will provide the critical foundations all students need to successfully transition from elementary school to a rigorous middle school, a college preparatory high school, and the college or career of their choice. With our attentive focus on, and consistent use of, data systems, progress monitoring, and individualized action plans aligned to the needs of our students based on data, we are confident that a majority, if not all, of our students will meet grade-level expectations and matriculate to the next grade.

Grading System and Policy

San Leandro Catalyst Collegiate will implement a mastery-based grading system across all grade levels organized by Common Core State Standards, California Content Standards, and Next Generation Science Standards. For content areas currently without state-adopted standards – such as Creativity & Design and Character Education – we will develop rigorous, grade-level standards based on exemplary models from well-reputed organizations, as well as high-performing schools across the region and country. **Figure 57** below outlines the standards we intend to utilize as part of our grading system at San Leandro Catalyst Collegiate.

Figure 57: Standards for Grading and Standards Modeled From by Content Area

Content Area	Standards for Grading	Standards Modeled From
English Language Arts/Literacy	• Common Core State Standards for English Language Arts & Literacy	• Common Core State Standards for English Language Arts & Literacy
Mathematics	• Common Core State Standards for Mathematical Content • Standards for Mathematical Practice	• Common Core State Standards for Mathematical Content • Standards for Mathematical Practice
Science	• Next Generation Science Standards	• Next Generation Science Standards
Social Sciences	• Internally Developed • History Social Science Framework for California Public Schools: Kindergarten Through Grade Twelve	• College and Career Readiness Anchor Standards for Reading • Teaching Hard History Essential Knowledges • History Social Science Framework for California Public Schools: Kindergarten Through Grade Twelve[226]
Creativity & Design	• Internally Developed	• International Society for Technology in Education • Learning Dimensions of Making and Tinkering[227]
Character Education	• Internally Developed	• Model Standards for Academic, Social, Emotional, and Character Development

[226] *History Social Science Framework for California Public Schools: Kindergarten through Grade Twelve*. California Department of Education, 2017.
[227] *Model Standards for Academic, Social, Emotional, and Character Development: Critical Educational Outcomes*. Josephson Institute, 2013.

Physical Education	• Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve	• Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve

We will implement schoolwide standards for grading that align to exit standards for each grade. All teachers at San Leandro Catalyst Collegiate will be appropriately trained on our school's grading policy and methodology. Our School Director will work closely with teachers to ensure grades are calibrated and assigned in a fair and consistent manner.

Grade Reporting

Students at San Leandro Catalyst Collegiate will receive standards-based report cards that reflect student progress towards mastering grade-level standards each quarter. We expect all students to demonstrate mastery of all standards by the end of each grade level. San Leandro Catalyst Collegiate students will be graded on a scale of one to four for each standard, with the average point value of all standards for a given content area corresponding to a letter grade – either A, B, C, or NC for no credit. **Figure 58** describes the grading policy for all students.

Figure 58: Grading Policy

Metric	Letter Grade	Description
4	A	Student exceeds grade-level mastery of the standard and can apply the standard in new situations.
3	B	Student meets grade-level mastery of the standard and can work independently.
2	C	Student nearly meets grade-level mastery of the standard and requires minimal support.
1	NC	Student does not meet grade-level mastery of the standard and requires continued support.

Formal quarterly report cards are mailed out to families four times per year, at the end of each quarter. These report cards will also be shared with families during family (grades TK-2) and student-led (grades 3-5) conferences, which occur each quarter except for Quarter 4. Families of students identified as requiring additional support to meet grade-level standards will be invited to participate in a Student Support Team (SST) meeting with all relevant stakeholders. For more detailed information on our Student Support Team (SST) process, refer to **Element 1: Special Populations**. In addition to regular communication, state and national assessment results will also be mailed out to families of enrolled students. On an annual basis, San Leandro Catalyst Collegiate will prepare the Student Accountability Report Card (SARC), which is a public document that describes important information about our school's progress towards achieving our goals and measurable outcomes.

Promotion

San Leandro Catalyst Collegiate is committed to setting up our students for success, so we maintain rigorous standards for promotion. Our promotion policy takes into account two factors: (1) reading level and (2) grade-level standard mastery in core content areas, as specified on our report cards. **Figure 59** outlines our grade-level promotion requirements.

Figure 59: Promotion Criteria		
	Reading Level	Grade-Level Standard Mastery
TK-2	K ≥ STEP 3; 1 ≥ STEP 6; 2 ≥ STEP 9; or 5 STEP levels of growth	mathematics assessment average ≥ 2.5
3	3 ≥ STEP 12 or 5 STEP levels of growth	mathematics assessment average ≥ 2.5
4-5	4 ≥ grade-level expectation on MAP reading assessment; 5 ≥ grade-level expectation on MAP reading assessment	mathematics assessment average ≥ 2.5

In compliance with IDEA, all students who have IEPs will be promoted to the subsequent grade level based on the successful completion of their IEP goals in alignment with our school's promotion policy. Promotion decisions for English learners, or emerging bilinguals, will be considered on a case-by-case basis. Present levels of performance, strengths, areas of growth, and barriers for each student identified as an emerging bilingual will be taken into consideration when determining promotion.

As a school, we will proactively communicate, consistently uphold, and fairly apply our promotion policy to students and families. Our promotion policy will be outlined in our San Leandro Catalyst Collegiate Student & Family Handbook, which will be drafted upon approval and distributed to all families during Home Visits prior to the start of the school year.

Retention

If we determine a student is not academically ready for the next grade despite multiple interventions and supports given throughout the year, we reserve the right to retain a student and will make the decision in service of the student's best interest and long-term academic and personal success. In developing our retention policy, we considered the detrimental effects of social promotion, which can lead to significant academic gaps in middle school and high school. When students are socially promoted without demonstrating appropriate grade-level proficiency, students may experience academic challenges with more advanced work as a result of not having mastered previous grade-level standards. Thus, we will make decisions around retention and promotion carefully, in consultation with relevant stakeholders, such as families, teachers, and school leadership team members, considering reading level and grade-level standard mastery in core content areas.

- **Reading Level:** Students who are not reading on grade level by the end of the school year may be eligible for retention, and students who are reading more than half a year below grade level according to the final STEP literacy assessment results will be recommended for retention in their current grade level.

- **Grade-Level Standard Mastery in Core Content Areas**: San Leandro Catalyst Collegiate students who average below a 2.5 in English language arts/literacy or mathematics at the end of the academic year will be eligible for retention.

San Leandro Catalyst Collegiate's school leadership team will work diligently to keep families abreast of student progress and discuss ways to support learning at home. If retention is a possibility, then our school leadership team will work closely with the student's family to determine appropriate next steps, grounded in the student's best interest. Families of students who are likely candidates for retention will be notified by our school leadership team during our second family & student-led conferences. Families will also be invited to attend a meeting with our School Director to discuss continued action steps for supporting student success through our Student Support Team (SST) process and to clearly communicate promotion requirements. Teachers will provide promotion or retention recommendations for all students and our School Director will make all final promotion or retention decisions.

Families can appeal a promotion or retention recommendation by submitting a formal, written appeal to the School Director within 20 days of the promotion or retention recommendation. The written notification shall provide evidence and an explanation describing why the recommendation is unwarranted. The School Director will review the presentation of facts and make a final determination within 20 days of receiving the written appeal.

Attendance

At San Leandro Catalyst Collegiate, we expect our students to come to school on time, every day. More time in class means more time for learning, thereby preparing our students to access and excel in the college and career of their choice. In acknowledging the importance of school attendance and its impact on learning, we will hold an attendance expectation of 95% for the year. With our extended school year, this means that a student cannot have more than ten unexcused absences during the year. As defined by **California Ed. Code § 6090(c)(1)**, a "chronic absentee" is "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."[228] Our attendance expectation of 95% ensures compliance and deters students at San Leandro Catalyst Collegiate from being identified as a "chronic absentee."

While a student will not be retained based solely on attendance, it will be a contributing factor considered in our decision-making. As a school, we will engage students and parents early on by conducting Home Visits to all new families before the beginning of the academic year. During our Home Visits, we will go over key school policies such as uniform, attendance, and discipline. We will also review and provide the San Leandro Catalyst Collegiate Student & Family Handbook to ensure all families are clear about schoolwide expectations and disciplinary processes. San Leandro Catalyst Collegiate will also host various school-sponsored events that families are invited to attend, including, but not limited to, back-to-school night and Family Workshop Nights. Throughout the year, we will recognize exemplary and improved attendance through awards, celebrations, and other incentives.

Aligned with our core belief of providing individualized student supports through intentional use of data, we will maintain a practice of diligently monitoring attendance data on a daily,

[228] "Child Welfare & Attendance." *Child Welfare & Attendance - Attendance Improvement (CA Dept of Education)*, California Department of Education , https://www.cde.ca.gov/ls/ai/cw/.

weekly, monthly, and annual basis. We will analyze this data and adjust as needed to ensure all learners are consistently attending school, thereby maximizing time for learning.

Element 4: Governance Structure

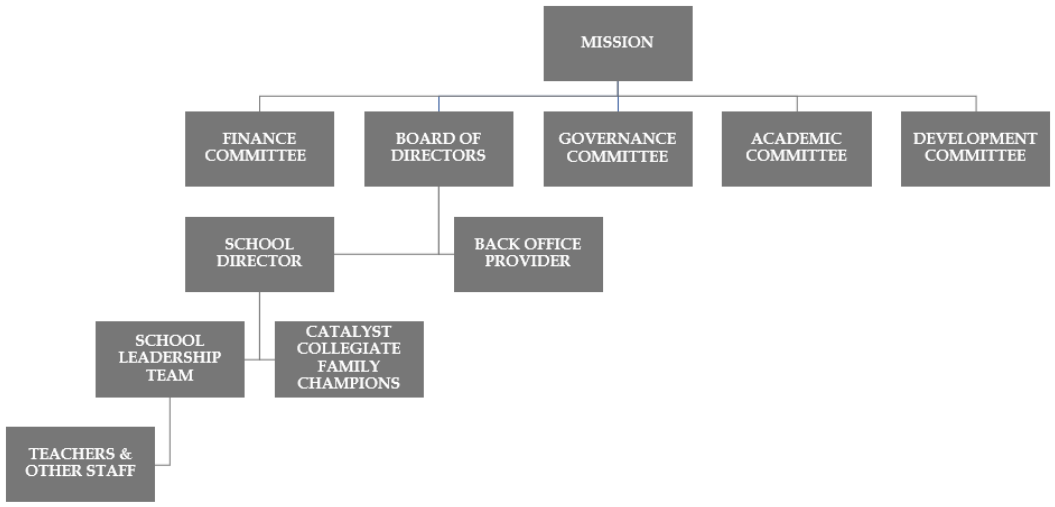
Governing Law: ***The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.***
Education Code Section 47605(b)(5)(D).

Governance Structure

Our organizational structure at San Leandro Catalyst Collegiate represents a relationship wherein both management and governance are accountable to our mission of providing a high-quality school option for children and ensuring student academic achievement. We recognize that charter school governance, along with the academic program, is paramount to the success of a school. As such, we developed our governance structure to ensure that San Leandro Catalyst Collegiate's mission is fulfilled.

There are five broad organizational levels for governance at San Leandro Catalyst Collegiate: (1) mission, (2) governance (Board of Directors and Board committees), (3) management (School Director), (4) supporting leadership (school leadership team and Catalyst Collegiate Family Champions), and (5) teachers and staff. The organizational structure is depicted below in **Figure 60**. As seen below, our school's mission is at the forefront of our operations and steers the work of the Board of Directors. The control and governance of San Leandro Catalyst Collegiate is vested in the Board of Directors and all management decisions will be delegated to the School Director, who will be hired by, report to, and evaluated by the Board. The San Leandro Catalyst Collegiate Board of Directors commit to upholding and overseeing the fulfillment of the mission and purpose of San Leandro Catalyst Collegiate. No individual aside from the School Director will report directly to the Board of Directors.

Following charter approval, San Leandro Catalyst Collegiate's Board of Directors will hire the School Director and the School Director will manage all operations and day-to-day activities with the guidance and support of the Board of Directors. Board committees will not formally manage any individual at San Leandro Catalyst Collegiate. San Leandro Catalyst Collegiate Board of Director's governance will be informed by its committees, Back Office Provider (EdTec), School Director, and Catalyst Collegiate Family Champions.

Figure 60: Board Governance Organizational Structure	
Year	Organizational Structure
2021 and Beyond	

Nonprofit Public Benefit Corporation

San Leandro Catalyst Collegiate Charter School shall be operated by San Leandro Catalyst Collegiate, Inc., a California nonprofit public benefit corporation, pursuant to California law upon approval of this charter.

Our school will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between San Leandro Catalyst Collegiate and the District. Pursuant to **California Ed. Code § 47604(c)**, the District shall not be liable for the debts and obligations of San Leandro Catalyst Collegiate or for claims arising from the performance of acts, errors, or omissions by San Leandro Catalyst Collegiate, as long as the District has complied with all oversight responsibilities required by law.

The Articles of Incorporation, Conflict of Interest Code, Bylaws, and Articles of Incorporation for San Leandro Catalyst Collegiate are attached as **Appendix 10: Articles of Incorporation, Appendix 11: Conflict of Interest Code**, and **Appendix 12: Board Bylaws**, respectively.

San Leandro Catalyst Collegiate Founding Team

San Leandro Catalyst Collegiate's Founding Team comprises of nine (9) members, eight (8) of whom intend to serve on the governing board and one (1) whom we intend to name as School Director. As of January 2020, the eight (8) proposed Directors and are listed below along with the proposed School Director, who will not serve on the Board. Detailed biographies are provided in the **Founding Team** section of this petition.

- **Nicolette Fox, Lead Petitioner & Proposed School Director (non-Board member)**
- **Rohit Agarwal, Proposed Board Member, Treasurer, Finance Committee**
- **Carey Hawkins Ash, Proposed Board Member, Board Chair, Governance Committee, Finance Committee**

- **Ryan Delaney, Proposed Board Member, Governance Committee**
- **Aniya Grimm, Proposed Board Member, Development Committee**
- **Sharrie Overall, Proposed Board Member, Secretary, Academic Committee**
- **Elizabeth Raji-Grieg, Proposed Board Member, Vice Chair, Academic Committee**
- **Keyur Shah, Proposed Board Member, Academic Chair, Academic Committee**
- **Darryl Stafford, Proposed Board Member, Development Committee**

Our Founding Team reviewed, contributed to, and supported all aspects of the charter application and school design. Members of the San Leandro Catalyst Collegiate Founding Team bring a diverse wealth of expertise, talent, and skills, including education, finance, community outreach, legal counsel, human resources, real estate, organization & development, and board governance (refer to **Figure 1** in the **Founding Team** section for a matrix of expertise of our Founding Team). San Leandro Catalyst Collegiate strategically assembled our Founding Team to provide the knowledge, competencies, experiences, and skills to open, execute, and operate a sound educational program as outlined in this charter.

Since November 2019, when our Founding Team met for the first time, we have engaged in over 60 hours of formal training. The resume of each Founding Team member is attached as **Appendix 8: Proposed School Director Resume** and **Appendix 9: Proposed Board of Directors' Resumes**.

Board of Directors

The San Leandro Catalyst Collegiate Board of Directors ("Board") will serve as the governing body of San Leandro Catalyst Collegiate, pursuant to its corporate Bylaws, which shall be consistent with this charter. The San Leandro Catalyst Collegiate Board of Directors is a policy-making board, overseeing fundamental and leadership aspects of the school.

Upon approval of the charter, the Founding Team will hold an organizational meeting and officially transition to a Board of Directors. In addition, BES will facilitate and support Board training, which includes a Committee Action Planning meeting. The Board of Directors will follow a clear and transparent board election, decision-making process, and membership term policies.

The number of directors on the Board shall be no less than seven (7) and no more than fifteen (15) as indicated in our Bylaws. In addition, in accordance with **California Ed. Code § 47604(b)**, the District shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation and San Leandro Catalyst Collegiate reserves the right to add an additional member to achieve an odd number of members for voting purposes.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the Bylaws for three (3) years, and until a successor Director has been designated and qualified. A full three (3)-year term will be considered to have been served after three (3) annual meetings. Directors may serve consecutive, three (3)-year terms. Directors will serve staggered terms to balance continuity with new perspectives.

Terms for the initial Board of Directors shall be staggered with two (2) seats serving a one (1)-year term, three (3) seats serving a two (2)-year term, and three (3) seats serving a three (3)-year term. Assigned staggered term lengths for the members of the founding board assures that all initial members do not roll off the board simultaneously.

Any vacancy or any position to be filled by reason of an increase in the number of Directors may be filled by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the Directors then in office at a regular or special meeting of the Board, or (b) a sole remaining Director. A Director elected to fill the vacancy will be elected for the unexpired term of his/her predecessor in office. A Director may resign at any time by filing a written resignation with the Board Chair.

San Leandro Catalyst Collegiate Board of Directors may remove any Officer or Director by a majority vote of the entire Board of Directors at any regular or special meeting of the Board, notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act. The Board of Directors at San Leandro Catalyst Collegiate will act in full accordance with its Bylaws. A draft of the proposed Bylaws is included as an attachment in **Appendix 12: Board Bylaws**.

Members of the Board of Directors:

- Shall serve San Leandro Catalyst Collegiate with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with San Leandro Catalyst Collegiate;
- Are bound by the Code of Conduct, Conflict of Interest Code, and Confidentiality Policy statements;
- May not receive compensation for their services as Directors or Officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted; and
- Shall have no direct or indirect financial interest in the assets or leases of San Leandro Catalyst Collegiate.

Board Recruitment

The Board of Directors at San Leandro Catalyst Collegiate represents a highly respected and highly committed team of leaders from our San Leandro community as well as the Bay Area. Both as individuals and as a collective, our Founding Team has dedicated time, energy, and resources to commit to the founding responsibilities associated with a successful school launch and operation.

Founding Team members were recruited by our Lead Founder and Petitioner, Nicolette Fox. All members were selected based on strong alignment with our mission, deep commitment to our San Leandro community, and a professional skillset that contributes to the successful founding and governance of San Leandro Catalyst Collegiate. With the exception of our Lead Founder, Nicolette Fox, our proposed School Director, all members of the Founding Team will officially transition to the governing board upon charter authorization.

In addition, our Founding Team is committed to the development of the Board by continually seeking out individuals who reflect the qualifications, expertise, and mission alignment as determined by the Board. In general, the San Leandro Catalyst Collegiate Governance Committee will present potential board members and officers for election to the Board of Directors. The list will be presented at the annual meeting of the Board of Directors, although additional candidates may be added between annual meetings if deemed necessary by the Governance Committee and approved by a vote of the Board.

Methods for board elections, turnover, recruitment, and board development are detailed and delineated in San Leandro Catalyst Collegiate's proposed Bylaws. The Bylaws will be formally voted on at the board's first organizational meeting upon authorization, and the policies will guide subsequent board member recruitment and board development.

Board Membership Criteria

Although the San Leandro Catalyst Collegiate Board of Directors designates management to the School Director, the Board of Directors holds responsibility and accountability for ensuring that San Leandro Catalyst Collegiate delivers on its mission of developing students with the intellectual, moral, and creative agency needed as lifelong learners and creative change agents in our community and beyond. The chief qualification necessary for Board membership at San Leandro Catalyst Collegiate is an unwavering commitment to our mission and a belief that our school and all of our students can and will attain our mission.

In addition, Board members possess a set of personal and professional skills and attributes, including, but not limited to, the following:

- A firm commitment to improving access to high-quality education for all children regardless of background and circumstances they are born into – race, socioeconomic status, home language, special education need, or zip code;
- A clear understanding of the Board's obligation to act as an effective and attentive steward of public funds;
- An effective ability to assess information regarding the School Director's educational and fiscal management of the school;
- A willingness to replace the School Director if results are not satisfactory;
- A steadfast resolve to focusing on the academic achievement and learning of children in San Leandro Catalyst Collegiate;
- An ability to equitably and accurately assess and respond to the needs of the community as well as to represent the school to the community and other stakeholders;
- A minimum age of eighteen (18) years old; and
- An extensive background and/or experience in finance, law, business, fund development, marketing, nonprofit, community, management, governance, human resources, real estate, technology, and/or education.

Members of the San Leandro Catalyst Collegiate Board of Directors must also demonstrate the willingness and ability to do the following: accept and support decisions made in accordance

with our Bylaws; give time and energy to our school; and provide access to resources, both financial and in-kind, to support and strengthen San Leandro Catalyst Collegiate in service of our mission.

Board Officers

The work of the Board of Directors is organized according to the Officer positions of Board Chair, Board Vice Chair, Board Secretary, and Board Treasurer. The responsibilities that fall under the purview of each position are detailed below in **Figure 61**.

Figure 61: Officer Titles and Responsibilities

Officer Title	Responsibilities
Board Chair	The Board Chair is responsible for the supervision and administration of all governance related matters and business of San Leandro Catalyst Collegiate. The Board Chair will preside at meetings of the Board, guide the Board in the enforcement of all policies and regulations relating to San Leandro Catalyst Collegiate, ensure the Board addresses each of its due diligence functions through each fiscal year cycle, serve on designated committees, and perform all other duties normally incumbent upon such an officer. The Board Chair will complete any other duties as prescribed by the Board.
Board Vice Chair	The Vice Chair will perform all duties and responsibilities of the Chair in the event that the Chair is absent or unable to perform his or her duties, as well as other duties prescribed by the Board or the Chair. In the event that the office of the Chair becomes vacant, the Vice Chair shall become Chair for the unexpired portion of the term.
Board Secretary	The Secretary will ensure accurate recordkeeping of all Board meeting minutes, in accordance with the Brown Act, as well as any standing committees to which the Secretary is appointed. The Secretary will distribute to Board members appropriate background information on subjects to be discussed one week in advance of the board meeting, prepare and provide written minutes to Board members, file approved minutes, and maintain the official list of Board members in accordance with adopted procedures. The Board Secretary will be the keeper of San Leandro Catalyst Collegiate's non-financial records and be responsible for any other duties prescribed by the Board.
Board Treasurer	As the chair of the Finance Committee, the Treasurer will keep complete and accurate accounts of all receipts and disbursements of the San Leandro Catalyst Collegiate. The Treasurer will also be responsible for depositing all money of San Leandro Catalyst Collegiate's in banks and depositories, as designated by the Board. The Treasurer will maintain accurate financial recordkeeping and ensure transparency, both for the Board and the public. The Treasurer will submit a report on the financial viability of San Leandro Catalyst Collegiate annually and as requested. The Board Treasurer will work with the School Director to ensure that appropriate financial reports are made available to the Board on a timely basis and will assist the School Director in preparing the annual budget and presenting the budget to the Board for approval. The Board Treasurer and members of the Finance Committee will review the annual financial audit and answer Board members' questions regarding the annual financial audit.

Board Committees

The Board of Directors will consist of the following committees: Governance, Academic, Finance, and Development. The committees meet monthly and report their minutes to the Board at the full Board meetings. The Board of Directors has the discretion to add or remove committees, change

meeting schedules, or make other adjustments to committee structure as allowed by the Board's Bylaws. The committee descriptions, qualifications, and responsibilities for each committee are described and outlined in detail in **Figure 62** below.

Figure 62: Committees, Qualifications, and Responsibilities

Governance

Committee Description: The responsibility of this committee is to ensure the strength of the Board as a whole. The committee develops an objective rubric and protocol to evaluate the strength of the Board. The Governance Committee is responsible for identifying, recruiting, nominating, verifying, and training all new members. Directors of this committee possess skills that include, but are not limited to, management, human resources, school leadership, and prior successful board membership. For a variety of reasons, at-large vacancies may occur on the Board during the period between elections. When these occur, it is the responsibility of the Governance Committee to recommend a suitable candidate for appointment by the Board to fill the vacancy. The Governance Committee reports to the full Board and maintains consistent communication with management.

Qualifications	Responsibilities
• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Prior successful experience with management, human resources, school leadership, and/or board governance	• Identify, recruit, and nominate persons to serve as members and officers of the Board of Directors • Orient and train new and current Board members • Oversee adoption and implementation of Board policies, Bylaws, and due diligence functions • Oversee annual evaluation processes of each Board member and the Board as a whole as measured against Board responsibilities and performance expectations

Finance

Committee Description: This committee oversees the financial management and health of San Leandro Catalyst Collegiate. The Finance Committee works closely with the Board Chair, School Director, Manager of Operations, and the Financial Back Office Provider. This committee reviews cash flow and budget statements on a monthly basis, prepares financial reports as needed, and presents this information to the Board of Directors. Members of this committee should possess skills that include, but are not limited to, finance, consulting, accounting, and business ownership. The Board Treasurer will chair this committee. The Finance Committee reports to the full Board and maintains consistent communication with management.

Qualifications	Responsibilities
• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Prior successful experience with finance, consulting, accounting, and/or business ownership	• Coordinate the Board's financial oversight responsibilities by recommending policy to the Board, interpreting it for the staff, and monitoring its implementation • Provide Board oversight of the organization's financial audit • Monitor organization's financial records • Review and oversee the creation of accurate, timely, and meaningful financial statements to be presented to the Board • Review annual budget and recommend it to the full Board for approval

	• Monitor budget implementation and financial procedures • Monitor budget assets and compliance with federal, state, and other financial reporting requirements • Support the full Board to understanding the organization's financial standing • Review adequacy of the organization's internal control structure • Review activities, organizational structure, and qualifications of internal audit • Review policies and procedures in effect for review of executive compensation and benefits • If necessary, institute special investigations and, if appropriate, hire special counsel or experts to assist • Perform other oversight functions as requested by the full Board

Academic

Committee Description: This committee is responsible with reviewing the progress toward academic goals of the San Leandro Catalyst Collegiate and with evaluating student performance outcomes. To determine the academic status of San Leandro Catalyst Collegiate, the Academic Committee will review assessment results, both internal and external. The evaluations are linked to the annual performance review of the School Director. Directors of this committee should possess skills that include, but are not limited to, education, consulting, school leadership, and law. The Academic Committee reports to the full Board and maintains consistent communication with management.

Qualifications	Responsibilities
• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Prior successful experience with education, consulting, school leadership, and/or law	• Review and recommend the school's annual academic accountability plan for adoption • Maintain oversight of the school's performance against academic goals as articulated and adopted in the accountability plan • Provide regular updates to the Board regarding the school's progress toward academic outcomes • Educate Board members about the adopted academic goals and assessment tools and their relation to the school's mission

Development

Committee Description: The Development Committee is responsible for working with the School Director to set fundraising strategies, increase public awareness about the San Leandro Catalyst Collegiate, develop strong partnerships with key political, financial, and business allies, and develop marketing materials. The Directors of this committee should possess skills that include, but are not limited to, finance, consulting, marketing, public relations, prior successful board membership, fund development, campaign or political management experience, and human resources. The Development Committee reports to the full Board and consistently communicates with management.

Qualifications	Responsibilities

• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Prior successful experience with finance, consulting, marketing, public relations, advertising, board governance, grant writing, fund development, campaign or political management experience, and/or human resources	• Review and recommend the school's annual fundraising plan for adoption • Strategize with School Director to maximize relationships for the benefit of the school and to engage Board members in specific fund development efforts • Provide regular updates to the Board regarding the school's fundraising activities and outcomes • Educate board members about the importance of philanthropy to the school and of conducting a donor-centered fund development program

Board Meetings

San Leandro Catalyst Collegiate Board of Directors will meet once per month for at least ten months of each fiscal year. Board agendas will be distributed to the Board at least one week prior to each monthly meeting. Robert's Rules of Order shall govern the conduct of all meetings of San Leandro Catalyst Collegiate. San Leandro Catalyst Collegiate shall keep adequate and correct account records and proceedings minutes of the Board of Directors and committees of the Board.

All meetings of the Board of Directors and committees shall be called, noticed, and held in compliance with the provision of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code. A Board meeting will be defined as "Any gathering of a quorum of a legislative body to discuss or transact business under the body's jurisdiction."[229] To maintain public transparency and ensure accountability to the stakeholders in San Leandro, our Board of Directors is committed to abiding by the tenets of the Brown Act, including, but not limited to, the following:

1. Location
Board meetings will be held within the territorial boundaries of the District to ensure public access for local stakeholders.

2. Public Testimony
Meeting agendas will include time for public comment for consideration by the Board.

3. Facilities
Meetings cannot occur in places that discriminate upon the basis of race, religion, color, nationality, sex, or where disabled people do not have access. Meetings must be free.

4. Public Votes
All votes other than those cast during closed session must be made in public.

[229] Lockyer, Bill. "Books and Pamphlets." *The American Journal of Nursing* 79.4 (1979): n. pag. The Brown Act. The Attorney General of California. Web. http://ag.ca.gov/publications/2003_Intro_BrownAct.pdf.

5. Public Records and Record-Keeping
All materials, excluding those made exempt under the Public Records Act, must be provided to the public. A recording of meetings will be made available to the public.

All Board members will receive an annual training on the Brown Act that are conducted by legal counsel or facilitated by qualified consultants. Moreover, all new Board members will undergo an orientation that is in accordance with and trains them on the Brown Act. Our Board Secretary will ensure that all meeting announcements, locations, agendas, and minutes are posted in accordance to each specific type of meeting and as required by the Brown Act.

These meetings include the following:

1. Regular Meetings
Agendas will be provided at least 72 hours prior to the meeting.

2. Special Meetings
24-hour notice will be provided to the Board and media outlets.

3. Emergency Meetings
One-hour notice will be provided in the case of a dire emergency.

Postings occur by email to those who have requested it and in a location that is publicly available 24 hours per day, 7 days per week in both English and Spanish. San Leandro Catalyst Collegiate maintains for its Board a record book of meeting agendas and minutes. Agendas and minutes will be provided in English and Spanish. For ease of access, San Leandro Catalyst Collegiate will post the agendas and minutes on its website.

The law requires no less than one meeting annually; however, the Board will meet at least ten times annually to conduct business plus special meetings. All meetings of the Board will be open to the public, excluding closed sessions as permitted by the Brown Act.

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in full compliance with the Brown Act and in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the territorial boundaries of San Leandro Unified School District. Participation in a meeting through use of teleconferencing constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. "Teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing stated here shall prohibit the corporation from providing the public with additional teleconference locations.

We acknowledge that there are times when closed session meetings must occur. For these meetings, agenda items are described in the agenda and notice for the meeting in accordance with the Brown Act. Prior to the session, the Board must orally announce the subject of the session. If action is taken in the closed session, the Board must report the action at the close end of the session. The following are reasons to have a closed session:

1. **Personnel Exemption**
Generally held to consider appointment, employment, and evaluation of an employee.

2. **Public Security**
Generally held to meet with law enforcement or security concerning safety and services.

3. **Pending Litigation**
Generally held when receiving advise from legal counsel in situations that require litigation.

4. **Labor Negotiations**
Generally held to discuss salary of employees and the budget. Decisions must be made public.

5. **Real Property Negotiations**
Generally held to negotiate or consider the terms of payment or purchase in exchange of real property.

Board Training

The Board of Directors at San Leandro Catalyst Collegiate will be supported by BES governance staff through professional development, Follow-On Support, and direct training. The Board may also utilize contracted services to participate in board professional development focused on effective governance practices, organizational accountability and maintenance, and in-person school studies of high-performing urban schools and their respective board meetings. All Board of Directors will attend Brown Act training and any other trainings required of Board members in California.

The Governance Committee will plan and facilitate ongoing professional development for the Board of Directors at San Leandro Catalyst Collegiate as they pertain to governance. Additionally, new members to the Board of Directors will participate in onboarding training planned and led by the Governance Committee.

Governance Accountability

San Leandro Catalyst Collegiate Board of Directors will provide and conduct oversight of our school's academic performance according to the **Measurable Student Outcomes** outlined in **Element 2**. In addition, the Board of Directors at San Leandro Catalyst Collegiate will maintain oversight of the following organizational viability factors: student enrollment, financial solvency and soundness, family satisfaction, legal compliance, satisfactory facilities, and organizational viability – all factors the school will be held accountable to.

Governance and Management

San Leandro Catalyst Collegiate Board of Directors will hold responsibility for hiring and evaluating the School Director. The Board will also review and approve policies that ensure the current and future fiscal, legal, and operational health of our school, San Leandro Catalyst Collegiate. Our Board is then able to provide sound and responsible oversight and accountability to management. Additionally, the Board of Directors will also be responsible for reviewing and approving the annual budget, fiscal policy manual, San Leandro Catalyst Collegiate Staff Handbook, San Leandro Catalyst Collegiate Student & Family Handbook, and all relevant stakeholder handbooks. Members of the Board ensure that adequate resources are in place, while management ensures that those resources advance our mission. The Board develops personnel policies that management utilizes to hire and retain staff.

Management maintains responsibility for executing San Leandro Catalyst Collegiate's mission on a day-to-day operational level. Some of those duties include hiring and evaluating school staff, selecting and implementing curricula, and adhering to personnel policies. Management is expected to frequently and consistently communicate with the Board Chair and board committees to ensure cohesion across the organization.

Role of the Board

The Board of Directors is responsible for accountability and oversight for San Leandro Catalyst Collegiate. The roles and responsibilities that fall under the purview of the Board of Directors include the following:

- Hiring and annually evaluating the School Director
- Ensuring effective planning and adequate financial resources
- Protecting assets and providing adequate financial oversight
- Maintaining and building effective capacity for the Board
- Ensuring legal and ethical integrity
- Approving key policies including, but not limited to, budget, personnel, and Board Bylaws
- Contract with and evaluate third-party support providers to provide payroll, bookkeeping, budgeting, and other back-office services
- Complying with Open Meeting Law in accordance with the Brown Act
- Abiding by all internal Board Bylaws, including the Board's Conflict of Interest Code
- Conducting an annual self-evaluation according to Board's self-evaluation protocol
- Building Board capacity by rotating and adding members, as needed

Role of the School Director

The School Director communicates and executes the mission and vision of San Leandro Catalyst Collegiate. The roles and responsibilities that fall under the purview of the School Director include the following:

- Develop and communicate the mission, academic program, and culture of San Leandro Catalyst Collegiate to key stakeholders, including students, families, and staff
- Design and implement fundraising initiatives in concert with the Board to ensure the long-term fiscal health and viability of San Leandro Catalyst Collegiate
- Ensure complete and thorough reporting to the Board, including key measures of student achievement, financial indicators, and other operational issues as needed for the Board to fulfill its oversight and accountability duties
- Serve as a liaison between the District and the San Leandro Catalyst Collegiate Board of Directors
- Develop and implement the budget of San Leandro Catalyst Collegiate in accordance with generally accepted accounting principles
- Manage, with San Leandro Catalyst Collegiate's Manager of Operations, the efficient and effective planning and implementation of back-office tasks for San Leandro Catalyst Collegiate, including, but not limited to, budget development, financial reporting, audits, and fundraising
- Ensure that the District, County Office of Education, and California Department of Education receive all necessary and mandated reports and data
- Negotiate Memoranda of Understanding and other contracts with the District, and any other applicable partners and/or community organizations
- Ensure all state and federal required reports are completed and filed (i.e., CBEPS, R30; quarterly and annual financial reporting, etc.)

Family and Stakeholder Involvement in Governance

Research has shown that strong, positive partnerships and relationships with families and community stakeholders are paramount to transformative outcomes for students.[230] A study conducted by Leithwood & Mascall revealed a positive relationship between schools with higher academic performance and greater family input in decision-making processes.[231] Schools who serve a significant portion of students who identify as low-income yet attain high academic results develop intentional and innovative ways to engage families and the community, some of which include the following: school-family liaisons, mentoring, community-based and service learning opportunities, Home Visits, family workshops, and family leadership teams. In particular, schools that go beyond increasing family engagement and empower families to exercise leadership within schools observe an increase in student achievement, increase in attendance, decrease in suspension, and decrease in special education placements.[232] In communities in which many families identify as low-income and underserved, "increasing family involvement in the education of their children is an important goal for schools."[233]

At San Leandro Catalyst Collegiate, we believe that families are our partners in educating children and are critical to advancing our mission of preparing students to excel and thrive in

[230] Wood, Lacy, et al. *How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform: Literature Review.* American Institutes for Research, 2017.
[231] Ibid.
[232] Dryfoos, J.G., & Maguire, S. (2002. *Inside Full-Service Community Schools*." Thousand Oaks, CA: Corwin.
[233] "Did You Know: About Families and Schools as Partners?" Adapted from J.E. Funkhouse & M.R. Gonzales: Executive Summary in "Family Involvement in Children's Education: Successful Local Approaches."
http://www.urbanschools.org/pdf/Linkages/Partners.pdf

school and in life. As such, active family involvement and leadership in San Leandro Catalyst Collegiate will be heavily emphasized, encouraged, and promoted.

In terms of board membership and governance, additional and future members of the Board of Directors for San Leandro Catalyst Collegiate will be selected in accordance with adopted Bylaws and may include family members of past, current, or future students of the school. Parents and families of San Leandro Catalyst Collegiate students will have ongoing opportunities to communicate, collaborate, and engage with school leadership and the Board of Directors. All regular board meetings will be open meetings, pursuant to the Brown Act. Families will be notified of meeting times and locations so that they may attend and provide public comments to the Board, share feedback about our school, or offer suggestions for board action on items up for discussion by the Board. Each year, San Leandro Catalyst Collegiate Board of Directors will reserve time on the Board agenda for a presentation from our Catalyst Collegiate Family Champions, our school's family leadership team.

Catalyst Collegiate Family Champions is a volunteer advisory council of 10-12 family members who will have the opportunity to provide regular feedback and input to our school leadership team and our Board of Trustees. Additionally, our Catalyst Collegiate Family Champions will take shared ownership of organizing, planning, and supporting family engagement, family involvement, school events, and monthly *cafecitos*. Other duties of our Catalyst Collegiate Family Champions include planning and assisting with Family Workshop Nights, supporting student and family recruitment events, organizing emergency family phone chains, organizing family and community fundraisers, and planning volunteer service projects to support our school. Our Catalyst Collegiate Family Champions will not be responsible for developing or implementing school policies. In Years 1 and 2, our School Director will support and manage our Catalyst Collegiate Family Champions; in Year 3 and beyond, our Dean of Culture will be our primary support person for our Catalyst Collegiate Family Champions.

Pursuant to California state law, San Leandro Catalyst Collegiate will initiate an English Learner Advisory Committee (ELAC) when the number of English learners at our school reaches a minimum of 21 students. The English Learner Advisory Committee (ELAC) will act in a volunteer advisory capacity to provide school leadership guidance on school programs, services, and practices as they pertain to English learners. The English Learner Advisory Committee (ELAC) shall:

- Advise the School Director and staff on programs and services for English learners;
- Provide input on the development of a Single Plan for Student Achievement (SPSA), or its successor under current state and federal law; and
- Support San Leandro Catalyst Collegiate in the development of the school's needs assessment and communication of importance of student attendance with families.

Family members of the ELAC will be elected on an annual basis by families of English learners. The percentage of family members of English learners on the ELAC will be greater than or equal to the percentage of students identified as English learners at San Leandro Catalyst Collegiate. Parents or guardians of English learners must comprise at least 51% of those parents or guardians serving on the ELAC. Upon the establishment of the ELAC, appropriate funds will be allocated to support reasonable expenses that family members may incur in carrying out their duties as

ELAC members. Each year, San Leandro Catalyst Collegiate shall provide the ELAC with relevant training that may be required for committee members to carry out their duties.

Outside of governance, we will cultivate partnerships with our families and develop family leadership by engaging in the following:

- Gathering family input and feedback on our school design during our listening circles, information sessions, and school surveys;
- Distributing a bi-annual family survey to measure their satisfaction with school's performance and to collect family input on school's academic program, climate, and community outreach;
- Conducting Home Visits for all enrolled students and collecting comprehensive student and family information prior to the start of the academic year;
- Making a shared commitment and partnership to co-educate our students with families by co-signing our Catalyst Collegiate Contracts of Excellence and reviewing our San Leandro Catalyst Collegiate Student & Family Handbook;
- Sending home daily behavior reports (TK-2) and weekly behavior reports (3-5) to families, which they review, sign, and return to school on Mondays;
- Facilitating and offering periodic Family Workshop Nights, designed to support families with continuing their child's education at home;
- Hosting and meeting a minimum of three parent-teacher conferences (TK-2) and student-led conferences (3-5) each year;
- Developing and organizing a family leadership team, Catalyst Collegiate Family Champions, composed of 10-12 families who lead and support with family engagement, involvement, and leadership at San Leandro Catalyst Collegiate;
- Hosting a monthly *cafecito* (coffee and conversation) for families and parents to provide feedback to the school and to collaborate with the school and other families on upcoming initiatives and family events; and
- Serving and supporting with English Learner programs and services as part of the English Learner Advisory Committee (ELAC).

Establishing cyclical rituals, events, and opportunities for families to lead and engage with our school will allow San Leandro Catalyst Collegiate to effectively partner and collaborate with families in educating our children in San Leandro. **Figure 63** below details San Leandro Catalyst Collegiate's plan for family leadership and partnership.

Figure 63: Family Leadership & Partnership Plan

Type	Description	Frequency
Listening Circles / Information Sessions / School Surveys	During our school design process, we hosted several listening circles, organized numerous information sessions, and administered school surveys to learn about what families want to see in our school design. Based on overall trends from families, we iterated our school design to meet the needs and desires of our families.	Ongoing
Bi-Annual Family Survey	Two times a year, our school will administer a family survey to measure family's satisfaction with school's performance and to collect family input on school's academic program, climate, and	Once Per Semester

	community outreach. The family survey will be distributed during our family and student-led conferences: October and March.	
Home Visits	Before the beginning of the academic year, our school leadership team will conduct initial Home Visits to each enrolled student. During our Home Visits, we will communicate our school's Code of Conduct, uniform policy, homework expectations, annual calendar, attendance expectations, and family involvement opportunities. Families will sign our Contract of Excellence during the Home Visit to indicate their formal support for San Leandro Catalyst Collegiate's expectations and consent to the expectations outlined in the San Leandro Catalyst Collegiate Student & Family Handbook.	Once Per Year
Catalyst Collegiate Contracts of Excellence	Students, families, teachers, and school leaders will sign a San Leandro Catalyst Collegiate Contract of Excellence that articulates clear expectations for behavior and outlines consequences for infractions during initial Home Visits prior to the start of the school.	Once Per Year
Family Workshop Nights	The purpose of our Family Workshop Nights is to support our families in helping our children excel academically and socially. These Family Workshop Nights will occur quarterly (see **Figure 31** for workshop dates on our annual calendar) and will cover topics such as homework help, CREATE core values at home, and literacy at home. During our Family Workshop Nights, our families will also have the opportunity to connect with one another and to share updates at San Leandro Catalyst Collegiate.	Once Per Quarter
Family & Student-Led Conferences	At the conclusion of each quarter, teachers will invite families to conferences, during which teachers and families discuss academic and behavioral performance and progress of our children. In grades TK-2, conferences will be structured as family conferences, where our teachers are the primary drivers of the conference. In grades 3-5, conferences will be designed as student-led conferences, where our students are the main drivers of the conferences. During conferences, students highlight academic and social accomplishments, areas of growth, and plans for improvement.	Once Per Quarter (Except Quarter 4)
Catalyst Collegiate Family Champions	San Leandro Catalyst Collegiate will develop a volunteer advisory council of 10-12 family members who will have the opportunity to provide regular feedback and input to our school leadership team and our Board of Trustees. Additionally, our Catalyst Collegiate Family Champions will organize, plan, and support family engagement, family involvement, school events, and monthly *cafecitos*.	Once Per Month
***Cafecitos* (Coffee and Conversation)**	Once per month, we will host a morning open house with free coffee and pastries for families to meet, build relationships, and connect with each other. The *cafecitos* will also serve as a space for our families to ask our school leadership team any questions they might have as well as provide input and feedback.	Once Per Month
College Field Trips & Workshops	To advance our mission, we will partner with families to develop the college-bound mindset through annual college field trips and workshops. For field trips to local universities and colleges, we will reserve spaces for our families to participate and invite families to join our children and chaperone our field trips. Families will also be invited to attend college workshops throughout the year.	Once Per Year

Our school will invite families to participate in various family engagement and leadership opportunities and will also implement a plan for frequent and consistent communication with families. **Figure 64** below outlines the communication levels families can expect at San Leandro Catalyst Collegiate.

Figure 64: Family Communication Plan		
Type	**Description**	**Frequency**
Daily Behavior Report	In grades TK-2, families will receive daily behavior reports that indicate whether their child is meeting behavioral expectations. Each day, San Leandro Catalyst Collegiate teachers will provide written feedback on daily behavior reports to communicate with families about their child's behavior. Families are informed about their child's behavioral status through visual colored stamps.	Daily
Weekly Behavior Report	In grades 3-5, families will receive weekly behavior reports that specify whether their child is meeting behavior expectations. We will encourage regular conversations between families and their children to foster and reinforce developmentally appropriate reflection on behavior. Each week, teachers will provide written feedback on weekly behavior reports to communicate with families about their child's behavior. Families are informed about their child's behavioral status through written comments.	Weekly
Phone Calls	We will regularly make phone calls to families to maintain constant, transparent communication. Purpose of phone calls home vary: share significant student accomplishments; inquiry and provide support regarding attendance, tardies, and egregious behaviors the day of; and highlight remarkable student growth.	Regularly
Monthly Newsletter	Each month, San Leandro Catalyst Collegiate will mail a newsletter to families. The newsletter will provide families with classroom and schoolwide news, information, and updates.	Monthly
Report Cards	Four times a year, each quarter, we will mail home a report card synthesizing students' academic, social, and behavior progress. We will also share the report cards during our quarterly family conferences (TK-2) and student-led conferences (3-5).	Quarterly
English Learner Advisory Committee (ELAC)	When the number of English Learners reaches a minimum of 21 students at our school, we will establish an English Learner Advisory Committee (ELAC). The volunteer advisory committee will be composed of parents of emerging bilinguals, parents of native English speakers, and school staff, in accordance with **California Ed. Code § 35147(c)**, **California Ed. Code § 52176(b)**, **California Ed. Code § 52176(c)**, **California Ed. Code § 62002.5**, **California Ed. Code § 64001(a)**.	Monthly

Element 5: Employee Qualifications

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

Statement of Non-Discrimination

San Leandro Catalyst Collegiate shall be nonsectarian in its employment practices and all other operations. San Leandro Catalyst Collegiate will not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with **California Ed. Code § 220**.

Organizational Structure

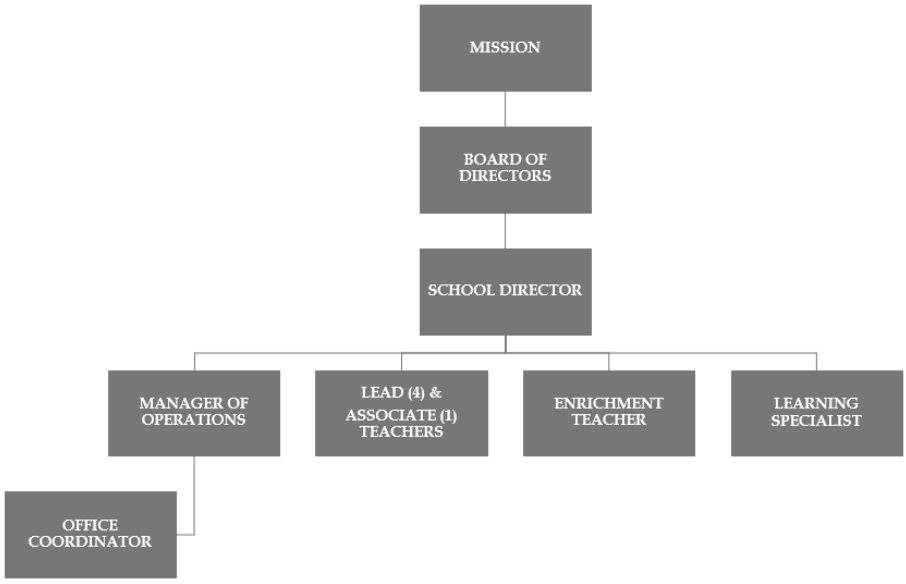
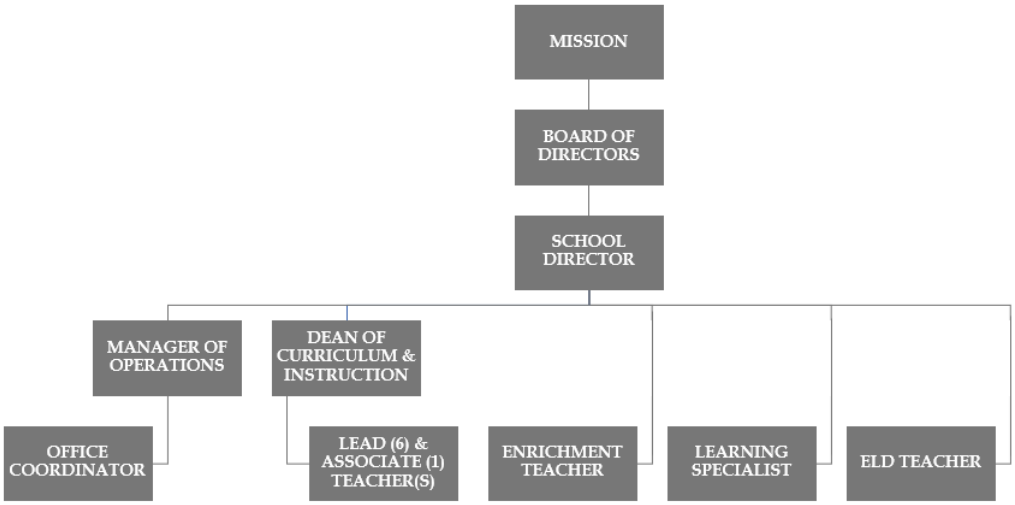
San Leandro Catalyst Collegiate will employ a staff of professionals strongly aligned with our mission and core beliefs to create and foster a strong, positive school culture relentlessly focused on student achievement and excellence. Our team of staff members, school leaders, and educators will be deeply committed to upholding high academic expectations for each student and to providing a rigorous, college-preparatory educational program that will prepare all students for success in school, college, career, and life. As a team, we will tenaciously pursue our vision and mission of eliminating the predictive power of race, class, language, or other social differences on opportunity and achievement outcomes for students in San Leandro.

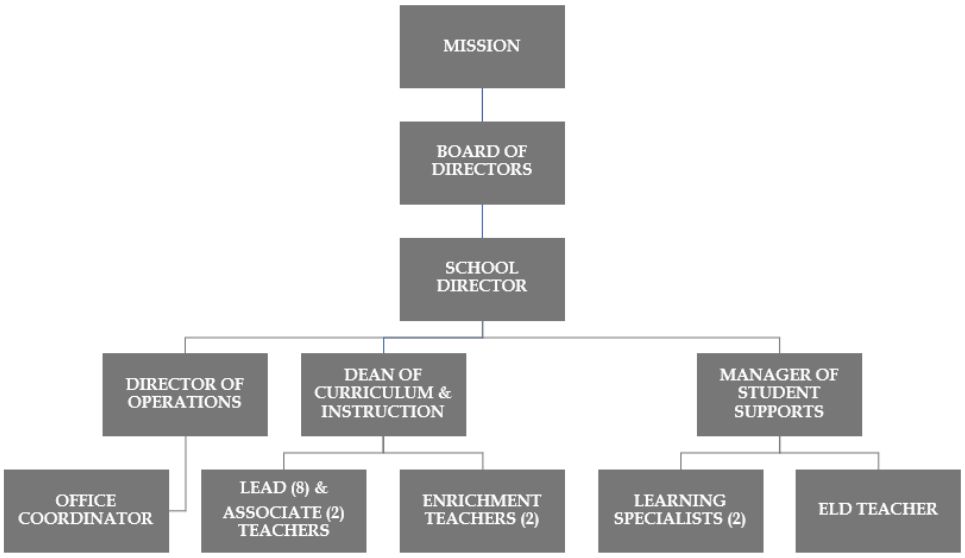
Our organizational structure represents a relationship wherein both management and governance are accountable to our mission of providing a high-quality school option for children and ensuring student academic achievement. We will evolve and grow annually with our slow-growth model, until we reach full capacity in 2025-2026. No individual aside from the School Director will report directly to the Board of Directors. Following charter approval, San Leandro Catalyst Collegiate's Board of Directors will hire the School Director. Once hired, the School Director will manage all operations with the close guidance and support of the Board of Directors. In Year 1, the school leadership team, which includes the School Director and Manager of Operations, will ensure that all critical components are in place for a successful school opening in fall 2021. The School Director will identify and hire the Manager of Operations, instructional staff, and support staff, beginning in spring 2021.

In Year 2, the school leadership team will also include a Dean of Curriculum & Instruction. And 3 additional staff members to meet the increase in student enrollment. In Years 3 and beyond, the school leadership team will expand to include a Manager of Student Supports (promoted to Dean of Student Supports in Year 5 and beyond), Dean of School Culture, and Deans of Curriculum & Instruction. **Figure 65** provides the organizational charts outlining the hierarchy of supervision and staff growth over the first five operational years and throughout the charter term at San Leandro Catalyst Collegiate. Our school intends to open our doors with all Year 1 positions filled. Financial viability is critical to our success at San Leandro Catalyst Collegiate. Thus, our organizational structure reflects not only our slow-growth model but also our fiscally conservative budget. We plan on effectively operating and soundly establishing our

organizational structure as much as possible in our early years to execute our mission with high quality and ensure immediate strong academic results for our students in San Leandro.

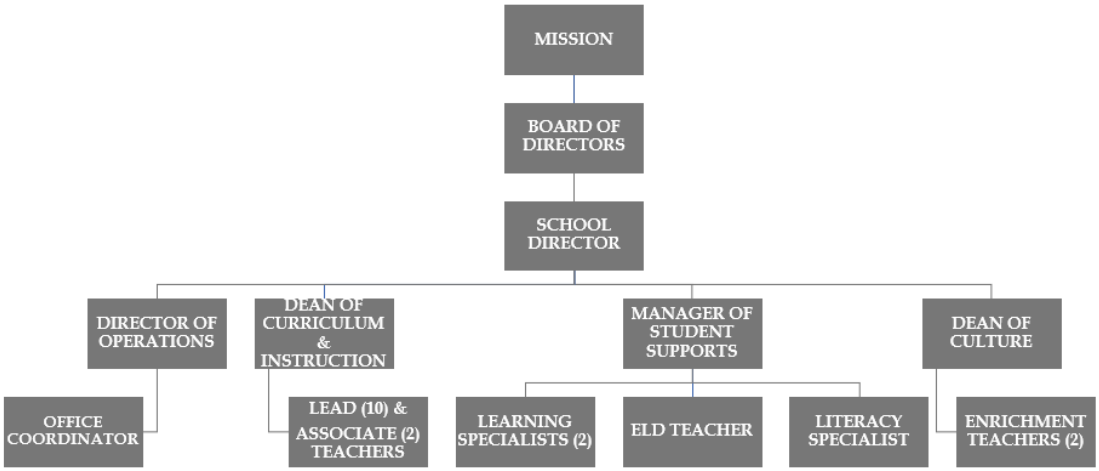
Figure 65: Organizational Charts Years 1-5 at San Leandro Catalyst Collegiate

Year	Organizational Chart
2021	**Operational Year 1:** Grades TK-1 120 students 10 FTE 
2022	**Operational Year 2:** Grades TK-2 180 students 14 FTE 
2023	**Operational Year 3:** Grades TK-3 240 students 20 FTE



2024

Operational Year 4: Grades TK-4
300 students
24 FTE



2025

Operational Year 5: Grades TK-5
360 students
27 FTE

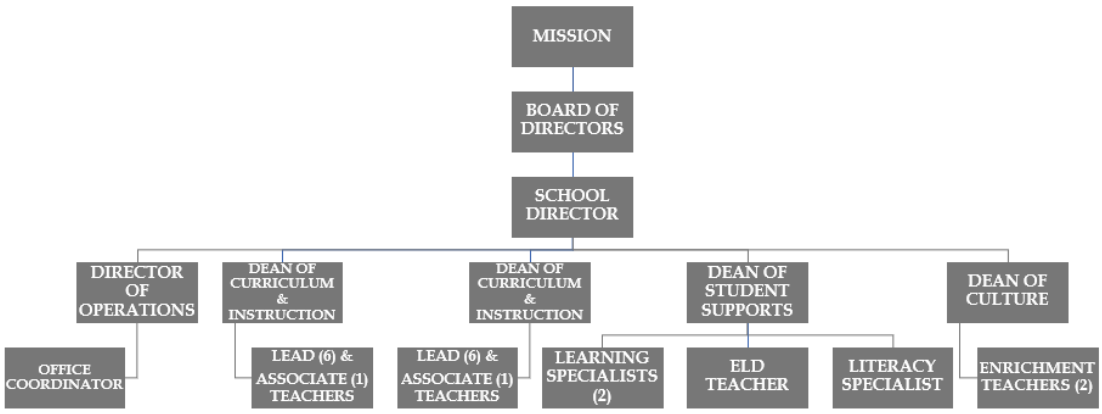


Figure 66 illustrates our staffing plan for the first five years of operation. San Leandro Catalyst Collegiate will remain competitive in the educational market by adequately compensating staff, strategically recruiting and hiring, deliberately supporting and developing, and retaining exceptional adults. Our staffing model and approach are aligned with our core belief that exceptional teaching yields exceptional results. By ensuring we employ best practices for recruitment, hiring, development, and staff retention, we will advance towards our mission of providing high-quality education and preparing all students to create their futures.

Figure 66: San Leandro Catalyst Collegiate 5-Year Staffing Plan					
Position	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Lead Teacher(s)	4 FTE	6 FTE	8 FTE	10 FTE	12 FTE
Enrichment Teacher(s)	1 FTE	1 FTE	2 FTE	2 FTE	2 FTE
Associate Teacher(s)	1 FTE	1 FTE	2 FTE	2 FTE	2 FTE
ELD Teacher(s)	0 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Learning Specialist(s)	1 FTE	1 FTE	2 FTE	2 FTE	2 FTE
Literacy Specialist(s)	0 FTE	0 FTE	0 FTE	1 FTE	1 FTE
School Director	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Manager / Dean of Student Supports	0 FTE	0 FTE	1 FTE	1 FTE	1 FTE promoted
Dean of Culture	0 FTE	0 FTE	0 FTE	1 FTE	1 FTE
Manager / Director of Operations	1 FTE	1 FTE	1 FTE promoted	1 FTE	1 FTE
Dean(s) of Curriculum & Instruction	0 FTE	1 FTE	1 FTE	1 FTE	2 FTE
Office Coordinator	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
TOTAL	10 FTE	14 FTE	20 FTE	24 FTE	27 FTE

General Qualifications

All staff members must have an unwavering belief in all students and an absolute commitment to high expectations for student learning, character development, and creative thinking, all of which best position our students to excel, thrive, and create their futures. Furthermore, all adults in all positions in our school must demonstrate strong alignment with our mission and core beliefs, leveraging every opportunity to model, practice, and live out our core beliefs and operate with the conviction that all students can learn and excel.

To ensure that all staff members at San Leandro Catalyst Collegiate demonstrates alignment with our mission, vision, and educational philosophy, we will utilize rigorous hiring practices. Regardless of the role for which an applicant is applying, the following qualities will be sought in all personnel seeking employment at San Leandro Catalyst Collegiate:

- The applicant strongly aligns with San Leandro Catalyst Collegiate's mission and vision.
- The applicant demonstrates unflappable belief that all students regardless of their background and circumstances they are born into – race, socioeconomic status, home language, special education need, or zip code – can excel at high levels.
- The applicant indicates staunch commitment to serving and working with a student population that is reflective of the general student population within the territorial jurisdiction of the District.
- The applicant seeks to join a team-oriented, high-performing culture and school community that holds all stakeholders to high standards and expectations.

San Leandro Catalyst Collegiate will comply with **California Ed. Code § 44237** and **California Ed. Code § 45125.1** regarding the requirement to fingerprint and obtain criminal background clearance before employment of staff. Prior to employment, all employees must furnish an updated tuberculosis test result and documents establishing legal employment status.

Leadership Qualifications

In addition to the attributes listed above, San Leandro Catalyst Collegiate will require more specialized knowledge, skills, and qualities for leadership positions. The certification requirements, qualifications, and responsibilities for each leadership position are described and outlined in detail in **Figure 67** for roles included in our organizational structure. Job descriptions will be revised as necessary to reflect the needs of the school.

Figure 67: Leadership Requirements, Qualifications, and Responsibilities

School Director

Certification: California Administrative Services Credential

Role Description: The Board of Directors will hold the School Director of San Leandro Catalyst Collegiate accountable to all aspects of the school's academic program, financial management, and organizational health. The School Director is entrusted with advancing the school's mission, maintaining the financial viability of the organization, and determining the future direction of the school in accordance with the mission.

Qualifications	Responsibilities
• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Clear criminal background check • Clear tuberculosis risk assessment • Bachelor's degree required; Master's or advanced degree preferred • Preliminary administrative services credential required; clear administrative services credential preferred or currently participating	**Instruction** • Create, monitor, and sustain school culture of academic excellence through consistent implementation of systems and structures to maximize student learning • Monitor implementation and effectiveness of academic programs to ensure significant student growth and achievement • Oversee implementation of programs to support students with special needs and students identified as emerging bilinguals

in administrative services credentialing program • Clear California teaching credential required • At least five years of teaching and/or school leadership experience in an urban setting • Successful school leadership experience or targeted training with a track record of excellent results • Bilingual Spanish speaker preferred • Demonstrated ability to affect positive organizational change and management • Solutions-oriented strategic thinker who has overcome complex organizational challenges • Exceptional verbal and written communication skills • Strong organizational skills and ability to multi-task • Ability to assess data, find trends, and use information to make strategic decisions • Experience in budgetary planning, accounting, and effective allocation of school resources • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation	• Work with Manager of Operations in Year 1 and beyond, Dean of Curriculum & Instruction in Year 2 and beyond, and additional Dean of Curriculum & Instruction in Year 5 and beyond to prepare or oversee and submit required reports, evaluations, and data to all external and funding sources **Culture** • Embody, advocate for, and execute on the mission, vision and strategic direction of San Leandro Catalyst Collegiate • Inspire staff and student body to remain focused and determined in work of fulfilling the mission of school • Set tone and culture of the school, leading staff to convey and exercise high expectations for students and hold all stakeholders accountable for student achievement • Cultivate a positive school culture that supports student learning and deep relationships between students and adults • Lead all Community Circles in coordination with the Manager of Student Supports in Years 3-4 (promoted to Dean of Student Supports in Year 5 and beyond) and the Dean of Culture in Year 4 and beyond • Serve as primary school disciplinarian for any student misbehavior **Adult & Team** • Manage and direct recruitment, hiring, development, retention, and dismissal of all staff members, including salary, contract, and benefit orientations, and job assignments • Mediate and manage school-related conflicts • Manage other school leadership roles and all other staff, including representatives of all outsourced business functions • Lead and coordinate all professional development for all staff members, including coaching each week, supporting with curriculum development, facilitating professional development days and weekly sessions, and leading team meetings with the Dean of Curriculum & Instruction in Year 2 and beyond and additional Dean of Curriculum & Instruction in Year 5 • Draft and conduct evaluations of all staff members • Use data to evaluate teacher performance and student academic achievement and develop targeted action plans for improvement

	Operations • Develop and implement mission-driven programs and policies • Oversee all day-to-day school operations, including setting and maintaining a balanced budget, managing state and local compliance, and ensuring a safe and smooth-functioning school environment • Coordinate lottery, admissions, enrollment, and waitlist procedures for the school • Lead school enrollment efforts to ensure a fully enrolled school with a waiting list • Attend all Board meetings and regularly communicate with the Board of Directors regarding the status and health of San Leandro Catalyst Collegiate to support effective governance of the school • Develop and implement fiscally-responsible, mission-aligned annual and five-year budget plans • Manage and allocate school resources, including financial resources, in alignment with values of school; work with external back office providers and Manager of Operations to evaluate the accuracy of all financial documents and ensure operational viability of the school • Supervise school facilities and ensure excellence facility management • Develop and implement fundraising initiatives that contribute to student and staff development and meet the school's financial commitments • Manage the application process for public and private funding • Work with the Board and its Committees to marshal resources for capital improvements and a permanent facility, extracurricular opportunities, and supplemental academic programs • Manage and oversee any vendor and contractor relationships • Serve as primary spokesperson for school to both internal and external constituents, including media, community partners, families, political leaders and representatives, and visitors • Build positive, productive relationships with families, community members, nonprofit organizations, corporations, foundations, and others who will support the realization of San

	Leandro Catalyst Collegiate's mission and vision • Ensure educational and regulatory compliance at all governmental levels • Comply with the charter, accountability requirements, and all relevant laws

Manager of Operations (Years 1-2)
Director of Operations (promoted in Years 3 and beyond)
Certification: None
Role Description: The School Director will hold the Manager of Operations (promoted to Director of Operations in Year 3 and beyond) accountable to performance and growth. The Manager of Operations (promoted to Director of Operations in Year 3 and beyond) is entrusted with advancing the mission of the school through the development and implementation of a budget, coordination of external and internal operations, and fundraising and grant writing, all of which will be done in collaboration with the School Director.

Qualifications	Responsibilities
• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Clear criminal background check • Clear tuberculosis risk assessment • Bachelor's degree required; Master's or advanced degree preferred • At least two years of operations and/or finance experience • Exceptional verbal and written communication skills • Strong organizational skills and ability to multi-task • Fluent with Microsoft Office, especially Word, Excel, and PowerPoint; Google Suite; and QuickBooks and/or other financial management software • Ability to assess data, find trends, and use information to make strategic decisions • Experience in budgetary planning, accounting, and effective allocation of school resources • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation	**Culture** • Inspire staff and student body to remain focused and determined in work of fulfilling the mission of school • Support a positive school culture that supports student learning and deep relationships between students and adults • Embody mission, vision, core beliefs, and strategic direction of San Leandro Catalyst Collegiate **Operations** • Support the School Director with the day-to-day management of San Leandro Catalyst Collegiate • Oversee maintenance and development of federal and state required documents and reports • Create and maintain high standards of financial management and oversight with regard to budgets, cash flow statements, expenditures and revenues • Ensure compliance with generally accepted accounting principles as well as all other requirements (i.e., federal, state, local, and suggested) • Provide bookkeeping services to school, using provided financial and accounting software • Provide regular feedback to School Director on tools and resources that may strategically improve financial management • Supervise daily accounting of school, including accounts payable and receivable, cash receipts, payroll and benefits, general ledger, taxes, and allocation of non-financial resources

	• Research and apply to grants in accordance with general school guidelines, and manage disbursement and reporting of activities in collaboration with School Director • Work with School Director in Year 1 and beyond, Dean of Curriculum & Instruction in Year 2 and beyond, and additional Dean of Curriculum & Instruction in Year 5 and beyond to prepare or oversee and submit required reports, evaluations, and data to all external agencies, funding sources, and parties • Coordinate with School Director regarding facilities matters • Report to and collaborate with School Director and interface with external back office support throughout budgetary process, including establishment of priorities and maintenance of financial outputs on daily and/or weekly basis • Coordinate food service bids and contract for all student meals and snacks in conjunction with vendor selected and with School Director • Coordinate and implement strategy for teacher and student recruitment in collaboration with School Director • Oversee resources provided to all staff, including classroom resources, copy machines, phones, computers and technology • Provide verbal and written financial reports at all Board of Directors Finance Committee meetings in coordination with School Director • Manage all data-tracking platforms • Serve as the primary assessment coordinator and manage assessment system • Oversee the needs of the front office and manage San Leandro Catalyst Collegiate's front office staff
Dean of Curriculum & Instruction (Year 2 and beyond) **Lower School (TK-2) Dean of Curriculum & Instruction (Year 5 and beyond)** **Upper School (3-5) Dean of Curriculum & Instruction (Year 5 and beyond)** ***Certification:*** Clear California Teaching Credential ***Role Description:*** The Dean of Curriculum & Instruction will be held accountable by the School Director with respect to teacher performance and growth, student achievement, and quality of curriculum. The Dean of Curriculum & Instruction is entrusted with advancing the mission of the school through the management and development of a standards-aligned curriculum; participation in the evaluation, support, and development of teaching staff; and collaboration with the School Director on areas of instructional and/or curricular need at the school.	
Qualifications	**Responsibilities**

• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Clear criminal background check • Clear tuberculosis risk assessment • Bachelor's degree required; Master's or advanced degree preferred • Preliminary administrative services credential preferred; clear administrative services credential preferred or currently participating in administrative services credentialing program • Clear California teaching credential required • At least three years of teaching and/or school leadership experience in an urban setting • Successful school leadership experience or targeted training with a track record of excellent results • Bilingual Spanish speaker preferred • Exceptional verbal and written communication skills • Strong organizational skills and ability to multi-task • Ability to assess data, find trends, and use information to make strategic decisions • Strong knowledge of Common Core State Standards, Next Generation Science Standards, and other state standards in all relevant grades and subjects • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation	**Instruction** • In consultation with School Director, help to develop and monitor a curriculum (scope and sequence, planning, etc.) that maximizes and enhances student learning in all core subjects • Serve as instructional coach for staff through regular observations, feedback, meetings, and additional metrics of support in order to provide a quality instructional program to students • Research and develop best practices to be implemented and supported in school • Analyze student achievement data as well as teacher performance data on variety of metrics, both quantitative and qualitative, and use information to collaborate with School Director on strategic plan and short- and long-term vision for school **Culture** • Inspire staff and student body to remain focused and determined in work of fulfilling the mission of school • Support a positive school culture that supports student learning and deep relationships between students and adults • Embody mission, vision, core beliefs, and strategic direction of San Leandro Catalyst Collegiate **Adult & Team** • Plan and coordinate all professional development for all staff members, including coaching each week, supporting with curriculum development, facilitating professional development days and weekly sessions, and supporting team meetings with the School Director in Year 3 and beyond • Draft and conduct evaluations of teaching staff members with the School Director • Use data to evaluate teacher performance and student academic achievement and develop targeted action plans for improvement **Operations** • Coordinate and manage administration of all standardized student assessments and evaluations, including state assessments, interim assessments, and nationally normed assessments • Review report cards for every student and provide feedback to teachers
Dean of Culture (Year 4 and beyond) ***Certification:*** Clear California Teaching Credential	

Role Description: The Dean of Culture will be held accountable by the School Director with respect to staff culture, student culture, and school culture. The Dean of Culture is entrusted with advancing the mission of the school through: development and management of a positive school culture; supervision or schoolwide management structures and systems; evaluation, support, and development of teaching staff on areas relevant to school culture; and collaboration with the School Director on areas of student culture and/or adult culture at the school.

Qualifications	Responsibilities
• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Clear criminal background check • Clear tuberculosis risk assessment • Bachelor's degree required; Master's or advanced degree preferred • Preliminary administrative services credential preferred; clear administrative services credential preferred or currently participating in administrative services credentialing program • Clear California teaching credential required • At least three years of teaching and/or school leadership experience in an urban setting • Successful school leadership experience or targeted training with a track record of excellent results • Strong classroom management and instructional skills • Bilingual Spanish speaker preferred • Exceptional verbal and written communication skills • Strong organizational skills and ability to multi-task • Ability to assess data, find trends, and use information to make strategic decisions • Strong knowledge of culturally responsive teaching, restorative justice practices, Positive Behavior Interventions and Supports (PBIS) framework, and other pertinent student support systems • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation	**Instruction** • Serve as culture coach for staff through regular observations, feedback, meetings, and additional metrics of support in order to provide a quality instructional program to students as it relates to culture • Research and develop best practices to be implemented and supported in school • Analyze student culture data as well as teacher performance data on variety of metrics, both quantitative and qualitative, and use information to collaborate with School Director on strategic plan and short- and long-term vision for school **Culture** • Inspire staff and student body to remain focused and determined in work of fulfilling the mission of school • Support a positive school culture that supports student learning and deep relationships between students and adults • Embody mission, vision, core beliefs, and strategic direction of San Leandro Catalyst Collegiate • In consultation with School Director, lead school culture initiatives, including student discipline systems, character development, and weekly community meetings • Communicate consistently and often with parents and families regarding student behavior • Support the School Director in developing a positive school culture and implementing schoolwide cultural and discipline systems • Be highly present and visible during school hours, relentlessly ensuring school has a strong, positive school culture **Adult & Team** • Plan and coordinate professional development regarding school culture, student support systems, and classroom management for all staff members, including coaching each week, facilitating professional development days and weekly sessions, and

	supporting team meetings with the School Director in Year 3 and beyond • Lead community building efforts with staff and develop staff culture plan with School Director **Operations** • Ensure all students have impeccable attendance and come to school on time, maintaining accurate attendance records, and working intently with students and families to ensure impeccable attendance • Evaluate student discipline records (including attendance) and strategize ways to address schoolwide trends and any individual issues

Manager of Student Supports (Years 3-4)
Dean of Student Supports (promoted in Year 5 and beyond)
Certification: Clear California Special Education Credential
Role Description: The Manager of Student Supports (promoted to Dean of Student Supports in Year 5 and beyond) will be held accountable by the School Director for performance and growth, student achievement, and quality of curriculum as modified for students' needs. All special education staff members are entrusted with advancing the mission of the school through the development of a rigorous, standards-aligned curriculum, responsiveness to feedback provided and collaboration with the Dean(s) of Curriculum & Instruction on areas of instructional and/or curricular need at the school, especially in relation to students with special needs.

Qualifications	Responsibilities
• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Clear criminal background check • Clear tuberculosis risk assessment • Bachelor's degree required; Master's or advanced degree preferred • Preliminary administrative services credential preferred; clear administrative services credential preferred or currently participating in administrative services credentialing program • Clear California Special Education teaching credential required • At least one year of teaching and/or school leadership experience in an urban setting • Successful school leadership experience or targeted training with a track record of excellent results • Bilingual Spanish speaker preferred • Exceptional verbal and written communication skills • Strong organizational skills and ability to multi-task • Ability to assess data, find trends, and use information to make strategic decisions	**Instruction** • Work with the District or SELPA as needed to ensure the successful management of special education services in San Leandro Catalyst Collegiate • Manage and oversee matters involving special education • Maintain up to date records regarding students with special needs and the education services provided to them • Coordinate review of student IEPs with teachers and offer detailed recommendations on supporting students with special needs, including implementation of IEPs • Facilitate review of intake assessments for new students • Facilitate evaluation and reevaluation process • Ensure San Leandro Catalyst Collegiate's compliance with state and federal special education laws and regulations • Confer with families, administrators, testing specialists, social workers, and professionals to develop IEPs designed to promote students' academic, physical, and social development

• Knowledge of special education rights of students and responsibilities of schools, including the IEP process, testing, and implementation of accommodations and modifications • Experience in writing high-quality Individual Education Plans (IEPs) and communicating the contents in an accessible way to multiple audiences • Experience compiling and managing special education reporting data • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation	• Draft and revise IEPs as necessary to ensure needs of students receiving special education services are being served • Meet with families to discuss their children's progress and to determine their priorities for their children and their resource needs • Maintain detailed student IEP and 504 records according to state and federal guidelines • Analyze student achievement data as well as teacher performance data for students with special needs on variety of metrics, both quantitative and qualitative, and use information to collaborate with School Director and Dean(s) of Curriculum & Instruction on strategic plan and short- and long-term vision for school **Culture** • Inspire staff and student body to remain focused and determined in work of fulfilling the mission of school • Support a positive school culture that supports student learning and deep relationships between students and adults • Embody mission, vision, core beliefs, and strategic direction of San Leandro Catalyst Collegiate • Communicate consistently and often with parents and families • Support family and student-led conferences for students in special education • Draft student report cards and revise as required for students in special education **Adult & Team** • Plan and coordinate professional development regarding student support systems and special education services for all staff members, including facilitating professional development days and weekly sessions, and supporting team meetings with the School Director and Dean(s) of Curriculum & Instruction in Year 3 and beyond **Operations** • Complete and meet all administrative requirements and deadlines for San Leandro Catalyst Collegiate's special education program • Keep accurate student discipline records, documenting all conferences, suspension, and

	behavior calls for students in special education • Comply with the charter, accountability requirements, and all relevant law

Office Coordinator

Certification: None

Role Description: The School Director will hold the Office Coordinator accountable for performance and growth. The Office Coordinator will report to both the Manager of Student Supports (Dean of Student Supports in year 5 and beyond). The Office Coordinator is entrusted with advancing the mission of the school through the organization and running of all administrative tasks, including phone calls, copies, newsletter drafts, filing, and record-keeping.

Qualifications	Responsibilities
• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Clear criminal background check • Clear tuberculosis risk assessment • At least one year of working experience in an urban setting • Bilingual Spanish speaker preferred • Clear and effective verbal and written communication skills • Strong organizational skills and ability to multi-task • Detail-oriented • Knowledge of office equipment and services, including computers, printers, copiers, fax machines, phones, and software • Fluent with Microsoft Office, especially Word, Excel, and PowerPoint; and Google Suite • Ability to assess data, find trends, and use information to make strategic decisions • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation	**Culture** • Inspire staff and student body to remain focused and determined in work of fulfilling the mission of school • Support a positive school culture that supports student learning and deep relationships between students and adults • Embody mission, vision, core beliefs, and strategic direction of San Leandro Catalyst Collegiate • Communicate consistently and often with parents and families • Support family and student-led conferences for students as needed **Adult & Team** • Maintain enthusiastic greetings of all school stakeholders (i.e., in-person, phone, email, and mail) and provides information and directs communication thoughtfully • Communicate to all school stakeholders in a thoughtful, calm, and knowledgeable way **Operations** • Complete and meet all administrative requirements and deadlines as communicated by School Director • Maintain accurate, complete, neat, and organized files for every student • Collect, enter, and maintain school data in administrative database • Create purchase orders, track shipments, and follow up on administrative needs with vendors, including ordering, receipt, and maintenance of supplies • Maintain accurate attendance records and follow up with families when students are not present at school • Coordinate all school mailings • Ensure strict confidentiality of personal student and staff records and data

	• Make copies as needed • Support Manager of Operations in operational duties, including lunch distribution, inventory of supplies, and distribution of supplies • Coordinate daily distribution of schoolwide information and documents • Contact families and emergency assistance agencies in the case of serious illness or injury • Remain familiar with school policies, procedures, and operations • Draft and edit documents as needed

Teacher Qualifications

San Leandro Catalyst Collegiate will make every effort to recruit, hire, and staff teachers who share cultural and ethnic backgrounds reflective of our San Leandro community and student body. Above all, it is vital that all our staff members are absolutely committed to realizing the school's mission and vision. Teachers at San Leandro Catalyst Collegiate will demonstrate tenacity in ensuring exceptional student achievement and will work to constantly improve their instructional practice and meet every student's learning needs.

Similar to the qualifications and responsibilities detailed above for leadership positions, San Leandro Catalyst Collegiate will require more specialized knowledge, skills, and qualities for teaching positions. Pursuant to **California Ed. Code § 47605(l)**, all teachers at San Leandro Catalyst Collegiate will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted only in accordance with **California Ed. Code § 47605(l)** for teachers in non-core courses. The certification requirements, qualifications, and responsibilities for teaching positions are described and outlined in detail in **Figure 68**. Again, employment descriptions will be modified as necessary to reflect the needs of the school.

Figure 68: Teacher Requirements, Qualifications, and Responsibilities

Lead and Enrichment Teachers

Certification: California Teaching Credential

Role Description: All teaching staff will be held accountable by the School Director, by the Dean(s) of Curriculum & Instruction in Year 2 and beyond, or by the Dean of Culture in Year 5 and beyond, with respect to teacher performance and growth, student achievement, and quality of instruction. All teaching staff is entrusted with advancing the mission of the school through the implementation and execution of a standards-aligned curriculum; participation in professional learning and collaboration with the Lead Teacher and other staff members; and upholding professional responsibilities and norms.

Qualifications	Responsibilities
• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Clear criminal background check • Clear tuberculosis risk assessment	**Instruction** • Implement and execute standards-aligned curriculum, including scope and sequence, long-term plan, unit plans, and lesson plans • Administer interim, summative, and diagnostic assessments as needed

• Bachelor's degree required; Master's or advanced degree preferred • Preliminary California teaching credential required; clear California teaching credential preferred, currently participating in teacher induction program, or actively working towards completion of California teaching credential • At least one year of teaching experience in an urban setting • Successful teaching experience or targeted training with a track record of excellent results • Bilingual Spanish speaker preferred • Exceptional verbal and written communication skills • Strong organizational skills and ability to multi-task • Ability to assess data, find trends, and use information to make strategic decisions • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation	• Execute, adjust, and intellectually prepare standards-aligned lesson plans targeted with end goal of student performance at or above grade-level expectations • Intellectually prepare lesson plans and submit to the School Director or Dean(s) of Curriculum & Instruction in Year 3 and beyond in a timely manner • Review IEPs frequently to ensure needs of students in special education are being served • Review biographies frequently to ensure needs of students identified as emerging bilinguals are being served • Deliver instruction, using variety of targeted learning modalities in order to develop necessary skills (i.e., motor, language, cognitive, memory) and using methods to enhance student achievement • Provide engaging, motivating, and rigorous instruction in whole-class and individual settings • Provide academic support and tutoring to small groups or individual students as needed and/or scheduled • Identify and support students who are not meeting expected levels of performance and growth and initiate effective intervention strategies • Analyze student performance data in collaboration with Dean(s) of Curriculum & Instruction and School Director • Implement data tracking systems and use data to inform instructional development and delivery **Culture** • Remain focused and determined in work of fulfilling the mission of school • Model and exercise the school's CREATE core values • Support tone and culture of the school by conveying and exercising high expectations for students and holding all stakeholders accountable for student achievement • Cultivate a positive school culture that supports student learning and deep relationships between students and adults • Teach and uphold schoolwide systems, expectations and consequences, disciplinary codes, and rewards at all times

	• Keep accurate student discipline records and document all conferences, suspensions, and behavior logs and phone calls • Communicate consistently and often with parents and families • Build and maintain strong relationships with students and families • Schedule and facilitate family and student-led conferences for students • Draft student report cards and revise as required • Participate in additional activities, including field trips, intensive academic support sessions, and other required programs as needed throughout the year **Adult & Team** • Set the standard for professional behavior • Collaborate with Learning Specialist weekly to support students with special needs and 504s • Collaborate with ELD Teacher weekly to support students identified as emerging bilinguals • Participate and engage in all professional development for all staff members, including coaching each week, attending professional development days and weekly sessions, and collaborating in team meetings • Work to continuously improve effectiveness on in all instructional practices, using school's teacher effectiveness rubric as a guide • Reflect and use feedback to make productive changes in performance **Operations** • Complete and meet all administrative requirements and deadlines • Take and maintain accurate student attendance • Assist in student arrival and departure, transitions between class periods, and lunch periods • Provide supervision before- and after-school and at lunch as assigned in order to maintain student safety
Associate Teachers ***Certification:*** None ***Role Description:*** All teaching support staff will be held accountable by the School Director, or by the Dean(s) of Curriculum & Instruction in Year 2 and beyond, with respect to teaching support staff performance and growth, student achievement, and quality of instruction. All teaching support staff is entrusted with advancing the mission of the school by supporting teachers with the implementation and	

execution of a standards-aligned curriculum; participation in professional learning and collaboration with other staff members; and upholding professional responsibilities and norms.

Qualifications	Responsibilities
• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Clear criminal background check • Clear tuberculosis risk assessment • Bachelor's degree required • Currently enrolled in a teacher education program, or actively working towards completion of California teaching credential • At least one year of teaching experience in an urban setting • Bilingual Spanish speaker preferred • Strong verbal and written communication skills • Effective organizational skills and ability to multi-task • Ability to assess data, find trends, and use information to make strategic decisions • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation	**Instruction** • Support Lead Teachers with the implementation and execution of standards-aligned curriculum, including scope and sequence, long-term plan, unit plans, and lesson plans • Support administration of interim, summative, and diagnostic assessments as needed • Support with providing engaging, motivating, and rigorous instruction in whole-class and individual settings • Support with providing academic support and tutoring to small groups or individual students as needed and/or scheduled **Culture** • Remain focused and determined in work of fulfilling the mission of school • Model and exercise the school's CREATE core values • Support tone and culture of the school by conveying and exercising high expectations for students and holding all stakeholders accountable for student achievement • Cultivate a positive school culture that supports student learning and deep relationships between students and adults • Build and maintain strong relationships with students and families • Participate in additional activities, including field trips, intensive academic support sessions, and other required programs as needed throughout the year **Adult & Team** • Set the standard for professional behavior • Collaborate with Lead Teacher to ensure they are providing the best support possible for students • Participate and engage in all professional development for all staff members, including coaching each week, attending professional development days and weekly sessions, and collaborating in team meetings • Work to continuously improve effectiveness on in all instructional practices, using school's teacher effectiveness rubric as a guide • Reflect and use feedback to make productive changes in performance

	Operations • Help perform general duties for Lead Teacher • Assist in student arrival and departure, transitions between class periods, and lunch periods • Provide supervision before- and after-school and at lunch as assigned in order to maintain student safety

English Language Development Teacher

Certification: California Teaching Credential

Role Description: ELD Teacher will be held accountable by the School Director, or by the Manager of Student Supports (promoted to Dean of Student Supports in Year 5 and beyond) in Year 3 and beyond, with respect to teacher performance and growth, student achievement, and quality of instruction. ELD Teacher is entrusted with advancing the mission of the school through the implementation and execution of a standards-aligned curriculum for emerging bilingual students, or English learners; participation in professional learning and collaboration with other staff members; and upholding professional responsibilities and norms.

Qualifications	Responsibilities
• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Clear criminal background check • Clear tuberculosis risk assessment • Bachelor's degree required; Master's or advanced degree preferred • Preliminary California teaching credential required; clear California teaching credential preferred, currently participating in teacher induction program, or actively working towards completion of California teaching credential • At least one year of teaching experience in an urban setting • Successful teaching experience or targeted training with a track record of excellent results • Bilingual Spanish speaker required • Exceptional verbal and written communication skills • Strong organizational skills and ability to multi-task • Ability to assess data, find trends, and use information to make strategic decisions • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation	**Instruction** • Work with the District or school site as needed to ensure the successful management of ELD services in San Leandro Catalyst Collegiate • Manage and oversee matters involving ELD • Maintain up to date records regarding students identified as emerging bilinguals and the education services provided to them • Tracks academic data for non-native speakers at the school to ensure their needs are being met and that they are successful • Coordinate review of student language biographies with teachers and offer detailed recommendations on supporting students with language needs • Modify lessons and supports for students who are identified as emerging bilinguals • Facilitate review of intake assessments for new students • Facilitate evaluation and reevaluation process • Ensure San Leandro Catalyst Collegiate's compliance with state laws and regulations • Meet with families to discuss their children's progress and to determine their priorities for their children and their resource needs • Analyze student achievement data as well as teacher performance data for students identified as emerging bilinguals on variety of metrics, both quantitative and qualitative, and use information to collaborate with School Director and Dean(s) of Curriculum &

	Instruction on strategic plan and short- and long-term vision for school **Culture** • Inspire staff and student body to remain focused and determined in work of fulfilling the mission of school • Support a positive school culture that supports student learning and deep relationships between students and adults • Embody mission, vision, core beliefs, and strategic direction of San Leandro Catalyst Collegiate • Communicate consistently and often with parents and families • Support family and student-led conferences for students identified as emerging bilinguals • Draft student report cards and revise as required for students identified as emerging bilinguals **Adult & Team** • Plan and coordinate professional development regarding student support systems and ELD supports for all staff members when necessary • Set the standard for professional behavior • Collaborate with teachers to ensure they are providing the best support possible for students • Participate and engage in all professional development for all staff members, including coaching each week, attending professional development days and weekly sessions, and collaborating in team meetings • Work to continuously improve effectiveness on in all instructional practices, using school's teacher effectiveness rubric as a guide • Reflect and use feedback to make productive changes in performance **Operations** • Complete and meet all administrative requirements and deadlines for San Leandro Catalyst Collegiate's special education program • Keep accurate student discipline records, documenting all conferences, suspension, and behavior calls for students in special education • Comply with the charter, accountability requirements, and all relevant law
Learning Specialist ***Certification:*** California Special Education Credential	

Role Description: Learning Specialists will be held accountable by the School Director, or by the Manager of Student Supports (promoted to Dean of Student Supports in Year 5 and beyond) in Year 3 and beyond, with respect to performance and growth, student achievement, and quality of curriculum. All special education staff members are entrusted with advancing the mission of the school through the development of a rigorous, standards-aligned curriculum, responsiveness to feedback provided and collaboration with Lead Teachers on areas of instructional and/or curricular need at the school, especially in relation to students with special needs. This position will be determined by the needs of the students.

Qualifications	Responsibilities
• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Clear criminal background check • Clear tuberculosis risk assessment • Bachelor's degree required; Master's or advanced degree preferred • Clear California Special Education teaching credential preferred • At least one year of teaching and/or school leadership experience in an urban setting • Successful school leadership experience or targeted training with a track record of excellent results • Bilingual Spanish speaker preferred • Exceptional verbal and written communication skills • Strong organizational skills and ability to multi-task • Ability to assess data, find trends, and use information to make strategic decisions • Knowledge of special education rights of students and responsibilities of schools, including the IEP process, testing, and implementation of accommodations and modifications • Experience in writing high-quality Individual Education Plans (IEPs) and communicating the contents in an accessible way to multiple audiences • Experience compiling and managing special education reporting data • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation	**Instruction** • Work with the District or SELPA as needed to ensure the successful management of special education services in San Leandro Catalyst Collegiate • Maintain up to date records regarding students with special needs and the education services provided to them • Coordinate review of student IEPs with teachers and offer detailed recommendations on supporting students with special needs, including implementation of IEPs • Facilitate review of intake assessments for new students • Facilitate evaluation and reevaluation process • Ensure San Leandro Catalyst Collegiate's compliance with state and federal special education laws and regulations • Confer with families, administrators, testing specialists, social workers, and professionals to develop IEPs designed to promote students' academic, physical, and social development • Draft and revise IEPs as necessary to ensure needs of students receiving special education services are being served • Meet with families to discuss their children's progress and to determine their priorities for their children and their resource needs • Maintain detailed student IEP and 504 records according to state and federal guidelines • Analyze student achievement data as well as teacher performance data for students with special needs on variety of metrics, both quantitative and qualitative, and use information to collaborate with School Director and Dean(s) of Curriculum & Instruction on strategic plan and short- and long-term vision for school **Culture**

	• Inspire staff and student body to remain focused and determined in work of fulfilling the mission of school • Support a positive school culture that supports student learning and deep relationships between students and adults • Embody mission, vision, core beliefs, and strategic direction of San Leandro Catalyst Collegiate • Communicate consistently and often with parents and families • Support family and student-led conferences for students in special education • Draft student report cards and revise as required for students in special education **Adult & Team** • Set the standard for professional behavior • Collaborate with teachers to ensure they are providing the best support possible for students • Participate and engage in all professional development for all staff members, including coaching each week, attending professional development days and weekly sessions, and collaborating in team meetings • Work to continuously improve effectiveness on in all instructional practices, using school's teacher effectiveness rubric as a guide • Reflect and use feedback to make productive changes in performance **Operations** • Complete and meet all administrative requirements and deadlines for San Leandro Catalyst Collegiate's special education program • Keep accurate student discipline records, documenting all conferences, suspension, and behavior calls for students in special education • Comply with the charter, accountability requirements, and all relevant law
Literacy Specialist ***Certification:*** California Teaching Credential ***Role Description:*** Literacy Specialist will be held accountable by the School Director, or by the Manager of Student Supports (promoted to Dean of Student Supports in Year 5 and beyond) in Year 3 and beyond, with respect to teacher performance and growth, student achievement, and quality of instruction. Literacy Specialist is entrusted with advancing the mission of the school through the implementation and execution of a standards-aligned curriculum; participation in professional learning and collaboration with other staff members; and upholding professional responsibilities and norms.	
Qualifications	**Responsibilities**

• Outstanding commitment to, belief in, and alignment with San Leandro Catalyst Collegiate's mission and vision • Clear criminal background check • Clear tuberculosis risk assessment • Bachelor's degree required; Master's or advanced degree preferred • Preliminary California teaching credential required; clear California teaching credential preferred, currently participating in teacher induction program, or actively working towards completion of California teaching credential • At least one year of teaching experience in an urban setting • Successful teaching experience or targeted training with a track record of excellent results • Bilingual Spanish speaker required • Exceptional verbal and written communication skills • Strong organizational skills and ability to multi-task • Ability to assess data, find trends, and use information to make strategic decisions • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation	**Instruction** • Work with the District or school site as needed to ensure the successful management of specialized literacy services and supports in San Leandro Catalyst Collegiate • Manage and oversee matters involving literacy program • Tracks academic data for specific students at the school to ensure their needs are being met and that they are successful • Coordinate review of student academic biographies with teachers and offer detailed recommendations on supporting students requiring additional literacy supports • Facilitate review of intake assessments for new students • Facilitate evaluation and reevaluation process • Ensure San Leandro Catalyst Collegiate's compliance with state laws and regulations • Meet with families to discuss their children's progress and to determine their priorities for their children and their resource needs • Analyze student achievement data as well as teacher performance data for students identified as requiring additional literacy supports on variety of metrics, both quantitative and qualitative, and use information to collaborate with School Director and Dean(s) of Curriculum & Instruction on strategic plan and short- and long-term vision for school **Culture** • Inspire staff and student body to remain focused and determined in work of fulfilling the mission of school • Support a positive school culture that supports student learning and deep relationships between students and adults • Embody mission, vision, core beliefs, and strategic direction of San Leandro Catalyst Collegiate • Communicate consistently and often with parents and families • Support family and student-led conferences for students identified as requiring additional literacy supports • Draft student report cards and revise as required for students identified as requiring additional literacy supports **Adult & Team**

	• Plan and coordinate professional development regarding student support systems and literacy supports for all staff members when necessary • Set the standard for professional behavior • Collaborate with teachers to ensure they are providing the best support possible for students • Participate and engage in all professional development for all staff members, including coaching each week, attending professional development days and weekly sessions, and collaborating in team meetings • Work to continuously improve effectiveness on in all instructional practices, using school's teacher effectiveness rubric as a guide • Reflect and use feedback to make productive changes in performance **Operations** • Complete and meet all administrative requirements and deadlines for San Leandro Catalyst Collegiate's special education program • Keep accurate student discipline records, documenting all conferences, suspension, and behavior calls for students in special education • Comply with the charter, accountability requirements, and all relevant law

Teacher Credentials

San Leandro Catalyst Collegiate shall comply with the provisions of Every Student Succeeds Act (ESSA) as they apply to certificated and paraprofessional employees of charter schools. All teachers must meet state certification and licensure requirements as stated in ESSA Sections 1111(g)(2)(J) and 1112(c)(6). San Leandro Catalyst Collegiate will conform to the legal requirement that all San Leandro Catalyst Collegiate teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, as stated in **California Ed. Code § 47650(l)**:

> "Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses."[234]

[234] "Charter Schools FAQ Section 5." *Charter Schools FAQ Section 5 - Charter Schools (CA Dept of Education)*, California Department of Education, https://www.cde.ca.gov/sp/ch/qandasec5mar04.asp.

Pursuant to **California Ed. Code § 48000(g)**, San Leandro Catalyst Collegiate shall ensure that credentialed teachers who are assigned to a transitional kindergarten after July 1, 2015, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by San Leandro Catalyst Collegiate, professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in paragraph (1).
- A child development teacher permit issued by the Commission on Teacher Credentialing.

Support Staff Qualifications

San Leandro Catalyst Collegiate reserves the right to hire and retain non-credentialed school support staff to support noncore[235], non-college preparatory courses, if the prospective staff person has an appropriate combination of subject matter expertise, professional experience, and demonstrated ability to work effectively in such capacity. All non-instructional support staff will possess experience and expertise appropriate for their position. In addition, San Leandro Catalyst Collegiate maintains the right to hire or retain non-credentialed instructional support staff (e.g., Associate Teachers) to support core, college preparatory subjects. In such instances, the instructional support staff shall meet the following requirements such as appropriate certification and passing score on the California Basic Educational Skills Test (CBEST). The instructional support staff shall also meet the following qualifications: a Bachelor's degree, current enrollment in a teacher education program or in progress of completing a California teaching credential, and demonstrated ability to aid in supporting academic instruction.

Recruitment

As outlined in **Element 1: Educational Philosophy**, we believe that exceptional teaching yields exceptional results. Students learn best when they have exceptional teachers in front of them. This belief drives both our philosophy and approach to teacher recruitment, hiring, and staffing, and as outlined below, to ensure that all students learn from outstanding teachers in every classroom.

San Leandro Catalyst Collegiate will develop robust partnerships with local teacher education programs to identify, recruit, and hire teachers from the community. Recruitment efforts with local higher education institutions and teacher education programs such as California State University East Bay, University of California-Berkeley, Stanford University, and Mills College will be prioritized to increase the number of local teacher candidates at San Leandro Catalyst Collegiate. We will make every effort to staff our classrooms with locally-based teachers to support long-term teacher retention and to promote strong teacher-student connections.

To ensure selection of the highest quality staff, the School Director will also leverage a variety of additional resources. These sources include, but are not limited to, Teach For America, pre-existing contacts within San Leandro Catalyst Collegiate's professional network, referrals, and postings of job openings (i.e., EDJoin, career and education websites, newspapers, email, and

[235] Core is defined as English, mathematics, science, and social sciences.

higher education institutions). We have allocated $10,000 for staff recruitment in our budget, outlined in **Appendix 13: Budget**.

Hiring Process

San Leandro Catalyst Collegiate will implement a rigorous process for hiring that ensures our students learn from talented, qualified, and diverse candidates committed to our school's mission, core beliefs, and values. To advance our mission at San Leandro Catalyst Collegiate, we will hire and develop teachers and staff members who share our core beliefs about transformative education, of which the most important is the belief that all students can excel at high levels. Additional principles central to our school that all adults must share include:

- We use data to ensure that all children get exactly what they need to succeed.
- All students must be reading at or above grade level by the third grade.
- As educators, it is our responsibility to teach students to develop intellectual, moral, and creative agency.
- We are all active members of a community and build and sustain our culture together.
- We are committed to learning and engage in all learning and development opportunities.

To guarantee all employees meet standards and certification requirements, we have developed a detailed hiring process described in **Figure 69**. The overall process and timeline remain approximately the same for both leadership and teaching positions, with additional components and requirements included for administrative, school leadership positions.

Figure 69: San Leandro Catalyst Collegiate Hiring Process & Timeline

Step	Timeline	Description
Initial Application (Cover Letter and Resume)	Ongoing	After a candidate submits initial application (i.e., cover letter and resume), the School Director will review application for candidate alignment with San Leandro Catalyst Collegiate's mission and candidate credentials. For those who demonstrate strong alignment with the school's mission and meets credentialing requirements, the School Director will contact candidates for a phone interview.
Phone Interview	Within 1-3 Days of Application Submission	The School Director will schedule a phone interview with prospective staff. Candidates will be asked a series of questions to determine if they are a mission-fit for San Leandro Catalyst Collegiate. Questions will focus on background experience, instructional approach, educational philosophy, and willingness to be coached and supported. For those who demonstrate strong alignment with the school's mission and core beliefs, the School Director will schedule an in-person interview.
In-Person Interview	Within 2 Weeks of Phone Interview	The School Director will schedule an in-person interview with prospective staff. Candidates will participate in a series of performance tasks to determine if they are a mission fit for San Leandro Catalyst Collegiate. Performance tasks will include 20-minute demonstration lesson, an in-person interview with the School Director, an in-person interview with a select panel of staff, and a candidate reflection. The purpose of the 20-minute

		demonstration lesson is to gauge how effectively the candidate implements feedback. The in-person interviews with various stakeholders allow all stakeholders to provide input on prospective staff. The candidate reflection at the conclusion of the interview day offers time and space for the candidate to self-reflect on experience, provide feedback to the school, and determine candidate's ability to reflect. The recommendation team – composed of the School Director, participating parents, and participating staff – will convene and discuss candidates. The School Director will make all final hiring decisions.
Verification	Within 1-2 Days of In-Person Interview	The Manager of Operations will verify credentials, previous employment of candidates. Additionally, the Manager of Operations will conduct state and federal background checks professional and personal reference checks for continuing candidates.
Employment Offer	Within 1-2 Days of Verification	The School Director will contact candidates for an offer of employment at San Leandro Catalyst Collegiate, contingent on verification of credentials, previous employment, state and federal background checks, and professional and personal reference checks.

Onboarding Process

Figure 70 indicates the onboarding process at San Leandro Catalyst Collegiate. Our onboarding process ensures compliance, that all employees meet standards and licensing requirements. The overall process and timeline remain approximately the same for all employee positions.

Figure 70: San Leandro Catalyst Collegiate Onboarding Process & Timeline		
Step	**Timeline**	**Description**
Signed Employment Offer	Within 1 Week after Employment Offer	After a candidate receives offer of employment, the candidate must return the signed employment offer to the School Director within one week. The School Director may provide an extension in extenuating circumstances.
Onboarding Pre-Work	Within 2 weeks after Signed Employment Offer	Once the School Director receives the signed employment offer from a candidate, the School Director will schedule a time for the candidate to come in and fill out onboarding documents. The candidate must complete and bring the following documents to the onboarding appointment: livescan, I-9, TB test results, resume, transcripts and certifications, voided check, and new hire paperwork. DOJ approved agencies can be found here: http://ag.ca.gov/fingerprints/publications/contact.php. Evidence must be provided that the candidate is eligible to work in the United States. I-9 document provides examples of acceptable documentation. TB test results must be taken within the last two months. If TB clearance is still valid, then another TB test is not necessary. An updated letter from a physician stating that TB is clear with an updated date must be provided. A transcript copy from the last school the candidate attended, along with required credentials and certification, must be

		provided. To sign up for direct deposit, candidate must bring a voided check with current address listed.
Onboarding Appointment	Within 2 weeks after Signed Employment Offer	Candidate completes and brings all onboarding pre-work documents to the onboarding appointment with the School Director and/or Manager of Operations. These documents include the following: livescan, I-9, TB test results, resume, transcripts and certifications, voided check, and new hire paperwork. The School Director and/or Manager of Operations onboards and reviews new hire paperwork with candidate. These include, but is not limited to, the following: benefits, options for health coverage, and employee handbook.

Background Check Procedures

Employees and contractors of San Leandro Catalyst Collegiate will be required to submit to a criminal background check and furnish a criminal record summary as required by **California Ed. Code § 44237** and **California Ed. Code § 45125.1**. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The School Director shall monitor compliance with this policy and report to San Leandro Catalyst Collegiate Board of Directors on a quarterly basis. The San Leandro Catalyst Collegiate Board Chair shall monitor the fingerprinting and background clearance of the School Director. Individuals who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Compliance and Recordkeeping of Credentials

We will comply with all federal laws regarding maintenance and disclosure of employee records. San Leandro Catalyst Collegiate will maintain current copies of all teacher credentials at the school and ensure that they are readily available for inspection. The School Director will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State's interpretation of highly qualified for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff.

Employee Compensation and Benefits

The School Director, in consultation with the Board of Directors, will develop a competitive salary scale for San Leandro Catalyst Collegiate. This salary scale will be informed by the salary schedule of San Leandro Unified School District, the salaries of leading private and charter schools in San Leandro and surrounding communities, and best practices in salary schedules among charter schools nationally. We aim to offer salaries that compensate teachers and staff for the additional workdays and hours as well as to attract top talent to San Leandro Catalyst Collegiate. School leadership and staff salaries will be set at the discretion of the School Director, based on the candidate's experience and responsibilities and will fall within the salary range outlined in the approved annual budget. The salary of the School Director will be set by the Board

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

Performance Evaluations

All San Leandro Catalyst Collegiate staff will be formally evaluated by their supervisor twice per year. Annual goals and objectives will be developed jointly by each staff member and the supervisor in accordance with the mission and vision of San Leandro Catalyst Collegiate and the school's accountability plan. 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 or her goals, the supervisor will provide appropriate support, training, and development. Staff members not meeting expectations will be given at least one verbal warning followed by two written warnings and thirty (30) days' notice and then may be terminated. In certain instances, staff members may be terminated immediately. If a grievance arises regarding the evaluation process, an employee should attempt to resolve the issue with his or her immediate supervisor. See **Appendix 21: Sample Teacher Evaluation Rubric** and **Appendix 22: Sample School Director Evaluation Rubric** for sample evaluation tools.

The School Director will be evaluated annually by the Board of Directors. This evaluation will be based on the degree to which the school has reached the academic and organizational goals established in the adopted accountability plan. See **Appendix 22: Sample School Director Evaluation Rubric** for a sample evaluation tool. If the School Director fails to reach acceptable academic and organizational outcomes in a timely manner, the Board of Directors may terminate the School Director and seek a qualified replacement.

Element 6: Health and Safety

Governing Law: ***The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:***

(i) ***Include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.***

(ii) ***The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.***

(iii) ***That the school safety plan be reviewed and updated by March 1 of every year by the charter school.***

Education Code Section 47605(b)(5)(F).

Health, Safety, and Risk Management Policies

San Leandro Catalyst Collegiate will adopt and implement a comprehensive set of health, safety, and risk management policies and procedures at the school site to ensure the health and safety of our students, families, and staff. These policies and procedures will be developed in consultation with our insurance carriers and risk management experts. Once a facility has been finalized, San Leandro Catalyst Collegiate will develop a site-specific school Health, Safety, and Emergency Preparedness Plan, which will include procedures to implement the policy statements listed below. The Health, Safety, and Emergency Preparedness Plan will be guided by **California Ed. Code § 35294(a)**.

These policies and procedures will be incorporated into the San Leandro Catalyst Collegiate Student & Family Handbook and the San Leandro Catalyst Collegiate Staff Handbook. Our School Director and Board of Directors will review and update these policies and procedures as necessary on an ongoing basis, and more formally, on an annual basis. San Leandro Catalyst Collegiate shall ensure that all staff members are trained annually on health, safety, and risk management policies and procedures. The following is a summary of San Leandro Catalyst Collegiate's health, safety, and risk management policies.

Health, Safety, and Emergency Preparedness

San Leandro Catalyst Collegiate shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. The Health, Safety, and Emergency Preparedness Plan shall include, but not be limited to, responses to fire, flood, earthquake, terrorist threats, and hostage situations, as well as provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies.

San Leandro Catalyst Collegiate shall ensure that all staff members receive annual training on the San Leandro Catalyst Collegiate's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. The school will require that all staff receive training in emergency and first aid response, including appropriate

"first responder" training or its equivalent. The training, which will occur at least twice per year, will be conducted by a certified instructor and provided during a regularly scheduled professional development session.

San Leandro Catalyst Collegiate shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for onsite use. San Leandro Catalyst Collegiate shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon the District's request.

Discrimination and Sexual Harassment Protection

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

Integrated Complaint and Investigation Procedure

As required by state law, San Leandro Catalyst Collegiate has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas in the form of a Uniform Complaint Policy and Procedures. Under the direction of the San Leandro Catalyst Collegiate Board of Directors, the School Director is responsible for investigation, remediation, and follow-up on matters submitted to San Leandro Catalyst Collegiate through this procedure. The complaint procedures are clearly articulated in San Leandro Catalyst Collegiate's Student & Family Handbook and will be distributed widely in both English and Spanish.

Family Educational Rights and Privacy Act (FERPA)

San Leandro Catalyst Collegiate, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act ("FERPA") and **California Ed. Code § 49060** *et seq.* at all times.

Background Checks

San Leandro Catalyst Collegiate will comply with all applicable state and federal laws regarding the background checks and clearance of all state and federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of San Leandro Catalyst Collegiate will be required to submit to a criminal background check and furnish a criminal record summary as required by **California Ed. Code § 44237** and **45125.1**. New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. San Leandro Catalyst Collegiate shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to **California Ed. Code § 44830.1** and **45122.1**.

The School Director shall monitor compliance with this policy and report to the San Leandro Catalyst Collegiate Board of Directors on an annual basis. The Board Chair shall monitor the fingerprinting and background clearance of the School Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. San Leandro Catalyst Collegiate shall designate and maintain at all times at least one (1) Custodian of Records duly authorized by the California Department of Justice.

Mandated Reporting of Child Abuse

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by San Leandro Unified School District. San Leandro Catalyst Collegiate shall provide mandated reporter training to all employees annually in accordance with **California Ed. Code § 44691**.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by **California Ed. Code § 49406**. Employees will be tested for tuberculosis at least once each four (4) years thereafter, maintaining compliance with state law.

Immunizations

All enrolled students who receive classroom-based instruction and all staff will be required to provide records documenting immunizations as is required at public schools, pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

CPR and First Aid

At least 10% of staff shall be CPR and First Aid trained.

Medication in School

San Leandro Catalyst Collegiate will adhere to **California Ed. Code § 49423** regarding administration of medication in school. San Leandro Catalyst Collegiate will adhere to **California Ed. Code § 49414** regarding epinephrine auto-injectors and training for staff members.

Diabetes

Our school will provide an information sheet regarding type 2 diabetes to the families of incoming and newly enrolled students pursuant to **California Ed. Code § 49452.7**. The information sheet shall include, but shall not be limited to, all of the following:

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

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. San Leandro Catalyst Collegiate will adhere to **California Ed. Code § 49450** *et seq.*, as applicable to the grade levels served by San Leandro Catalyst Collegiate.

Feminine Hygiene Products

San Leandro Catalyst Collegiate will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to **California Ed. Code § 35292.6**.

Bloodborne Pathogens

San Leandro Catalyst Collegiate shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board of Directors shall establish a written Exposure Control Plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Suicide Prevention

San Leandro Catalyst Collegiate shall maintain a policy on student suicide prevention in accordance with **California Ed. Code § 215**.

Drug-Free, Alcohol-Free, and Smoke-Free Environment

Under the Drug-Free Workplace Act of 1988, the Safe and Drug-Free Schools and Communities Act, and the No Child Left Behind (NCLB) Act of 2001, San Leandro Catalyst Collegiate will maintain a drug-free, alcohol-free, and tobacco-free environment.

Facility Safety

San Leandro Catalyst Collegiate shall comply with **California Ed. Code § 47610** by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety. Toward that end, the school:

- Shall be housed in a facility that has received state Fire Marshal approval and that has been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard;
- Shall occupy facilities that comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763, which requires that any building leased or acquired that is to be used as a school or as an administrative building shall maintain an asbestos management plan;
- Shall secure a Certificate of Occupancy before start of school; and
- 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.

If San Leandro Catalyst Collegiate fails to submit a Certificate of Occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with **California Ed. Code § 47610**, not less than thirty (30) days before the school is scheduled to begin operation pursuant to the first year of this charter term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If San Leandro Catalyst Collegiate moves or expands to another facility during the term of this charter, San Leandro Catalyst Collegiate shall provide a Certificate of Occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with **California Ed. Code § 47610**, to the District for each facility at least thirty (30) days before the school is scheduled to begin operations in the facility or facilities. San Leandro Catalyst Collegiate shall not begin operation in any location for which it has failed to timely provide a Certificate of Occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision is not subject to the Dispute Resolution Process.

San Leandro Catalyst Collegiate will maintain on file records documenting such compliance.

Disaster Drills

Students and staff will participate in earthquake, fire, and lock-down drills as required under **California Ed. Code § 32001**.

Element 7: Racial and Ethnic Balance

Governing Law: ***The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.***
Education Code Section 47605(b)(5)(G).[236]

Recruitment Strategy

San Leandro Catalyst Collegiate is dedicated to ensuring and achieving a racial and ethnic balance among its student population that is reflective of the general student population residing within the territorial jurisdiction of San Leandro Unified School District. San Leandro Catalyst Collegiate is also committed to serving significant numbers of students typically underserved. Therefore, we will monitor the racial and ethnic balance of our student population on an annual basis and modify our student recruitment plan to achieve a continually racially and ethnically diverse student population.

Our team at San Leandro Catalyst Collegiate has developed relationships with families, local community organizations, and churches across the city. In addition, we have grown our social media presence by engaging in several key social media platforms and creating an easily accessible website with enrollment information. By continuing to cultivate our community relationships and leveraging our online tools, we expect to recruit a student population that is reflective of the District and the community we seek to serve.

To achieve a racial and ethnic balance reflective of the District, San Leandro Catalyst Collegiate has implemented and will continue to implement a student recruitment strategy that includes, but is not limited to, the following components:

- Design and adopt an open enrollment process with a lengthy timeline that allows for broad-based recruiting and application submission;
- Develop strong relationships within San Leandro through families, staff at local preschools and childcares, staff at local schools, and leaders at community organizations;
- Engage families in community organizing, student recruitment, and family referrals;
- Empower parent leaders to leverage their networks to recruit families;
- Create and distribute promotional and informational materials in a variety of languages, such as English, Spanish, and Tagalog;
- Translate all marketing and enrollment materials, information sessions, and family meetings in Spanish and Tagalog as available;
- Distribute flyers, postcards, and other marketing materials in neighborhoods, grocery stores, coffee shops, restaurants, businesses, churches, local public libraries, community centers, and apartment complexes in low-income neighborhoods in multiple languages;
- Communicate and publish enrollment and recruitment information in local newspapers, online news sources, and social media;

[236] San Leandro Catalyst Collegiate recognizes that as of July 1, 2020 Section 52064.5 will take effect. We will adhere to all components and requirements of this law, including ensuring in addition to achieving a racial and ethnic balance, we will ensure our special education and English learner student populations are reflective of the general population residing within the District.

- Host family and community outreach events throughout the community with locations, dates, and times scheduled in a manner that ensures the greatest amount of community knowledge and interest to the greatest extent possible;
- Host information sessions to share information about San Leandro Catalyst Collegiate's mission and educational program;
- Organize and conduct family workshops to share San Leandro Catalyst Collegiate's key design principles and program-specific strategies;
- Engage in outreach meetings and develop partnerships with local churches, community organizations, and faith-based groups, neighborhood associations, civic organizations, athletic facilities, youth groups, and community-based agencies that serve the various racial, ethnic, and interest groups of the District;
- Attend specific community events such as the Bayfair Farmers' Market and Downtown San Leandro Farmers' Market;
- Schedule meetings with district officials and principals of local schools to recruit students from overcrowded schools and students who may benefit from a school that works to meet physical, social, emotional, and academic needs of each child;
- Communicate clearly in all outreach efforts and marketing materials that San Leandro Catalyst Collegiate is open to all students, including those who come from underserved backgrounds, low-income households, identify as English learners, or have special learning needs; and
- Conduct a yearly evaluation process to adjust recruitment strategy as needed, due to changes in demographics or outreach needs.

Examples of our informational flyers are found in **Appendix 6: Informational Flyers**. A sample draft of our student recruitment plan is included in **Appendix 7: Student Recruitment Plan**. The San Leandro Catalyst Collegiate Board of Directors and school staff will review San Leandro Catalyst Collegiate's student demographic data at least annually in order to adjust as necessary to the outreach and recruitment strategies listed above.

We are committed to ensuring that all outreach efforts are accessible and welcoming to students and families from all backgrounds. San Leandro Catalyst Collegiate shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Element 8: Admission Policies and Procedures

Governing Law: ***Admission policies and procedures, consistent with subdivision (d).***
Education Code Section 47605(b)(5)(H).

Assurances

San Leandro Catalyst Collegiate targets historically underserved students for enrollment. San Leandro Catalyst Collegiate is a nonsectarian, tuition-free public school. As such, San Leandro Catalyst Collegiate will admit all grade-level eligible (TK-5) pupils who wish to attend, up to the school's capacity, in accordance with **California Ed. Code § 47605(d)(2)(A)**.

San Leandro Catalyst Collegiate will be open to all California residents and admission shall not be determined based on prior academic achievement or place of residence of the student or of the student's family in the State of California, except as is required by **California Ed. Code § 47605(d)(2)(B)**. San Leandro Catalyst Collegiate shall not limit access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, students who are economically disadvantaged, foster youth, or students based on race, ethnicity, or sexual orientation.

San Leandro Catalyst Collegiate will be a school of choice, and in compliance with **California Ed. Code § 47605(f)**, no student will be required to attend San Leandro Catalyst Collegiate.

San Leandro Catalyst Collegiate will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in **California Ed. Code § 220**.

San Leandro Catalyst Collegiate shall abide by **California Ed. Code § 47605(d)(1)** and shall not charge tuition, nor discriminate against any student based on the characteristics listed in Education Code Section 220.

San Leandro Catalyst Collegiate shall admit all students who wish to attend San Leandro Catalyst Collegiate. There will be no test, assessment, or interview as a condition for enrollment in San Leandro Catalyst Collegiate. Admission, except in the case of a public random drawing ("lottery"), shall not be determined by the place of residence of the student or the family of the student within the state. In accordance with **California Ed. Code § 49011** and **47605(d)(2)(B)(iv)**, admission preferences shall not require mandatory family volunteer hours as a criterion for admission or continued enrollment.

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

nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

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

San Leandro Catalyst Collegiate shall clearly define a lottery process and include lottery preferences as approved by the authorizer at a public hearing.

San Leandro Catalyst Collegiate will adhere to all state and federal laws regarding the minimum and maximum age for public school attendance in charter schools. In accordance with **California Ed. Code § 48000**, children must meet minimum age requirements for enrollment. Transitional kindergarten students must have their fifth birthday between September 2nd and December 2nd of the school year. The Board of Directors may make exceptions on a case-by-case basis to admit a student who attains the age of five years at any time during the school year if they determine it would be in the best interest of the child and the parents of the child are informed about the advantages and disadvantages of this early admittance.

Kindergarten students must have their fifth birthday on or before September 1st of the school year. The Board of Directors may make exceptions on a case-by-case basis to admit a student who attains the age of five years at any time during the school year if they determine it would be in the best interest of the child and the parents of the child are informed about the advantages and disadvantages of this early admittance. Proof of the child's age must be presented at the time of enrollment as described in **California Ed. Code § 48002**. San Leandro Catalyst Collegiate will abide by **California Ed. Code 47612(b)** and will not enroll students over nineteen (19) years of age who have not been continuously enrolled in public school and making satisfactory progress toward graduation.

Admissions Process

San Leandro Catalyst Collegiate will actively recruit a student population with a balance of racial and ethnic students, special education students, and English learner students, including re-designated fluent English proficient students, that is reflective of the general population residing within the territorial jurisdiction of the school district San Leandro Unified School District. San Leandro Catalyst Collegiate is also committed to serving significant numbers of students who are traditionally underserved. Both commitments are reflected, and will continue to be reflected, in our community outreach and recruitment efforts. The admission process for prospective students and their families will include:

- An optional school tour (in Year 1 of operation and beyond);

- Optional attendance at an enrollment meeting[237] to understand San Leandro Catalyst Collegiate's mission and educational program; and
- Completion and submission of an application form, which is comprised of basic information (i.e., name, address, contact information, grade level, and eligibility for admission preference(s)).

San Leandro Catalyst Collegiate will admit all students who wish to attend, subject to capacity. An open enrollment period will be publicly advertised by San Leandro Catalyst Collegiate for admission in the following school year. Families may attend an enrollment meeting to learn more about the school's mission and academic program and fill out an application form. At the close of the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than its capacity. If more applications are received than there are available slots, San Leandro Catalyst Collegiate will hold a public, random drawing ("lottery") moderated by a neutral third party in a public location to determine the following school year's admission for the impacted grade level(s), with the exception of existing San Leandro Catalyst Collegiate students, who are guaranteed admission for the following school year.

Information on the lottery process, timeline, and location will be provided to families during the optional enrollment meeting. The lottery process will be transparent and fair, and families need not be present to participate. Families and students will be informed of their admission to San Leandro Catalyst Collegiate via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each subsequent year and will be exempt from the lottery process if they provide continued enrollment paperwork by the published deadline. However, if the student disenrolls, the student will need to submit a new application for admission.

If necessary, San Leandro Catalyst Collegiate will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first open enrollment window.

Admission Preferences

San Leandro Catalyst Collegiate is committed to representing the diversity of San Leandro and providing a high-quality school choice to children historically underserved based on background, socioeconomic status, learning ability, and language status. To reflect our values, in the event of a public random drawing, admission to San Leandro Catalyst Collegiate shall be granted in the following order of preference and according to the following rationale with the exception of existing students, who will be guaranteed admission in the following school year:

1. Siblings of students admitted to or attending San Leandro Catalyst Collegiate to keep families together.
2. Children of Founding Families of San Leandro Catalyst Collegiate (not to exceed 10% of the total enrollment), as defined by the Founding Family Designation below in accordance with

[237] Multiple optional enrollment meetings will be held on different days of the week and times of day, allowing parents to schedule attendance at their convenience and preference.

California Ed. Code § 47605(d)(2)(A), to honor the efforts and dedication of Founding Families.

3. Children of full-time employees and Board of Directors of San Leandro Catalyst Collegiate (not to exceed 10% of the total enrollment) to honor the work and commitment of staff and board members.
4. Students zoned to attend underperforming schools within the District, in which 55% or more of students quality for free or reduced-price lunch, to provide an equitable, high-quality public school option for students and families in San Leandro.
5. Students residing within the 94578 zip code and within the District boundaries, as required by **California Ed. Code § 47605(d)(2)(B)**, to serve as a high-quality public school option for students and families in San Leandro.
6. Other students residing within the District boundaries, as required by **California Ed. Code § 47605(d)(2)(B)**, to serve as a high-quality public school option for students and families in San Leandro.
7. All other applicants.

Admission preferences are applied to provide applicants who meet the group criteria detailed below to participate with a weighted advantage in a lottery process. These groups and their weighted advantages will include the following: (1) students zoned to attend underperforming schools within the District, in which 70% or more of students quality for free and reduced-price lunch, (2) 94578 zip code residents within the San Leandro Unified School District, and (3) San Leandro residents within the San Leandro Unified School District

Applicants zoned to attend underperforming schools within the District, in which 70% or more of students quality for free and reduced-price lunch, shall be drawn in a separate pool, until a minimum of 60% of all available grade lottery spots have been filled. Once the minimum of 60% of all available lottery spots have been filled, all remaining applicants in this pool shall be combined with all other San Leandro resident applicants residing in 94578 zip code. In the case that there are fewer applicants in this pool than 60% of all available lottery spots, the remainder of the available spots will be made available to the pool of all other San Leandro resident applicants. The percentage of students in this separate pool shall be at minimum 60% with additional spaces in this pool subject to annual review by the San Leandro Catalyst Collegiate Board of Directors.

Applicants zoned to attend District schools within the 94578 zip code, shall be drawn in a separate pool, until a minimum of 25% of all available grade lottery spots have been filled. Once the minimum of 25% of all available lottery spots have been filled, all remaining applicants in this pool shall be combined with all other San Leandro resident applicants for the remainder of the lottery draw. In the case that there are fewer applicants in this pool than 25% of all available lottery spots, the remainder of the available spots will be made available to the pool of all other San Leandro resident applicants. The percentage of students in this separate pool shall be at minimum 25% with additional spaces in this pool subject to annual review by the San Leandro Catalyst Collegiate Board of Directors.

Applicants must provide proof of residence during enrollment. San Leandro residents who provide proof of residence within the San Leandro Unified School District will be drawn in a separate pool prior to residents outside of San Leandro.

San Leandro Catalyst Collegiate and the District agree to adhere to the requirements related to admission preferences as set forth in **California Ed. Code § 47605(d)(2)(B)(i)-(iv)**.

Founding Family Designation

San Leandro Catalyst Collegiate is dedicated to partnering and working closely with families to advance our mission. The Founding Team at San Leandro Catalyst Collegiate has cultivated these partnerships during our founding stages, with some families leading and/or contributing to our community outreach efforts. In recognition of their efforts, we seek to designate these families as "Founding Families."

To qualify for this designation, a family must contribute significant personal time in founding efforts, including, but not limited to, holding events with other parents, tabling, collecting petition signatures, and disseminating flyers prior to the holding of a lottery, if necessary. Families shall not be required to make any financial contribution to earn designation as a Founding Family. The following definitions, requirements, and descriptions apply to the "Founding Family" designation in accordance with **California Ed. Code § 47605(d)(2)(A)**:

- "Founding Families" are defined as parent(s), legal guardian(s), or individual(s) who commit to supporting the development of San Leandro Catalyst Collegiate through the completion of meaningful tasks during its founding stages.
- Assistance in the initial development of San Leandro Catalyst Collegiate is not a prerequisite or condition for becoming a Founding Family; families who are unable to attempt or complete meaningful tasks will not be turned away.
- There shall be no requirement that Founding Families contribute funds or a specific numbers of hours as a part of their commitment.
- Interested Founding Families will be designated on a first-come, first-served basis; San Leandro Catalyst Collegiate will not utilize any selection process whatsoever in determining Founding Families. San Leandro Catalyst Collegiate will not actively advertise the Founding Family designation.
- Founding Families have and will support San Leandro Catalyst Collegiate during its founding stages, which have begun with San Leandro Catalyst Collegiate's proposal stages and will end on the first day of instruction.
- Founding Family status cannot be delegated or transferred to other individuals.
- Admission preference for children of Founding Families may apply during the life of the charter as long as students who receive this preference do not constitute more than 10% of the school's enrollment. The admission preference is applicable to all children of San Leandro Catalyst Collegiate's Founding Families even if the children do not begin attending San Leandro Catalyst Collegiate until after the first year of school operation.

Lottery and Waitlist Procedures

In the event that a lottery is necessary, lottery rules will be communicated to all parties present at the lottery, orally and in writing, in both English and Spanish, including applicable enrollment preferences. Prior to any student names being drawn from the lottery, students who qualify for

preference will be identified. Student names will be pulled during the lottery by an uninterested third party selected by the School Director. To ensure the fairness and propriety of the admission lottery, the following process shall be followed:

- Student names will be printed on slips of paper and placed into a box, with enrollment preferences identified by visible mark.
- Lottery will be conducted by grade level.
- Upon being drawn, student names will be read aloud twice and recorded in chronological order, to include student name, an assigned number corresponding to the order it was drawn, student contact information, and any preference identifiers.
- The recording and review of lottery results will be conducted by an uninterested third party different from and unrelated to the individual who conducted the public lottery. A final review of lottery results, including a review of appropriate distribution of seats to students with preferences, will be completed prior to an announcement of final lottery results.

Student names will be drawn until all open seats are filled. Remaining names will be pulled and placed in chronological order to populate the waitlist. Students applying for admission after the open enrollment period will be held in abeyance for subsequent lotteries, if needed. At any time, a family may request to be removed from the waitlist, with any such requests being granted immediately. Waitlists shall be valid for the duration of the applicable school year for which the lottery populating the waitlist took place.

Families of students included in the lottery will be notified of enrollment and waitlist status by phone and/or U.S. mail within two (2) weeks of the lottery. Students offered admission for the upcoming school year will be required to complete enrollment documents within four (4) weeks of notification of an offer for admission. Following the lottery, and within two (2) weeks of distributing initial notification enrollment status based on the lottery, the school will hold an information session for families to answer any outstanding questions prior to the deadline for submitting enrollment documents.

If a seat becomes available for students on the waitlist, families will be notified and offered admission in chronological order, as identified on the waitlist. Families notified of admission from the waitlist up until two (2) weeks prior to the start of the school year must confirm enrollment and complete enrollment documents within three (3) business days of notification. Families notified of an open seat from the waitlist less than two (2) weeks prior to the start of the school year or during the course of the school year must confirm enrollment and complete enrollment documents within seventy-two (72) hours of notification. In the event a family declines an offer for a seat, the next student in chronological order on the waitlist shall be offered a seat until the seat is filled. In no event shall a waitlist be applicable for more than one (1) school year. Students on a waitlist who are not offered a seat prior to the conclusion of a given school year must apply for enrollment the following year.

San Leandro Catalyst Collegiate shall maintain records of applications, lottery, waitlists, enrollment, and notifications related thereto. Policies related to enrollment and lottery shall be available at the school site. Records of lottery, enrollment, and waitlists shall be made available,

upon request, for public viewing, provided. However, student identification information, including identification numbers, shall not be included in such records.

Families must submit a completed Student Enrollment Form for all students who secure a seat at San Leandro Catalyst Collegiate.

During any period of discretionary grant funding from the U.S. Department of Education, San Leandro Catalyst Collegiate will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) regarding lotteries. In the event any provisions included here are deemed to conflict with Charter Schools Program Non-Regulatory Guidance (CSP NRG), San Leandro Catalyst Collegiate will modify its lottery procedures to ensure compliance and eligibility for federal funding.

Timeline

Figure 71 illustrates the tentative application, public random drawing, and admission schedule and process as proposed, and may be amended by San Leandro Catalyst Collegiate as necessary. If necessary and appropriate, the timeline may be amended without any need to formally materially revise the charter as long as changes are communicated to the District and are posted on San Leandro Catalyst Collegiate's website.

It is San Leandro Catalyst Collegiate's intent to align the schedule with the District schedule for school options. The final schedule and due dates will be communicated to prospective families and students on San Leandro Catalyst Collegiate's website, through the school newsletter, and through local publications and information sessions. In Year 1, if the charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter time frame.

Figure 71: Proposed Enrollment Process Timeline for 2021-22 School Year

Date	Step in Process
November 1, 2020	• Applications available.
November 2020-February 2021	• Multi-lingual information sessions held in small- and large-group settings with community partners, including, but not limited to, individual families, preschools, daycares, churches, and community organizations. • Optional enrollment meetings held on multiple days of the week and multiple times of day. Instructions for applying through the online application portal shared during the optional enrollment meeting. • Application materials sent out to target students and families in their preferred language.
March 3, 2021	• Application deadline occurs.
March 17, 2021	• Public random drawing ("lottery") held, if necessary.
March 18-31, 2021	• Enrollment results and packets mailed. • Phone calls made to families. • If applicable, waitlist letters distributed to families of students not granted admission through the public random drawing ("lottery").
April 15, 2021	• Deadline to confirm intent to enroll and submit enrollment packet.

April 16-May 31, 2021	• If necessary, second enrollment period takes place, including two (2) enrollment meetings and one (1) public drawing.
June 1-30, 2021	• If necessary, third enrollment period takes place, including two (2) enrollment meetings and one (1) public drawing.

Enrollment

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

- Student enrollment form;
- Proof of immunization;
- Proof of withdrawal from previous school (if applicable);
- Proof of residence;
- Home language survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum age requirements; and
- Release of records[238] (if applicable).

Family Educational Rights and Privacy Act (FERPA)

San Leandro Catalyst Collegiate, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act ("FERPA") and **California Ed. Code § 49060** *et seq.* at all times.

[238] San Leandro Catalyst Collegiate shall not request a student's records or require a parent, guardian, or student to submit the student's records to San Leandro Catalyst Collegiate before enrollment.

Element 9: Annual Financial Audits

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

Annual Financial Audits

In compliance with **California Ed. Code § 47605(b)(5)(I)** and **47605(m)**, the Board of Directors of San Leandro Catalyst Collegiate will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the school's financial affairs. Money is allocated in the annual and multi-year budget to cover the cost of audits (refer to proposed multi-year budget attached as **Appendix 13: Budget**). The books and records of San Leandro Catalyst Collegiate will be kept in accordance with Generally Accepted Accounting Principles (GAAP), and the audit will check the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and review the school's internal controls. The audit will follow Generally Accepted Accounting Principles (GAAP) and be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of San Leandro Catalyst Collegiate as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The San Leandro Catalyst Collegiate Board of Directors will select the auditor after conducting a formal request for proposals from qualified auditors with experience in educational finance. The independent auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider.

The San Leandro Catalyst Collegiate Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four (4) months of the close of the fiscal year, and a copy of the auditor's report will be sent to the charter liaison, or its designee, of the San Leandro Unified School District, the Superintendent of Alameda County, the State Controller, and to the California Department of Education by certified mail by the 15th of December of each year. The Finance Committee of the San Leandro Catalyst Collegiate Board of Directors (which oversees audits) in conjunction with the School Director will then review any audit exceptions or deficiencies within thirty (30) days of Board review and issue an acceptance of the audit to San Leandro Catalyst Collegiate's Board of Directors with recommendations on how these will be resolved. Finally, the Board of Directors will submit a formal report to the District, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. The anticipated timeline will incorporate any recommendations from the auditor and shall reflect discussions with the District as to a reasonable timeline for resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in **Element 14: Dispute Resolution Process**. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of San Leandro Catalyst Collegiate is public record and will be provided to the public upon request.

Annual Programmatic Audits

San Leandro Catalyst Collegiate will provide to San Leandro Unified School District an annual performance report. This report will include at least the following information:

- Summary data showing student progress toward the goals and outcomes listed above;
- Summary of major decisions and policies set forth by the San Leandro Catalyst Collegiate Board of Directors during the year;
- Data demonstrating family involvement in the San Leandro Catalyst Collegiate's governance (and other facets of our school) and summary data from school surveys;
- Data regarding the number of staff working at the school and their qualifications;
- A copy of the San Leandro Catalyst Collegiate's health and safety policies and any major changes to those policies during the year;
- Data showing whether San Leandro Catalyst Collegiate implemented the means listed in the charter to strive to achieve a racially and ethnically diverse student population reflective of the territorial jurisdiction of the District;
- A comprehensive review of San Leandro Catalyst Collegiate's admissions practices during the year, including information regarding the number of students enrolled, students on waiting lists, and students expelled and/or suspended;
- Analysis of the effectiveness of San Leandro Catalyst Collegiate's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints;
- Summary data showing stakeholder satisfaction results from school surveys; and
- Any other information regarding the educational program, administrative, legal and governance operations of San Leandro Catalyst Collegiate relative to compliance with the terms of the charter generally.

San Leandro Catalyst Collegiate and San Leandro Unified School District will jointly develop any additional content, evaluation criteria, timelines, and process for the annual performance report. San Leandro Catalyst Collegiate will use the data in the performance report to assess and improve upon its educational programming on an ongoing basis.

The above-referenced annual performance report and the State-mandated School Accountability Report Card (SARC) will be submitted to San Leandro Unified School District within the timelines agreed upon by San Leandro Unified School District and San Leandro Catalyst Collegiate and will be made available to the public.

Element 10: Suspension and Expulsion

Governing Law: ***The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:***

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

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

- ***(I)*** ***Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.***
- ***(II)*** ***Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.***

(iii) ***Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).***

Education Code Section 47605 (b)(5)(J).

School Culture

The overall goal of discipline at San Leandro Catalyst Collegiate is to develop the habits and values of lifelong learners, including the following:

- Respect for diverse perspectives, backgrounds, and experiences;
- Conflict resolution through communication skills;
- Agency in making ethical and moral choices; and
- Personal ownership and responsibility to community.

At San Leandro Catalyst Collegiate, we believe that our culture conveys who we are and the values we stand for as a community. A positive school culture has a significant impact on student and adult experiences, feelings, and, therefore, achievement. Our school will establish and reinforce a strong school culture that supports learning by clearly communicating expectations,

consistently implementing a fair behavior management system, and providing opportunities for learning and redemption. Our discipline framework incorporates elements of restorative practices and socioemotional learning to help students develop an internal moral code. By ensuring our students experience spaces that allow them to exemplify core values, opportunities to demonstrate expected behaviors, a discipline system rooted in community restoration, our students will develop moral agency and make choices that allow them to be positive, engaged leaders of our community.

In every San Leandro Catalyst Collegiate classroom, a strong culture of academic and personal excellence is palpable. Teachers deliver high-quality lessons and instruction urgently and purposefully. They hold students to high academic and behavioral expectations because teachers operate with the conviction that all students can and will excel at high levels. All San Leandro Catalyst Collegiate teachers and adults execute and maintain management expectations consistently, ensuring that our students have uniform, shared learning experiences across our school. Our expectations are clearly communicated, practiced, and internalized by our staff so that San Leandro Catalyst Collegiate students know exactly what is expected of them, how they are expected to engage in learning, and why each expectation matters for learning.

Our school culture is further supported and reinforced by our parents and families. Strong relationships between teachers and students as well as staff and families form the foundation of our school culture. These relationships are cultivated through our initial Home Visits, family and student-led conferences, and frequent family communication. Parents and families at San Leandro Catalyst Collegiate feel welcomed and included in the learning process at school as demonstrated by consistent family attendance at monthly *cafecitos* and highly engaged family leadership team (called "Catalyst Collegiate Family Champions"). Because there is strong clarity and consistent, shared messaging about our school's **CREATE core values** and how they are manifested in our expectations, our school culture allows both students and adults grow into the best versions of themselves. We embody, live, and exercise our CREATE core values, understanding that our values communicate our identity as a community.

School Values

A set of core values is one essential element contributing to a culture of academic success and personal excellence. As such, San Leandro Catalyst Collegiate will develop and sustain an exceptional school culture that teaches and rewards positive skills and behaviors. Our culture of positive behavior and academic achievement is grounded on the teaching and practice of our **CREATE core values: curiosity, resilience, enthusiasm, agency, team, and excellence**. At San Leandro Catalyst Collegiate, we will live and exercise our CREATE core values each and every day. Our CREATE core values are outlined and defined below:

Curiosity: *We embrace new ideas, ask critical questions, and never stop learning.*
We operate with a lens of curiosity, eager to learn about the way things work and understand the diverse perspectives others bring to the table. We listen attentively, ask critical questions, and exercise humility. We lead with empathy and listen from a place of care, curiosity, and openness to challenge our own assumptions. We suspend judgment and adopt an assets-based approach to different perspectives. We have curious minds; we go to new places and are open to testing, learning, and iterating as we go. In order to thrive, both as individuals and as a team, we must continuously learn, evolve, and share our discoveries with each other.

Resilience: *We stick to our promises and do not give up when setbacks occur.*
We stay the course, no matter how difficult that may be. Even in the face of adversity, we tell the hard truths and meet challenges head on. We regularly reflect on our current practices, habits, and mistakes. We welcome positive and critical feedback while constantly looking for ways to improve ourselves. When we experience setbacks, we do not give up and persist. When we work hard and stay focused, we believe anything is possible.

Enthusiasm: *We participate fully in everything we do with positivity and eagerness.*
We laugh and enjoy the learning process by engaging completely in everything we do. We show up with a positive orientation, get to school on time, and are prepared to learn. We commit to building an encouraging, caring, and positive environment. We believe that eagerness and excitement for what we do spills over into all parts of our lives and positively affects our relationships.

Agency: *We believe in ourselves and our ability to make a collective difference.*
At our core, we hold the belief that we have a personal and collective responsibility to create a more just world. We move with a strong sense of urgency and purpose, knowing that we are the master of our destinies and creators of our futures. We carefully consider every choice we make because we understand that the actions we take today affect future outcomes. We believe that our individual actions contribute to a long-term, collective impact. We make choices every day that leads positive change in our own lives and the world around us.

Team: *We encourage, support, and collaborate with each other.*
The collective is stronger than the individual. We know that we are more powerful when we are together than when we are alone. We deliver more success through shared goals and mutual support. We actively find ways to encourage and uplift our community. In moments of challenge and difficulty, we support ourselves and one another. We intentionally build and cultivate relationships with each other. We take care of those around us. Our team is one big family. We support each other, help each other, and genuinely care about each other and our community.

Excellence: *We hold high standards for ourselves and for each other, go the extra mile, and take pride in our work.*
We work hard because we are committed to our individual growth as learners and our collective impact as community members. We demonstrate pride in ourselves, our school, and our community. We do our best in all of our endeavors and never settle. In everything we do, we challenge our ideas of what is possible in order to deliver excellence. We stand for what is just and right and hold ourselves to a high level of ethical standards.

Discipline System

In service of our mission and grounded in our core belief that all students can achieve academic success and personal excellence, we will implement a disciplinary system that will hold all students to a high level of comportment that is developmentally appropriate and fully supports the safety and learning of every child. We will teach, model, reinforce, and practice purposeful routines and structures, San Leandro Catalyst Collegiate students will develop moral agency and personal responsibility for holding themselves to high behavioral standards and expectations.

We will work closely with families and embed socioemotional learning skills in our instructional program to support students develop self and social management, two critical skills that encourage students to engage in both internal and external conflict resolution.

Family Involvement

We will clearly work and communicate with families around discipline well before the school year starts during our Home Visits. All students and families will be introduced and onboarded to the school's disciplinary approach and discipline policy during our Home Visits prior to the start of the school year. During our Home Visits, we will communicate our school's Code of Conduct, uniform policy, homework expectations, annual calendar, attendance expectations, and family involvement opportunities. Families will be encouraged to sign the Catalyst Collegiate Contract of Excellence during the home visit to indicate their formal support for San Leandro Catalyst Collegiate's expectations and consent to the expectations outlined in the San Leandro Catalyst Collegiate Student & Family Handbook. The discipline policies will be revisited again throughout the school year in classes, back to school night, and Family Workshop Nights among others.

In grades TK-2, families will receive daily behavior reports that indicate whether their child is meeting behavioral expectations. In grades 3-5, families will receive weekly behavior reports that specify whether their child is meeting behavior expectations. We will encourage regular conversations between families and their children to foster and reinforce developmentally appropriate reflection on behavior. Parents will continue to be invited to voice their opinions of San Leandro Catalyst Collegiate's disciplinary approach and policies and to offer suggestions through the bi-annual surveys.

Expected Behaviors

Schoolwide expectations are clear, concise, and positively stated statements outlining appropriate behaviors in each setting. These statements reflect the language, culture, and values of our school community. Similarly, establishing schoolwide expectations supports all students to know exactly what is expected of them in each space, creating a more predictable and structured environment conducive to learning.[239] When expectations are clearly visible, adults are taught and normed on execution, and students are taught the expectations and receive ongoing feedback, students are much more likely to engage in desired behaviors.[240]

Schoolwide expectations at San Leandro Catalyst Collegiate will provide our staff with shared language to use when they teach, remind, recognize, and correct students. During our summer Induction Training, school leadership team will communicate, model, and practice implementation and execution of our schoolwide expectations with all staff. Staff will internalize the language and approach to modeling and teaching schoolwide expectations so that all students experience consistency and predictability. Promoting our schoolwide expectations at San Leandro Catalyst Collegiate will build a positive school culture that allows all adults and students to demonstrate excellence every day.

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[239] Mazur, Erica L., et al. "Behavioral Expectations Tip Sheet." Tennessee Behavior Supports Project, Vanderbilt University, https://vkc.mc.vanderbilt.edu/assets/files/resources/tbsp-behaviorexpectationstips.pdf.

[240] Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to Practice. *Education & Treatment of Children, 31*(3), 351-380.

Figure 72 below describes the expected behaviors aligned to our CREATE core values at San Leandro Catalyst Collegiate.

Figure 72: Expected Behaviors Aligned to CREATE Core Values	
Core Value	**Student Action**
Curiosity	• I take risks and ask critical questions. • I explore new ideas and consider fresh perspectives by listening and refraining from making judgments right away. • I take initiative to try and find answers to questions.
Resilience	• I keep working hard even when the problem is difficult. • I embrace feedback and analyze my mistakes so I can improve. • I manage my emotions during challenging academic and social situations.
Enthusiasm	• I come to school every day on time, prepared with materials and ready to learn. • I fully participate in school activities and meaningfully contribute to group work. • I celebrate my peers with cheers when they are working hard. • I make eye contact and greet others with a strong handshake and a bright smile. • I track the speaker, showing that I am eager to listen.
Agency	• I believe I am the creator of my future and I have the power to shape my life. • I make good choices and respect all physical spaces in our school community. • I advocate for myself and for all members of my school community. • I use a strong voice and communicate loudly and proudly.
Team	• I help my peers, notice when someone needs help, and lend a hand. • I encourage my peers with silent support when they are thinking of responses. • I listen to my peers in class, build off their answers, and add to the conversation with my own thoughts.
Excellence	• I stay engaged in class and keep my body in a learning stance. • I take pride in and do my best on all of my work, at school and at home. • I use time well and spend minimal time out of class (i.e., restroom, office, etc.).

Moral Development and Behavior Accountability

Our goal at San Leandro Catalyst Collegiate is for our students to leave our school with an internalized moral compass that guides them to make ethical choices throughout their lives as they pursue personal excellence and demonstrate collective responsibility in school, college, career, and life. This end goal is reflected by a child's growth according to Kohlberg's Stages of Moral Development, as outlined in **Figure 73**, which provides a framework for actions corresponding to our core values.

Figure 73: Kohlberg's Stages of Moral Development	
Stage	**Behavior Orientation**
Level I Pre-Conventional (TK-2)	Children at this stage are focused on an obedience and punishment orientation. They conform to avoid getting in trouble. Students respond most strongly to explicit provision or denial of privileges or rewards.
Level II Conventional (3-4)	Children at this stage are focused on conforming to acceptable roles in a given social structure. They do not want to be singled out as being bad and are concerned about pleasing others. Students respond most strongly to being acknowledged as being an exemplary member of their social group.

Level III Post-Conventional (5)	Children at this stage are internalizing beliefs about what is right and wrong, based upon recognition that mutual respect and acceptable behavior are necessary to maintain order in society. Students at this stage are more intrinsically motivated and will respond most strongly to opportunities to engage in self-reflection and opportunities to modify their own behavior.

Grades TK-2: In TK-2, students are most likely to exhibit Level I behavior orientation. Students in grades TK-2 learn best how to carry themselves in various settings by receiving ongoing feedback about their behavior. As students receive behavioral feedback, they know if they are "in trouble" and adjust their behavior accordingly. Each day, San Leandro Catalyst Collegiate teachers will provide written feedback on daily behavior reports to communicate with families about their child's behavior. Families are informed about their child's behavioral status through visual colored stamps. Each colored stamp corresponds to a behavior standard: red denotes unacceptable behavior ("rough day red"), yellow denotes acceptable behavior ("yikes yellow"), green denotes good behavior ("great day green"), and silver denotes exemplary behavior ("super star silver"). At the conclusion of each week, students in TK-2 who earn a positive behavior report consistently each day will receive special privileges in our community. These special privileges include student leadership roles during Community Circles, special jobs and responsibilities throughout the school, or additional opportunities to participate in school trips or college visits.

During the day, students at the pre-conventional stage – grades TK-2 – will have behavior monitored by teachers with a color-coded behavior system, the color clip chart. The color clip chart is a yardstick broken up into fourths, with the bottom fourth red, above that yellow, above that green, and finally silver at the top. Each color corresponds to a behavior standard: red denotes unacceptable behavior ("rough day red"), yellow denotes acceptable behavior ("yikes yellow"), green denotes good behavior ("great day green"), and silver denotes exemplary behavior ("super star silver"). All students at San Leandro Catalyst Collegiate start the day with their clothespin clip (labeled with their name) on green. Over the course of the day, students' clothespins clips move up and down the color clip chart as they practice expected student behaviors; students' clothespins will move up the color clip chart on the yardstick when they demonstrate our school's CREATE core values and their clothespins will move down the yardstick when they require redirection for not meeting schoolwide expectations.

Grades 3-4: In grades 3-4, students are most likely to exhibit Level II behavior orientation. Students in grades 3-4 receive feedback on their behavior on a weekly basis, except in cases of egregious or extraordinary behaviors, during which families are immediately notified. San Leandro Catalyst Collegiate students with positive weekly behavior reports earn special privileges within our school community. These special privileges include student leadership roles during Community Circles, special jobs and responsibilities throughout the school, or additional opportunities to participate in school trips or college visits.

We will utilize a community-based management system, starting in grade 3, modeled from and inspired by RISE Prep Mayoral Academy, a high-performing public charter school in Woonsocket, Rhode Island.[241] On the whiteboard, there will be categories of impact on our community printed and laminated in the following order from top to bottom: leading our

[241] In 2018-19, 76.00% of students at RISE Prep Mayoral Academy met or exceeded English language arts/literacy standards and 66.00% met or exceeded mathematics standards, as measured by the Rhode Island Comprehensive Assessment System (RICAS).

community, contributing to our community, participating in our community, taking away from our community, and realigning with our community. All students at San Leandro Catalyst Collegiate start the day with their individual magnet (labeled with their name) on the contributing to the community category. Over the course of the day, students' individual magnets move up and down the categories as they demonstrate expected student behaviors; students' individual magnets will move up a category on the whiteboard when they demonstrate our school's CREATE core values and their individual magnets will move down a category when they require redirection for engaging in behaviors not aligned with our CREATE core values. At the end of each school day, teachers will consider the average of where student's individual magnets fell throughout the school day and record it on the student's individual weekly behavior report. The weekly behavior reports will be sent home with students for family review and signature on Friday, to be returned to school on Monday. By applying a community-based classroom management system, we expect our students at San Leandro Catalyst Collegiate to gradually develop a strong internal moral code not only for themselves but also one that takes into account our overall community.

Grade 5: In grade 5, students are most likely to begin exhibiting Level III behavior orientation. Because our mission at San Leandro Catalyst Collegiate is to prepare all students to excel and thrive in middle school, high school, and beyond, we will begin orienting our students into a post-convention orientation. While we will continue to use our community-based management system and weekly behavior reports, the emphasis moves away from leveraging extrinsic rewards and moves closer to intrinsic benefits as motivation for exemplary behavior. Students who are motivated extrinsically to uphold our CREATE core values do so because they strongly identify with and have internalized our core set of community values. The main reward for students in grade 5 comes from the understanding that they are contributing as committed members to our school community. To support students as they transition to middle school in grade 6, where students may not necessarily experience robust systems of intrinsic and extrinsic reward systems, we will continue to recognize students in grade 5 who uphold our CREATE core values, although rewards at the Level III stage will be less frequent compared to those at the Level I and II stages.

Incentive Systems

As much as possible, we will encourage students to engage in exemplary behavior through clear expectations, effective practice opportunities, and positive reinforcements. Class-wide and schoolwide incentives, including school trips, student leadership roles, and the like, will be awarded based on attendance, homework completion, and demonstration of our school's CREATE core values. We will also reinforce values and uphold our vision for a strong, positive school culture through rituals and celebrations. San Leandro Catalyst Collegiate's incentive system is included in **Figure 74** below.

Figure 74: Incentive System by Grade Level

Grade	Incentive Type	Incentive
TK-2	Super Star Silver on Daily Behavior Report	• Silver-colored stamp on student's daily behavior report • Family Circle recognition
	Super Star Silver on Daily Behavior Report Each Day of the Week	• Family Circle recognition • Community Circle recognition • Positive note home

		• Special job and responsibility in class or at school • Creator of the Week blazer
	Super Star Silver on Daily Behavior Report Each Day of a Month	• Family Circle recognition • Community Circle recognition • Positive note home • Positive phone call home • Special job and responsibility in class or at school • College Friday Pass in lieu of uniform • Extracurricular school trip
3-4	Leading / Contributing to Our Community on Weekly Behavior Report One Day of the Week	• Happy face for specific day on student's weekly behavior report • Family Circle recognition
	Leading / Contributing to Our Community on Weekly Behavior Report Each Day of the Week	• Family Circle recognition • Community Circle recognition • Positive note home • Special job and responsibility in class or at school • Creator of the Week blazer
	Leading / Contributing to Our Community on Weekly Behavior Report Each Day of the Month	• Family Circle recognition • Community Circle recognition • Positive note home • Positive phone call home • Special job and responsibility in class or at school • College Friday Pass in lieu of uniform • Extracurricular school trip • Additional college visit
5	Leading / Contributing to Our Community on Weekly Behavior Report One Day of the Week	• Happy face for specific day on student's weekly behavior report • Family Circle recognition
	Leading / Contributing to Our Community on Weekly Behavior Report Each Day of the Week	• Family Circle recognition • Community Circle recognition • Positive note home • Special job and responsibility in class or at school • Creator of the Week blazer
	Leading / Contributing to Our Community on Weekly Behavior Report Each Day of the Month	• Family Circle recognition • Community Circle recognition • Positive note home • Positive phone call home • Special job and responsibility in class or at school • College Friday Pass in lieu of uniform • Extracurricular school trip • Additional college visit

Addressing Misbehavior

San Leandro Catalyst Collegiate will systematically utilize and implement elements of Lee Canter's *The Behavior Management Cycle* to support students meet behavior expectations and

establish strong environments conducive to learning.[242] The behavior management system developed by Lee Canter is composed of three steps, which must be administered in sequence:

1. Teachers clearly communicate the explicit and specific directions they need students to follow;
2. Teachers positively narrate students on task to reinforce expectations; and
3. Teachers correct and/or redirect students still not meeting expectations, using a pre-established consequence ladder.

Teachers who consistently use and implement this management approach in classrooms often do not advance to the third and final step – administering consequences – because students are clear on behavioral expectations and received several opportunities to correct themselves. When taking corrective action or administering consequences (i.e., moving the clip down the color chip chart or moving the individual magnet down a category), teachers must do so with emotional constancy. More specifically, teachers must use a neutral tone to avoid escalating a student and engaging in an unproductive (sometimes, harmful) interaction with a student. Furthermore, teachers assign consequences from a pre-established ladder that has been clearly communicated and reviewed with students and families so that all stakeholders know what and why a consequence is appropriate. The goal of our management system outlined below is to increase the amount of time students spend in class. The consequence ladder within San Leandro Catalyst Collegiate classrooms is included in **Figure 75** below.

The number of opportunities for students to correct their behavior and meet behavioral expectations differ between lower school (TK-2) and upper school. In lower school, we view our responsibility as adults at San Leandro Catalyst Collegiate is to teach, practice, and correct behavior as early as possible so that students are set up for success in upper school. Once students in lower school have mastered strong self-sufficiency and self-management habits, they have a better sense of how to carry themselves and interact with other peers and stakeholders in upper school. Students in upper school (3-5) have slightly more opportunities to correct their behavior and schoolwide expectations because as they get older, they gradually learn that they have moral agency.

Figure 75: Classroom Management System by Grade Level

Grade	Consequence	Teacher Action
TK-2	0 – Silver	No teacher action.
	1 - Green	Teacher provides 1 verbal corrective action and/or redirect in each instructional block. Teacher moves clothespin to green on color clip chart yardstick.
	2 – Yellow	Teacher provides 1 verbal corrective action and/or redirect in each instructional block. Teacher moves clothespin to yellow on color clip chart yardstick. Teacher engages in a conversation with student during class.
	3 – Red	Teacher provides 1 verbal corrective action and/or redirect in each instructional block. Teacher moves clothespin to red on color clip chart yardstick. Teacher engages in a conversation with student during class and makes a phone call home.

[242] Canter, Lee. *Lee Canter's Classroom Management*. Hawker Brownlow Education, 2009.

	4 – Double Red	Teacher sends student out of class for a restorative conversation with School Director. This is a community violation. School Director checks in with student during class and teacher out of class. School Director and student make a phone call home. Student and teacher engage in a restorative conversation.
3-5	0 – Leading Our Community	No teacher action.
	1 – Contributing to Our Community	No teacher action.
	2 – Participating in Our Community	Teacher provides 3 verbal and/or nonverbal corrective actions and/or redirects in each instructional block. Teacher moves student's individual magnet to "participating in our community" category on the whiteboard. Teacher engages in a conversation with student during class.
	3 – Taking Away from Our Community	Teacher provides 3 verbal and/or nonverbal corrective actions and/or redirects in each instructional block. Teacher moves student's individual magnet to "taking away from our community" category on the whiteboard. Teacher engages in a conversation with student during class and makes a phone call home.
	4 – Realigning with Our Community	Teacher sends student out of class for a restorative conversation with School Director. This is a community violation. School Director checks in with student during class and teacher out of class. School Director and student make a phone call home. Student and teacher engage in a restorative conversation.

When a student reaches a level 4 consequence level, this is a community violation, which will result in a restorative conversation. During the restorative conversation, the student meets with the teacher while that teacher is available, and both parties seek to understand each other's experiences, acknowledge each other's feelings, and problem-solve ways they could have done the moment differently. These restorative conversations serve as a method for both the student and the teacher to better understand each other, recognize each other's humanity, and continue to build a learning partnership with each other.[243] A sample restorative conversation framework document is included in **Appendix 23: Restorative Conversation Framework**.

For more severe cases, students will be referred to the office for a conference with a parent and the School Director. For the most severe cases, a student may be referred to the School Director for consideration of suspension (in- or out-of-school) or expulsion in accordance with the policies described below.

Recognizing that behavior is a form of communication, our schoolwide discipline ladder aims to understand the root causes of a student's misbehavior and problem-solve with stakeholders to meet the unmet needs of the student and support the student in making positive behavioral changes. This system is aligned with our multi-tiered system of support (MTSS) program, which is described in great detail in **Element 1: Plan for Students Not Meeting Student Outcomes**. **Figure 76** outlines our school's system for schoolwide discipline ladder.

[243] Hammond, Zaretta, and Yvette Jackson. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students*. Corwin, a SAGE Company, 2015.

Figure 76: Schoolwide Discipline System		
Consequence	**Corrective Consequences**	**Description**
1-3 Community Violations (Referrals)	• Reflection Time • Phone Call • Restorative Conversation in Family Circle or Community Circle	School Director (joined by the Dean of Culture in Year 4 and beyond) checks in with student during class and teacher out of class. School Director (joined by the Dean of Culture in Year 4 and beyond) and student make a phone call home. Student and teacher engage in a restorative conversation. Student will also engage in a public apology as part of conflict & relationship work during Family Circle or Community Circle.
4-5 Community Violations (Referrals)	• Reflection Time • Phone Call • Restorative Conversation • in Family Circle or Community Circle SST Process • Behavior Support Plan	All actions listed under the consequence level for 1-3 community violations (referrals) will apply in addition to the ones described for this consequence level. School Director, Dean of Culture (in Year 4 and beyond), and respective teachers will initiate the Student Support Team (SST) process, facilitate family conferences, and develop a behavior support plan (BSP).
6+ Community Violations (Referrals)	• Reflection Time • Phone Call • Restorative Conversation • in Family Circle or Community Circle SST Process • Behavior Support Plan • Functional Behavior Assessment	All actions listed under the consequence level for 1-3 community violations (referrals) will apply in addition to the ones described for this consequence level. Student Support Team (SST) will work with Learning Specialist (Manager of Student Supports in Year 3 and beyond) to conduct a functional behavior assessment. The School Director will continue engaging with and working closely with family of student to problem-solve.

Discipline Policies

San Leandro Catalyst Collegiate has developed and maintains a comprehensive set of student discipline policies. These policies will be summarized in San Leandro Catalyst Collegiate's Student & Family Handbook and will clearly describe the school's expectations regarding expected behaviors, attendance, substance abuse, violence, safety, and work habits.

We recognize that students will on occasion make poor choices that warrant further consequences than listed above. If necessary, students will be suspended from class while remaining on campus. Suspensions where a child is required to stay home will be used in cases when the safety of the child or others is in question. The School Director or designee may, pursuant to the school's adopted discipline policies, ultimately suspend students who fail to comply with the terms of the student policies. The School Director or designee may, pursuant to the school's adopted discipline policies, ultimately recommend students who fail to comply with the terms of the student policies for expulsion by the San Leandro Catalyst Collegiate Board of Directors.

Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school's Board of Directors upon

recommendation of the School Director. The school's policies clarify specifically for what infractions students may be suspended and/or expelled. All students accused of any such infractions will be provided their due process rights as mandated by law and in accordance with district and county policies. This will involve a collection and analysis of facts, a meeting with the students involved and their families around the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and students with exceptional needs.

Assurances

San Leandro Catalyst Collegiate shall notify, within thirty (30) days, the superintendent of the school district of any pupil who is expelled or leaves San Leandro Catalyst Collegiate without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. San Leandro Catalyst Collegiate shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to **California Ed. Code § 47605(d)(3)**. San Leandro Catalyst Collegiate shall define any student dismissal under San Leandro Catalyst Collegiate's disciplinary procedure, or termination of a student's right to attend San Leandro Catalyst Collegiate under its disciplinary procedure, as an "expulsion" under the Education Code.

In the case of a special education student, or a student who receives 504 accommodations, San Leandro Catalyst Collegiate will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the School Director or designee will convene a review committee to determine (1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or (2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

Suspension and Expulsion Policies

These suspension and expulsion policies have been established to promote learning and protect the safety and well-being of all students at San Leandro Catalyst Collegiate. In creating this policy, San Leandro Catalyst Collegiate has reviewed **California Ed. Code § 48900** *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of **California Ed. Code § 48900** *et seq.* San Leandro Catalyst Collegiate is committed to an annual review of policies surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as San Leandro Catalyst Collegiate's policy and

procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. San Leandro Catalyst Collegiate staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The policy and procedures will be distributed as part of the San Leandro Catalyst Collegiate Student & Family Handbook and will clearly describe discipline expectations. Discipline includes, but is not limited to, the following: advising and counseling students, implementing the behavior management system, conferring with families, utilizing detention during and after school hours, using alternative educational environments, and enforcing suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. San Leandro Catalyst Collegiate administration shall ensure that students and their parents and guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy and procedures are available on request at the School Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Absences resulting from out-of-school suspensions for less than five (5) days will not excused.

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

No student shall be involuntarily removed by San Leandro Catalyst Collegiate for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until San Leandro Catalyst Collegiate issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Grounds for Suspension and Expulsion

Behavior matters related to suspension and expulsion will be handled by the School Director. If a student is persistently disruptive to the learning process of other students, the School Director will intervene to conference with the disruptive student in order to calm the situation and return the student to class as soon as possible, as a productive and contributing community member. Any breaches of community that are so egregious that they might warrant suspension or expulsion will be handled by the School Director.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus;
- during, going to, or returning from school sponsored activities.

Enumerated Suspension and Expulsion Offenses

1. Discretionary Suspension Offenses

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

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same 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, which includes, but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products.
- 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 Health and Safety Code Section 11014.5.

- Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purpose of preventing that student from being a witness and/or retaliating against that pupil for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- Made terroristic threats against school officials or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment as defined in **California Ed. Code § 212.5**. For the purposes of this section, the conduct described in **California Ed. Code § 212.5** must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in the **California Ed. Code § 233(e)**. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    A. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    B. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, video, or image.
        ii. A post on a social network Internet Web site including, but not limited to:
            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
            (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
            (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
        iii. An act of cyber sexual bullying.
            (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described

in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- Possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

3. Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same 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, which includes, but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products.
- 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 Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Possessed, sold, or otherwise furnished a knife unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purpose of preventing that student from being a witness and/or retaliating against that pupil for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- Made terroristic threats against school officials or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- Committed sexual harassment as defined in **California Ed. Code § 212.5**. For the purposes of this section, the conduct described in **California Ed. Code § 212.5** must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in the **California Ed. Code § 233(e)**. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    A. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    B. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, video, or image.
        ii. A post on a social network Internet Web site including, but not limited to:
            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
            (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and

without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

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

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

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

- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- Possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

If it is determined by the Administrative Panel, Board of Directors, or appointed subset of the Board, that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

Involuntary Student Disenrollment, Dismissal, or Transfer

No student shall be involuntarily removed by San Leandro Catalyst Collegiate for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until San Leandro Catalyst Collegiate issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Suspension Procedures

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent due process for suspension. Suspensions shall be initiated according to the following procedures:

1. Hearing

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

The conference may be omitted if the School Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with **California Ed. Code § 47605(b)(5)(J)(i)**. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with San Leandro Catalyst Collegiate officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

For suspensions of fewer than ten (10) days, San Leandro Catalyst Collegiate will provide oral or written notice of the charges against the student. If the student denies the charges, San Leandro Catalyst Collegiate will provide explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story.

For suspensions of ten (10) days or more, San Leandro Catalyst Collegiate will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within a two (2) school days, the school will also hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

2. Suspension Time Limits & Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Director or School Director's designee, the student and the student's parent or guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when San Leandro Catalyst Collegiate has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parents fail to attend the conference.

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

3. Suspension Setting

In order to support student learning and maintain the student's connection to the school community, every effort will be made to provide for in-school suspension rather than at home suspension. In-school suspension may be served within a student's general classroom or, if the general classroom setting is not appropriate under the circumstances, in a separate space with constant supervision and support from a member of the instructional team.

If a student is suspended, the parent or guardian will be called and a letter will be sent home with the student, stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who receives a suspension notice, will be required to return home for the remainder of the day on which the violation is made. For an in- school suspension, the student will report to school the next day, but the student will remain in the office for the day. For an at-home suspension, the student is to not report to school the next day.

4. Multiple Suspensions

Upon a student's third suspension in one year, the student will be referred to the Student Support Team. The Student Support Team – made up of one school leadership team member, the student's teacher, the referring teacher (if applicable), and any outside consultants necessary (i.e., school psychologist, etc.) – will meet to devise an intervention plan for the student. The Student Study Team reserves the right to refer the student to the San Leandro Catalyst Collegiate Board of Directors or appointed subset of the Board for an expulsion hearing.

Upon a student's fourth suspension in one year, the student will be referred to the San Leandro Catalyst Collegiate Board of Directors or appointed subset of the Board for an expulsion hearing.

5. Disciplinary Records

San Leandro Catalyst Collegiate shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available to the authorizer upon request.

6. Appeal of Suspension

The suspension of a student will be at the discretion of the School Director or designee at San Leandro Catalyst Collegiate. Parents or guardians will be notified in advance of enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. A suspension appeal will be heard by the School Director, and upon consideration, the School Director's decision is final.

Authority to Expel

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

A student may be expelled either by the neutral and impartial San Leandro Catalyst Collegiate Board of Directors or appointed subset of the Board following a hearing before it or by the San Leandro Catalyst Collegiate Board of Directors or appointed subset of the Board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors or appointed subset of the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the San Leandro Catalyst Collegiate School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors or appointed subset of the Board shall make the final determination.

Expulsion Procedures

The petition provides the following assurances related to expulsion:

- San Leandro Catalyst Collegiate will provide timely, written notice of the charges against the student and an explanation of the student's basic rights;
- Within two (2) school days, the school will hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate; and
- If a pupil is expelled or leaves San Leandro Catalyst Collegiate without graduating or completing the school year for any reason, San Leandro Catalyst Collegiate shall notify the superintendent of the school district of the student's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information.

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent due process for expulsion. Expulsions shall be initiated according to the following procedures:

1. Hearing

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

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

2. Notice to Parents or Guardians

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

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of San Leandro Catalyst Collegiate's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent or guardian's obligation to provide information about the student's status at San Leandro Catalyst Collegiate to any other school district or school to which the student seeks enrollment;

- The opportunity for the student's or student's parent or guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

3. Record of Hearing

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

4. Presentation of Evidence

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in **California Ed. Code § 48900**, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors or appointed subset of Board, which will make a final determination regarding the expulsion. The final decision by the Board of Directors or appointed subset of Board shall be made within ten (10) calendar days following the conclusion of the hearing. The decision of the Board of Directors or appointed subset of Board is final. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his or her educational program.

5. Written Notice to Expel

The School Director or designee, following a decision of the Board of Directors or appointed subset of the Board to expel, shall send written notice of the decision to expel, including the Board of Directors' or appointed subset of the Board's adopted findings of fact, to the student or parent or guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent or guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with San Leandro Catalyst Collegiate.

The School Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

6. Disciplinary Records
San Leandro Catalyst Collegiate shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available to the authorizer upon request.

7. Expelled Pupils & Alternative Education
Parents or guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. San Leandro Catalyst Collegiate shall work cooperatively with parents or guardians as requested by parents or guardians or by the school district of residence to assist with locating alternative placements during expulsion.

8. Rehabilitation Plans
Students who are expelled from San Leandro Catalyst Collegiate shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors or appointed subset of the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to San Leandro Catalyst Collegiate for readmission.

9. Readmission
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors or appointed subset of the Board following a meeting with the School Director or designee and the pupil and parent or guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Director or designee shall make a recommendation to the Board of Directors or appointed subset of the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon San Leandro Catalyst Collegiate's capacity at the time the student seeks readmission or admission.

San Leandro Catalyst Collegiate will provide enrollment information to pupils who have been expelled and their families. Students may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

10. No Right to Appeal
The pupil shall have no right of appeal from expulsion from San Leandro Catalyst Collegiate as the Board of Directors' or appointed subset of the Board's decision to expel shall be final.

However, the pupil and family of the pupil may file an appeal with the Alameda County Board of Education within thirty (30) days after the Board of Directors' decision.[244] The review

[244] "California Expulsion Attorneys Explain School Expulsion Hearings: WK." *Wallin & Klarich*, Wallin & Klarich, 2019, https://www.wklaw.com/school-expulsion-hearings/.

conducted by the Alameda County Board of Education of the Board's decision shall be limited to the following questions:

- Whether the Board of Directors acted without or in excess of its jurisdiction;
- Whether there was a fair hearing before the Board;
- Whether there was a prejudicial abuse of discretion in the hearing; and
- Whether there is relevant material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Board of Directors.

The Alameda County Board of Education will determine whether to affirm, reverse, or remand the matter back to the Board of Directors at San Leandro Catalyst Collegiate.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his or her right to (a) receive five days' notice of his or her scheduled testimony, (b) have up to two (2) adult support persons of his or her choosing present in the hearing at the time he or she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

San Leandro Catalyst Collegiate must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he or she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

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

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

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

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

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP or 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral

intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards & Manifestation Determination

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

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

If San Leandro Catalyst Collegiate, the parent, and relevant members of the IEP or 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If San Leandro Catalyst Collegiate, the parent, and relevant members of the IEP or 504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP or 504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that San Leandro Catalyst Collegiate had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and San Leandro Catalyst Collegiate agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

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

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

5. Special Circumstances

San Leandro Catalyst Collegiate personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The School Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified to be eligible for special education and related services and who has violated a code of student conduct may assert the procedural safeguards if San Leandro Catalyst Collegiate had knowledge that the student was disabled before the behavior occurred. Knowledge on the part of San Leandro Catalyst Collegiate includes:

- The parent/guardian has expressed concern in writing, or orally, to supervisory or administrative personnel of San Leandro Catalyst Collegiate that the child is in need of special education and related services.

- The parent/guardian has requested a special education evaluation of the child.
- The student is in the process of being assessed for special education.
- The student has a section 504 plan.
- The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child to the School Director and/or the Manager of Student Supports (Year 3 and beyond) of San Leandro Catalyst Collegiate or to other supervisory personnel of San Leandro Catalyst Collegiate.

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

Element 11: Staff Retirement System

Governing Law: ***The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.***
Education Code Section 47605(b)(5)(K).

Retirement Benefits

San Leandro Catalyst Collegiate will make all contributions legally required of employers in California, such as Medicare, workers' compensation insurance, unemployment insurance, and any other employer payroll obligations. San Leandro Catalyst Collegiate will not participate in the California State Teachers' Retirement System (CalSTRS) or the California Public Employees' Retirement System (CalPERS).

All employees of San Leandro Catalyst Collegiate will be eligible for a 403(b) retirement account and have the option to contribute voluntarily from their salary. Employees can contribute to the 403(b) plan at any rate and San Leandro Catalyst Collegiate will match contributions up to 5%. The Manager of Operations (Years 1-2) and Director of Operations (Year 3 and beyond), along with the support of the School Director and a back office provider, shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all San Leandro Catalyst Collegiate employees.

In compliance with **California Ed. Code § 47611**, we will inform all applicants for positions within the school about their retirement options and transferability, or lack thereof, of retirement programs.

Certificated Personnel

Certificated personnel will be covered by Social Security and have the option of participating in a 403(b) retirement account.

Classified Personnel

Classified personnel will be covered by Social Security and have the option of participating in a 403(b) retirement account.

Other Personnel

Other personnel aside from those certificated and classified will be covered by Social Security and have the option of participating in a 403(b) retirement account.

Element 12: Attendance Alternatives

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

Attendance Alternatives

San Leandro Catalyst Collegiate is a "school of choice," and our school recognizes that student attendance is voluntary. Thus, no student shall be required to attend San Leandro Catalyst Collegiate. Students who live within the boundaries of San Leandro Unified School District who choose not to attend San Leandro Catalyst Collegiate may attend other schools within the District or pursue an intra-district transfer in accordance with existing enrollment and transfer policies of the District. Students who reside outside the boundaries of San Leandro Unified School District must pursue enrollment in their District or county of residence or apply for an inter-district transfer in accordance with the applicable enrollment policies of the District or county of resident.

The parent or guardian of each student enrolled in San Leandro Catalyst Collegiate will be informed on admissions forms that students shall have no right to admission in a particular school of a local educational agency (LEA) as a consequence of enrollment in San Leandro Catalyst Collegiate, except to the extent that such a right is extended by the local educational agency (LEA).

Element 13: Employee Return Rights

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

Employee Return Rights

No public school district employee shall be required to work at San Leandro Catalyst Collegiate. All staff at San Leandro Catalyst Collegiate shall be considered employees of San Leandro Catalyst Collegiate and shall have no automatic right to employment or reemployment in San Leandro Unified School District unless specifically granted by the District through a leave of absence or other agreement.

Existing District employees who wish to seek a leave of absence for employment at San Leandro Catalyst Collegiate may apply for a leave of absence in accordance with District policies and procedures and/or collective bargaining agreements, as applicable. San Leandro Catalyst Collegiate employees shall have any right upon leaving a local educational agency (LEA) to work in San Leandro Catalyst Collegiate that the local educational agency (LEA) may specify, any rights of return to employment in a local educational agency (LEA) after employment in San Leandro Catalyst Collegiate that the local educational agency (LEA) may specify, and any other rights upon leaving employment to work in San Leandro Catalyst Collegiate that the local educational agency (LEA) determines to be reasonable and not in conflict with any law.

Absent agreement with San Leandro Unified School District to the contrary, staff of San Leandro Catalyst Collegiate shall not continue to earn service credit (tenure) at the District while employed by San Leandro Catalyst Collegiate. The length of the leave shall not be for less than one (1) year, or more than the duration of the initial charter renewal or five (5) years, whichever is less. Vacation time, sick leave, and years of service credit accrued at San Leandro Unified School District, any other school district, ACOE, or San Leandro Catalyst Collegiate shall not transfer to the other entity unless otherwise agreed upon by the employer and employee. Employment by San Leandro Catalyst Collegiate provides no rights of employment at any other entity, including any rights in the case of closure of San Leandro Catalyst Collegiate.

Element 14: Dispute Resolution Process

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

Intent

The intent of San Leandro Catalyst Collegiate's Dispute Resolution Process is to:

- Resolve disputes within San Leandro Catalyst Collegiate pursuant to San Leandro Catalyst Collegiate's policies.
- Minimize the oversight burden on the District.
- Ensure a fair and timely resolution to disputes.
- Frame a charter oversight and renewal process and timeline as to avoid disputes regarding oversight and renewal matters.

San Leandro Catalyst Collegiate recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as an entry point for developing dispute resolution procedures. Should any section of this element pertaining to resolving disputes be in conflict with District policies or desired protocols, then the charter is amenable to altering said areas through the Memorandum of Understanding (MOU) process to be mutually agreed upon.

San Leandro Catalyst Collegiate acknowledges the District's ongoing right to inspection or observe San Leandro Catalyst Collegiate under **California Ed. Code § 47607** *et seq.* and such inspection and observation is not subject to this dispute resolution mechanism.

Internal Disputes

Disputes arising from within the school, including all disputes among and between students, staff, families, volunteers, advisors, partner organizations, and San Leandro Catalyst Collegiate Board of Directors, shall be resolved pursuant to policies and processes developed by the school.

San Leandro Catalyst Collegiate shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Families, students, San Leandro Catalyst Collegiate Board of Directors, volunteers, advisors, staff, and partner organizations shall be provided a copy of San Leandro Catalyst Collegiate's policies and internal dispute resolution process.

If an employee has a grievance, the first step in attempting to resolve the dispute is to engage in a good faith effort with San Leandro Catalyst Collegiate administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, a timeline for implementation, and follow-up. If the good faith effort is unsuccessful, the employee may submit a written complaint to the Board Chair of the San Leandro Catalyst Collegiate Board of Directors. The Board Chair will schedule a hearing of the Board at a mutually convenient time and place for discussion of the complaint with all parties involved, but no later than thirty (30) calendar days

after receipt of the written complaint and notification to the employee. Board members who are interested parties will recuse themselves from grievance procedures if such members have a conflict of interest in the subject of the proceedings. A decision as established by a majority vote of the members of the Board of Directors hearing the grievance will be rendered within ten (10) working days at the conclusion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued, and the final decision will be made within ten (10) working days after the last hearing. The decision of the Board of Directors of San Leandro Catalyst Collegiate will be final.

The District shall not intervene in any such internal disputes without the consent of the San Leandro Catalyst Collegiate Board of Directors and shall refer any complaints or reports regarding such disputes to the San Leandro Catalyst Collegiate Board of Directors or San Leandro Catalyst Collegiate's School Director for resolution pursuant to the school's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the San Leandro Catalyst Collegiate Board of Directors has requested the District to intervene in the dispute.

External Disputes

San Leandro Catalyst Collegiate and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. San Leandro Catalyst Collegiate is deeply committed to partnering and working with the District as much as possible.

The staff and the Board of Directors of San Leandro Catalyst Collegiate agree to attempt to resolve all disputes between the District and San Leandro Catalyst Collegiate regarding this charter pursuant to the terms of this section. All will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Not Leading to Revocation: Dispute Resolution

The staff and San Leandro Catalyst Collegiate Board of Directors agree to attempt to resolve all disputes between the District and San Leandro Catalyst Collegiate regarding this charter pursuant to the terms of this section. As stated above, all will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and San Leandro Catalyst Collegiate, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

1. Written Notification

In the event of a dispute between San Leandro Catalyst Collegiate and the District, San Leandro Catalyst Collegiate staff, employees, and the Board of Directors of San Leandro Catalyst Collegiate and the District agree to first frame the issue in written format ("Written Notification") and to refer the issue to the District Superintendent and School Director of San Leandro Catalyst Collegiate, or their respective designees. Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this

charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification.

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

2. Written Response

A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail.

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

3. Issue Conference

The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

4. Mediation

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

5. Legal Recourse

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

Disputes That Could Lead to Revocation: Charter School Due Process

1. Dispute Statement

In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with **California Ed. Code § 47607**, San Leandro Catalyst Collegiate requests that this shall be noted in written format ("Dispute Statement"), although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with **California Ed. Code § 47607** and its implementing regulations.

2. First Issue Conference

In the event that the District determines that San Leandro Catalyst Collegiate has engaged in an act that could lead to revocation of the charter, the District Superintendent and School Director, or their respective designees, shall have a face-to-face meeting within five (5) days of the District's designee's determination that a violation has occurred. The purpose of the face-to-face meeting is to meet and confer in a timely fashion to attempt to resolve the dispute. Present in the face-to-face meeting shall be at least the Superintendent of the District or designee and San Leandro Catalyst Collegiate School Director.

3. Second Issue Conference

In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District Superintendent and the School Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the Dispute Statement.

4. Timeline for Curing Violation

If after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to San Leandro Catalyst Collegiate outlining the alleged violation and demanding the violation be cured. San Leandro Catalyst Collegiate shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.

5. Mediation

If the joint meeting fails to resolve the dispute, the District Superintendent and the School Director, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the District Superintendent and the School Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the Dispute Statement. The costs of the mediator shall be split equally between the District and San Leandro Catalyst Collegiate.

6. Legal Recourse

If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and San Leandro Catalyst Collegiate. The only binding results are those

to which the both the District and the school agree or those which are issued as rulings by a legal body.

Oversight, Reporting, Revocation, and Renewal

As mentioned above, San Leandro Catalyst Collegiate acknowledges the District's ongoing right to inspection or observe San Leandro Catalyst Collegiate under **California Ed. Code § 47607** *et seq.* and such inspection and observation is not subject to this dispute resolution mechanism. The District may inspect or observe any part of the school at any time but shall provide reasonable notice to the School Director prior to any observation or inspection.

If the District Board of Education believes it has cause to revoke the charter, the District agrees to notify the San Leandro Catalyst Collegiate Board of Directors in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

The District agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in **Element 9: Annual Financial Audits**.

Family Complaints

San Leandro Catalyst Collegiate has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. San Leandro Catalyst Collegiate will not, at any time, refer complaints to the District.

The complaint procedures include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an ombudsperson for situations in which the School Director is the subject of the complaint. The complaint procedures are clearly articulated in San Leandro Catalyst Collegiate's Student & Family Handbook and will be distributed widely.

San Leandro Catalyst Collegiate will designate at least one (1) employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with San Leandro Catalyst Collegiate alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. San Leandro Catalyst Collegiate will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

San Leandro Catalyst Collegiate will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

San Leandro Catalyst Collegiate will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Element 15: Closure Procedures

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

School Closure

In the event that San Leandro Catalyst Collegiate closes and does not continue operating under this charter or a different charter, the following procedures, which are adapted from the procedures recommended by the California Department of Education, shall be utilized to ensure a final audit of San Leandro Catalyst Collegiate to determine the disposition of all assets and liabilities of San Leandro Catalyst Collegiate, including plans for disposing any net assets and for the maintenance and transfer of student records.

Documentation of Closure Action

The decision to close San Leandro Catalyst Collegiate for any reason will be documented by an official action of the San Leandro Catalyst Collegiate Board of Directors. The action will identify the reason for San Leandro Catalyst Collegiate's closure (i.e., the charter was revoked, not renewed, or closed voluntarily) and the effective date of the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

Notification and Timeline

The San Leandro Catalyst Collegiate Board of Directors, or its designee, will promptly notify families and students of San Leandro Catalyst Collegiate, San Leandro Unified School District, the Alameda County Office of Education, San Leandro Catalyst Collegiate's SELPA (if applicable), the retirement systems in which San Leandro Catalyst Collegiate's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. The notice will also include the following information:

- The name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
- The students' school districts of residence; and
- The manner in which families may obtain copies of student records, including specific information on completed courses and credits that meet promotion or graduation requirements.

The San Leandro Catalyst Collegiate Board, or its designee, will ensure that the notification of closure to the families and students of San Leandro Catalyst Collegiate provides information to assist families and students in locating suitable alternative programs. This notice will be provided promptly to the families and students of San Leandro Catalyst Collegiate following the Board's official action to close San Leandro Catalyst Collegiate.

The San Leandro Catalyst Collegiate Board, or its designee, will also develop a list of students in each grade level and the classes they have completed, together with information on the students' school districts of residence, which they will provide to the entity responsible for closure-related activities. In the event that any students reside outside the District, the San Leandro Catalyst Collegiate Board, or its designee, will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfer.

Management of Student Records

As applicable, San Leandro Catalyst Collegiate will provide families, students, and the District with copies of all appropriate student records and will otherwise support students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. San Leandro Catalyst Collegiate will ask the District to store original records of San Leandro Catalyst Collegiate's students.

All records of San Leandro Catalyst Collegiate shall be transferred to the District upon school closure. If the District will not or cannot store the records, San Leandro Catalyst Collegiate shall work with the Alameda County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

Financial Audit and Reports

As soon as reasonably practical, San Leandro Catalyst Collegiate will prepare final financial records. San Leandro Catalyst Collegiate will also have an independent audit completed within six (6) months after the closure of the school. This may coincide with the regular annual audit of San Leandro Catalyst Collegiate. San Leandro Catalyst Collegiate will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant (CPA) selected by the School and will be provided to the District promptly upon its completion. The purpose of the audit is to determine the net assets or net liabilities of San Leandro Catalyst Collegiate. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to San Leandro Catalyst Collegiate.

Pursuant to **California Ed. Code § 47604.33**, San Leandro Catalyst Collegiate will complete and file any annual and academic reports required, in addition to the final audit.

Dissolution of Assets

On closure of San Leandro Catalyst Collegiate, all assets of San Leandro Catalyst Collegiate, including, but not limited to, all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of San Leandro Catalyst Collegiate and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity upon the dissolution of the nonprofit public benefit corporation. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, San Leandro Catalyst Collegiate shall remain solely responsible for all liabilities arising from the operation of the School.

As San Leandro Catalyst Collegiate is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of San Leandro Catalyst Collegiate, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. San Leandro Catalyst Collegiate will utilize the reserve fund to undertake any expenses associated with the closure procedures identified
above.

Charter Supplemental Information

Special Education

San Leandro Catalyst Collegiate recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the San Leandro Unified School District and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. Our special education program will provide a Free and Appropriate Public Education (FAPE) and will offer students a wide range of services to ensure their academic success in accordance with our mission and all applicable special education laws at the state and federal level, including, but not limited to, the Title II of the American with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act (ADA), and any other civil rights laws enforced by the U.S. Department of Education Office of Civil Rights (OCR). We assure that San Leandro Catalyst Collegiate complies with AB 602, San Leandro Unified School District guidelines, and all California laws pertaining to students with special needs.

The following description regarding how special education and related services will be provided and funded is being proposed by San Leandro Catalyst Collegiate for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with **California Ed. Code § 47605(b)**. As long as San Leandro Catalyst Collegiate operates as a school of the San Leandro Unified School District for special education purposes (pursuant to **California Ed. Code § 47641(b)**), the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of San Leandro Catalyst Collegiate and the San Leandro Unified School District. The language that follows is not meant to preclude alternative arrangements between the San Leandro Unified School District and San Leandro Catalyst Collegiate as agreed upon in the MOU.

SELPA Affiliation

San Leandro Catalyst Collegiate shall initially be deemed, by default, a public school of San Leandro Unified School District for purposes of special education, pursuant to **California Ed. Code § 47641(b)**. However, San Leandro Catalyst Collegiate reserves the right to apply and become an independent Local Education Agency (LEA) member in a SELPA for purposes of special education. In this case, San Leandro Catalyst Collegiate will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to **California Ed. Code § 47641(a)**. A change in LEA status or SELPA membership shall not require a material revision of this charter.

San Leandro Catalyst Collegiate is in contact with and considering application to the Sonoma County SELPA, Los Angeles County SELPA, and El Dorado County Office of Education (EDCOE) Charter SELPA.

Financial Plan

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

The documents listed below are attached as **Appendix 13: Budget**:

- A projected first year budget, including startup costs; and
- Financial projections and cash flow for the first five years of operation.

San Leandro Catalyst Collegiate shall provide reports to San Leandro Unified School District and Alameda County Superintendent of Schools as follows in accordance with **California Ed. Code § 47604.33**, and shall provide additional fiscal reports as requested by San Leandro Unified School District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to **California Ed. Code § 47605(g)** will satisfy this requirement.

2. By July 1, a Local Control and Accountability Plan ("LCAP") and an annual update to the Local Control and Accountability Plan required pursuant to **California Ed. Code § 47606.5**.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of San Leandro Catalyst Collegiate's annual, independent financial audit report for the preceding fiscal year shall be delivered to San Leandro Unified School District, State Controller, California Department of Education and Alameda County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to San Leandro Unified School District shall include an annual statement of all San Leandro Catalyst Collegiate's receipts and expenditures for the preceding fiscal year.

San Leandro Catalyst Collegiate shall provide reporting to San Leandro Unified School District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by **California Ed. Code § 47604.33** and **47605(m)**, the School Accountability Report Card ("SARC"), and the Local Control and Accountability Plan ("LCAP").

San Leandro Catalyst Collegiate agrees to and submits to the right of San Leandro Unified School District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with **California Ed. Code § 47604.32** and **47607**.

Pursuant to **California Ed. Code § 47604.3**, San Leandro Catalyst Collegiate shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from San Leandro Unified School District.

Budget

The attached budget and cash flow projects are based on estimates of the actual revenue streams and expenditures required to fully implement San Leandro Catalyst Collegiate as described in this charter petition. San Leandro Catalyst Collegiate consulted and worked closely with EdTec in the construction of the budget and the development of accurately projected revenues, expenses, and cash flow (see **Appendix 13: Budget)**.

The budget narrative for San Leandro Catalyst Collegiate, included below, details revenues and expenditures for the school from startup (Year 0 in budget) through Year 5 (Year 5 in budget).

The budget and accompanying narrative align to the mission, academic program, and priorities of San Leandro Catalyst Collegiate, and demonstrates the financial viability of the school.

Budget Principles

In building a fiscally conservative and accurate budget, we followed and maintained a set of core principles. These principles are described in detail below.

- **Ensure Healthy Surplus:** San Leandro Catalyst Collegiate recognizes the financial challenges startup schools encounter with fewer enrolled students and costs pertinent to facilities and staffing. It is imperative, then, to construct a conservative budget that takes this into consideration. The school has built a budget that builds a healthy reserve by the end of the first year of operation.

- **Plan for Facilities Costs Conservatively:** San Leandro Catalyst Collegiate intends to apply for District facilities through Proposition 39. In order to serve the community described within this charter petition, we wish to have facilities located within the 94578 zip code. San Leandro Catalyst Collegiate has also engaged in a search for commercial properties that could safely and effectively house the enrollment for the first two years of operation, as a second option for facilities if the Proposition 39 process does not yield a result acceptable to enrolled families.

- **Estimate Staff Salaries Conservatively:** All contracts at San Leandro Catalyst Collegiate are at-will contracts. Therefore, salaries will not be directly proportional to experience or degree. We estimated staff salaries conservatively in building our budget. For instance, we budgeted all teachers (i.e., Lead, Enrichment, ELD, and Learning Specialist) beginning with a salary of ~$73,700 (equivalent to a teacher with 5 years of experience on the school salary schedule), although we know that some teachers will come with less experience. Each year, the budget reflects a salary increase of 1.5% to accommodate cost-of-living increases with an additional 1.5% for step increases on the salary schedule. Should additional startup money become available, we would increase the 1.5% COLA to 2%, but remain conservative for purposes of long-term financial planning.

- **Construct Staffing Model Strategically:** While our mission and vision's emphasis on teacher quality calls for the staffing of as many high-quality teachers as possible, we also remain conservative to ensure fiscal responsibility as an organization. We leverage every staff position each year so as to uphold our school's vision and provide individualized student supports to the extent our students require them. For example, in Year 1 of operations, our Enrichment Teacher will teach two electives to four class cohorts. When not instructing, our Enrichment Teacher will provide push-in support during core content areas or engage in a planning period. Our Learning Specialist will provide push-in support during core content areas in classes in which students with special learning needs will be placed.

- **Align with School Mission & Key Design Principles**: Our budget estimates and narrative align with our school's mission and key design principles. Each key design principle of San Leandro Catalyst Collegiate is included in the budget document and narrative below: curricular choices aligned to grade-level appropriate and standards, assessment tools & platforms to provide individualized student supports, materials and supplies to incorporate making-centered learning framework, and recruitment and development of high-quality staff. We budgeted generously for staff recruitment ($10K each year) and professional development in the first two years.

- **Assume Zero Additional Grants and Minimal Fundraising**: In building our multi-year budget, we wanted to ensure healthy fiscal management and stewardship by not relying on unsecured funds and revenue streams. Therefore, we assumed zero additional grants and minimal fundraising throughout the life of our charter. While we intend to be a fundraising and fully giving board, we will not depend on fundraising as a revenue stream for our charter.

  Any dollars acquired from fundraising will support the advancement of our school's instructional program (e.g., supplies and technology for our Creativity & Design course, equipment for Physical Education, books and supplementary texts for literacy, etc.) or enhance our school's family engagement elements (e.g., additional Family Workshop Nights, special college field trips, etc.).

- **Include Quotes When Possible**: To the extent possible, San Leandro Catalyst Collegiate secured quotes for services. These quotes include facility, curriculum, instructional materials, professional development, assessment tools, and technology. In circumstances when quotes were unavailable or non-applicable, we used information provided by local charter schools.

- **Plan for Cash Flow Shortfalls**: San Leandro Catalyst Collegiate recognizes the importance a line of credit can provide with regards to a steady cash flow during lean startup years. As such, we have begun to research banks that may provide this line of credit.

Enrollment

San Leandro Catalyst Collegiate will open in the 2021-22 school year with 120 students, 60 students in transitional kindergarten/kindergarten and 60 students in first grade. One grade will

be added each year until the school is at full enrollment in 2025-26. At full-scale, we will serve a total of 360 students in transitional kindergarten through fifth grade.

Figure 77: Full-Scale Enrollment Plan by Year and Grade Level							
Year	TK/K	First	Second	Third	Fourth	Fifth	Total
2021	60	60					**120**
2022	60	60	60				**180**
2023	60	60	60	60			**240**
2024	60	60	60	60	60		**300**
2025	60	60	60	60	60	60	**360**

The attendance rate is assumed to be 95% for all students in TK/K-5.

San Leandro Catalyst Collegiate is confident in its ability to reach the enrollment projections in Year 1 of operations based on collected family interest signatures (refer to **Appendix 2: Age-Eligible Family Signatures**). Our school will work closely and partner with Catalyst Collegiate Family Champions, our broader school community, and enrolled families to market the school within the community before opening and throughout the life of the charter. We expect to have a waitlist that will be utilized to backfill seats for all grade levels at the beginning of each academic year, a practice consistent with schools in San Leandro Unified School District. This practice will maintain each class cohort at 60 students.

Demographics

Our school projects a student population reflective of the average student population the District schools maintain based on Ed-Data for the 2017-18 school year at San Leandro Unified School District[245] and the unduplicated count is from the 18-19 P-2. Listed below are our projections for our student population:

- 63.5% students eligible for free and reduced-price meals;
- 29.3% students classified as English learners; and
- 68.11% unduplicated student count of free and reduced-price meals, English learners, and foster youth.

Accounting

Like most public charter schools, San Leandro Catalyst Collegiate will use accrual-based accounting. This means that the school will recognize revenues when they are earned, not when they are received. There are two examples of how this can play out. First, final State Aid and In Lieu of Property Tax payments for a school's General Purpose Entitlement funds are typically paid out in July. In the budget, this revenue is acknowledged in the current fiscal year, when it is earned, not in the year it is received. On the cash flow, the cash impact is reflected when the cash is received in July. Second, charter schools are allocated funding, such as lottery, based on current year ADA (in the case of lottery funding, P-Annual ADA), but do not receive those funds until the subsequent year (lottery funds are typically delayed by two fiscal quarters). Although San

[245] "District Summary: San Leandro Unified." Ed-Data Education Data Partnership, California Department of Education, www.ed-data.org/district/Alameda/San-Leandro-Unified.

Leandro Catalyst Collegiate will not receive cash proceeds from lottery funding until Year 2, the funds are still earned in Year 1.

Revenues

The primary source of revenue for San Leandro Catalyst Collegiate will be funds received from the General Purpose Entitlement (State Aid), as calculated by the Local Control Funding Formula (LCFF). A table of assumed LCFF rates is included below in **Figure 78**. COLA assumptions are aligned with the assumptions of the Fiscal Crisis and Management Assistance Team (FCMAT) calculator, and calculations have been cross-checked with the FCMAT LCFF calculator, version 20.2c (updated on January 14, 2020 to reflect the January Budget.). Given the above assumptions, the funding rates used for each year are outlined below in **Figure 78**.

Figure 78: LCFF & COLA Rates by Year

	2021-22	2022-23	2023-24	2024-25	2025-26
LCFF	$10,738	$11,041	$11,328	$11,146	$11,037
COLA	2.71%	2.82%	2.60%	0.00%	0.00%

To estimate the amount of funding that is coming from local In Lieu of Property Taxes, San Leandro Catalyst Collegiate is using the 18-19 P-2 report. The remaining money will come from the state through State Aid and Education Protection Account Entitlement funds. Education Protection Account Entitlement funding is projected at $200/ADA.

San Leandro Catalyst Collegiate will offer a school food service program, subsidized by the National School Lunch program. The current assumptions for revenue are based on recovery of expense. Expense assumption is based on all students participating in the program with a $3.05 per day cost. To be conservative, San Leandro Catalyst Collegiate is assuming a 25% overall loss on the school food service program due to bad debt (i.e., unpaid food expenses by families who do not receive full subsidy) or over-ordering (i.e., food not claimed by an eligible student). The school will adjust these assumptions once the school commences operations and actual program participation begins.

Our school expects to receive Title I funding at a rate of $350 per student eligible for free or reduced-lunch and Title II funding at $30 per student eligible for free or reduced-lunch. San Leandro Catalyst Collegiate assumes a conservative estimate of $10,000 (minimum payment) for Title IV funding in Year 1 of operations and beyond. Title funding will be used according to federal standards and solely for supplementing the school's core program, including instructional support personnel and technology. The required percent of funds will be spent on staff professional development.

The school intends to join a charter SELPA such as Sonoma County Charter SELPA. The funding rates for state and federal SPED revenues are based on the Sonoma County SELPA, which the other SELPAs mimic. State revenues begin in year 1, and federal revenues begin in year 2 (based on prior year ADA).

San Leandro Catalyst Collegiate has also budgeted for state lottery revenue. These funds do not begin to arrive until Year 2 of operations. Funds from Year 1 of operations will be accrued. Funds

from the state lottery revenue is budgeted at $207/ADA in 2021-22, which is based on the 2019-20 School Fiscal Services rates.

Beginning in Year 2 of operations, San Leandro Catalyst Collegiate expects to receive $18/PY ADA in Mandate Block Grant funding.

Silicon Schools has committed a grant of $150,000 to San Leandro Catalyst Collegiate for the startup year (Year 0 in budget) immediately upon authorization (see **Appendix 4: Letters of Support** for letter of commitment from Silicon Schools). They have also committed up to $500,000 in additional funding post-authorization to support with a successful school launch. To budget conservatively, we have included $175,000 of that start-up commitment in Year 1.

All funds received during the pre-operational year will be used to cover personnel expenses for the School Director, student and staff recruitment, office and instructional supplies, as well as related costs incurred prior to school opening. San Leandro Catalyst Collegiate will engage in additional fundraising efforts throughout the startup year and each year thereafter to supplement public funding revenue sources and one-time startup grants.

Expenses

The expenditures of San Leandro Catalyst Collegiate are divided into three main categories: (1) personnel (compensation and benefits), (2) school operations (instructional materials and services & other operating expenses), and (3) facilities. All expenditures are driven by, and reflective of, our school's mission of preparing all students for academic success and personal excellence in school, career, and life.

Compensation

Personnel expenses comprise a significant portion of San Leandro Catalyst Collegiate's annual budget. San Leandro Catalyst Collegiate believes high-quality school leaders, staff, and educators are critical to the success of the students, and, therefore, the school. **Figure 79** below outlines our school's staffing model from Year 1 (2021-22) to Year 5 (2025-26).

Figure 79: San Leandro Catalyst Collegiate Full-Scale Staffing Plan

Year	School Leaders	Teachers
Year 1 (2021-22)	1 School Director 1 Manager of Operations 1 Office Coordinator **3 total**	2 Teachers (TK/K) 2 Teachers (1) 1 Enrichment Teacher 1 Learning Specialist 1 Associate Teacher **7 total**
Year 2 (2022-23)	1 School Director 1 Dean of Curriculum & Instruction 1 Manager of Operations 1 Office Coordinator	2 Teachers (TK/K) 2 Teachers (1) 2 Teachers (2) 1 Enrichment Teacher 1 Learning Specialist 1 ELD Teacher 1 Associate Teacher

	4 total	**10 total**
Year 3 (2023-24)	1 School Director 1 Dean of Curriculum & Instruction 1 Manager of Operations 1 Manager of Student Supports 1 Office Coordinator **5 total**	2 Teachers (TK/K) 2 Teachers (1) 2 Teachers (2) 2 Teachers (3) 2 Enrichment Teachers 2 Learning Specialists 1 ELD Teacher 2 Associate Teachers **15 total**
Year 4 (2024-25)	1 School Director 1 Dean of Curriculum & Instruction 1 Manager of Operations 1 Manager of Student Supports 1 Dean of Culture 1 Office Coordinator **6 total**	2 Teachers (TK/K) 2 Teachers (1) 2 Teachers (2) 2 Teachers (3) 2 Teachers (4) 2 Enrichment Teachers 2 Learning Specialists 1 ELD Teacher 1 Literacy Specialist 2 Associate Teachers **18 total**
Year 5 (2025-26)	1 School Director 2 Deans of Curriculum & Instruction 1 Manager of Operations 1 Manager of Student Supports 1 Dean of Culture 1 Office Coordinator **7 total**	2 Teachers (TK/K) 2 Teachers (1) 2 Teachers (2) 2 Teachers (3) 2 Teachers (4) 2 Teachers (5) 2 Enrichment Teachers 2 Learning Specialists 1 ELD Teacher 1 Literacy Specialist 2 Associate Teachers **20 total**
TOTAL	**7 total**	**20 total**

San Leandro Catalyst Collegiate will provide a competitive compensation based on a salary schedule for each position. Associate Teachers, teachers who are uncredentialed but provide push-in support during core content areas, will also be provided a competitive salary reflective of their responsibilities and expectations at San Leandro Catalyst Collegiate.

Our school assumes 10 days of PTO per FTE, at $230 per day.

Benefits

San Leandro Catalyst Collegiate will make all contributions legally required of employers in California, such as Medicare, workers' compensation insurance, unemployment insurance, and any other employer payroll obligations. San Leandro Catalyst Collegiate will not participate in

the California State Teachers' Retirement System (CalSTRS) or the California Public Employees' Retirement System (CalPERS).

Our school assumes that all employees will participate in a 403(b) retirement account plan, with 5% (roughly one-third of the projected 18.10% STRS rate) employer contribution and pay into Social Security.

San Leandro Catalyst Collegiate will offer health insurance to all full-time employees. Health insurance will be capped at $8,000 for each participating full-time employee. This amount will include health, dental, and vision. The rate will increase by 8.0% each year, beginning in Year 1 of operations.

Instructional Materials

San Leandro Catalyst Collegiate has budgeted for expenditures related to the general operation of the school, including approved textbooks and core curricular materials; instructional materials & supplies; office supplies; computers; classroom furniture, equipment, & supplies; and student food services. For reference, budget account numbers are noted next to each item.

- ***Approved Textbooks & Core Curricular Materials*** **(Account Number 4100):** These funds primarily include textbooks and curricular materials such as textbooks, student workbooks, and teacher guides. The conservative assumption is that the average cost of instructional materials is $4K per year for each new classroom and $2K per year for each existing classroom. The school will purchase a class set of core texts each year and will plan to replace core texts every four years due to normal wear and tear.

- ***Custodial Supplies*** **(Account Number 4315):** Includes supplies associated with custodial cleaning supplies and equipment (e.g., disposable gloves, commercial paper towels, trash can liners, etc.). This line item is based on historical costs (approximately $150 per month for 12 months) of other local public schools.

- ***Instructional Materials & Supplies*** **(Account Number 4325, 4326, 4335):** Includes instructional materials and supplies such as math manipulatives, making materials, etc. The conservative assumption is that the average cost of instructional materials and supplies per student is $125 per year. The school will purchase a class set of non-disposable instructional materials and supplies for each student and will plan to replace them every five years due to normal wear and tear. In addition, the budget includes supplies ($5K) for Creativity and Design and PE Supplies ($200/new class) each year.

- ***Office Supplies*** **(Account Number 4330):** Includes office administrative supplies. This line item is based on historical costs ($2,500 during startup year and $5K thereafter) of other local charter schools.

- ***Teacher Supplies*** **(Account Number 4346):** Includes supplies requested by staff, exclusive of supplies school provides all staff. The school has budgeted $50 per FTE.

- ***Uniforms*** **(Account Number 4350):** San Leandro Catalyst Collegiate has budgeted $30 per new student and $15 per returning student annually for a school uniform.

- ***Classroom Furniture, Equipment, & Supplies*** **(Account Number 4410):** These funds primarily include classroom furniture, equipment, and supplies, such as desks, chairs, projector, document camera, disposable classroom supplies, and classroom decorum. The conservative assumption is that the average cost of classroom furniture, equipment, and supplies per classroom is $5K per new classroom.

- ***Computers*** **(Account Number 4420):** San Leandro Catalyst Collegiate has budgeted to purchase 15 student Chromebooks for each classroom, beginning in Year 1 of operations, at an average cost of $300 per student Chromebook. All staff will receive a Chromebook for professional use at an average cost of $600 per staff Chromebook. The school assumes an average Chromebook lifespan of four (4) years for student Chromebooks and three (3) years for teacher Chromebooks. The school may receive in-kind donations or computers at a significantly lower price, which would have a favorable impact on the budget.

- ***Student Food Services*** **(Account Number 4710):** The school is budgeting $550/Free and Reduced-Lunch qualifying student for school lunch.

Services & Other Operating Expenses

San Leandro Catalyst Collegiate has budgeted for expenditures related to the general operation of the school, including travel & conferences; dues & memberships; insurance; janitorial, gardening services & supplies; security; utilities; equipment leases; Proposition 39 related costs; repairs and maintenance for building and computers; accounting fees; banking fees; business services; district oversight fees; field trip expenses; fingerprinting; legal fees; marketing and student recruiting; payroll fees; professional development; SPED SELPA administrative fee; staff recruiting; student assessment; student health services; student information system; substitutes; technology services; communications (internet and website fees); postage and delivery; and communications (telephone & fax). For reference, budget account numbers are noted next to each item.

- ***Travel & Conferences*** **(Account Number 5200):** Opportunities to engage in high-quality professional development as part of continuous learning is essential in building and sustaining an exceptional school team of school leaders, teachers, and staff. San Leandro Catalyst Collegiate has allocated $500 per Teacher FTE per year, inclusive of travel, meals, and professional fees. As part of the school's professional development program, all San Leandro Catalyst Collegiate staff will have the opportunity to attend at least one conference, single-day or multi-day training series, or workshop relevant to their professional growth goals, instructional practices, and schoolwide priorities. This individual staff budget will not roll over to the subsequent year if a staff member elects not to use it during the current school year. Once the $500 is reached, the FTE staff member will be responsible for additional incurred expenses during the professional development opportunity.

- ***California Charter Schools Association (CCSA) Membership*** **(Account Number 5300):** Membership fee for California Charter Schools Association (CCSA) is budgeted at $15 per student each year, with Year 1 startup expenditures including the $2,500 charter developer membership pre-authorization.

- ***Insurance - Other*** **(Account Number 5450):** Includes insurance expense for general liability, umbrella, school board professional liability, building contents, employer's liability for workers' compensation, surety bond, and physical/sexual abuse and molestation liability. The school has budgeted approximately $82 per student based on JPA quotes.

- ***Janitorial, Gardening Services & Supplies*** **(Account Number 5515):** Includes expenses for custodial services.

- ***Security*** **(Account Number 5520):** Includes expenses for monthly alarm system, quoted at $50/month from ADT.

- ***Utilities – All Utilities*** **(Account Number 5535):** Includes all utilities associated with operating a facility: electricity, gas, and water. This line item is based on the projections of $0.30 per square foot per month at 80 square feet per student.

- ***Equipment Leases*** **(Account Number 5605):** San Leandro Catalyst Collegiate will lease two (2) copiers. The school budgets $600 per month for each copier.

- ***Proposition 39 Related Costs*** **(Account Number 5611):** San Leandro Catalyst Collegiate has budgeted building related costs based on current year enrollment multiplied by $1000 (approximately 80 square feet per student at $12.50/square foot per year).

- ***Repairs and Maintenance – Building*** **(Account Number 5615):** Includes costs related to building repairs and maintenance. The school has budgeted $90 per student per year.

- ***Repairs and Maintenance – Computers*** **(Account Number 5616):** Includes costs related to computer repairs and maintenance. The school has budgeted $14 per student per year.

- ***Accounting Fees*** **(Account Number 5803)**: San Leandro Catalyst Collegiate has budgeted $9,500 per year for an annual audit to be conducted by a CPA firm. This line item is based on quotes from auditors for similarly sized schools.

- ***Banking Fees*** **(Account Number 5809):** The school has budgeted $30/month for miscellaneous banking fees. This line item is based on costs for other charter schools in the Bay Area.

- ***Business Services*** **(Account Number 5812)**: The school intends to outsource its business services (i.e., payroll, accounts payable/receivable, financial compliance, accounting, data management, financial reporting, and budget support). The expense for business services starts at 5% of State/Federal revenues and declines as a percentage of revenue over time.

- ***District Oversight Fees*** **(Account Number 5824):** San Leandro Catalyst Collegiate has budgeted 1% of Local Control Funding Formula (LCFF) for district oversight fees as outlined by **California Ed. Code § 47604.32**.

- ***Field Trips Expenses*** **(Account Number 5830):** San Leandro Catalyst Collegiate has budgeted $50 per student for field trips.

- ***Fingerprinting*** **(Account Number 5836):** Our school has budgeted $75 per new FTE for fingerprinting services. The cost for a DOJ and FBI background check is $49: $32 for the DOJ and $17 for the FBI. The costs for the livescan vendor to physically take fingerprints differ by vendor and ranges from $5 to $75, with a conservative estimate of $75 per new FTE.

- ***Legal Fees*** **(Account Number 5845):** San Leandro Catalyst Collegiate has budgeted $5,000 for legal services beginning in startup year (when and if the need arises). We anticipate an increase of 1.0% each year.

- ***Marketing and Student Recruiting*** **(Account Number 5851):** Includes funds allocated for fundraising & marketing efforts and student recruitment, which are led by the School Director. The conservative assumption is that the average cost of recruitment per student is $45 per new student. During the pre-operational year, the School Director will be allocated $5,000 for student recruitment. Subsequent years will adjust the budget for student recruitment for $45 per new student with the projected enrollment for sixty (60) students and anticipated increase of 1% each year.

- ***Payroll Fees*** **(Account Number 5857):** San Leandro Catalyst Collegiate has budgeted $275 per month for payroll processing with an anticipated increase of 1% each year added to the monthly cost.

- ***Professional Development*** **(Account Number 5863):** San Leandro Catalyst Collegiate has also budgeted $10,400 for STEP professional development from the University of Chicago and Urban Education Institute in the first two (2) years of operation.

- ***Professional Development – Other*** **(Account Number 5864):** Includes professional development support from BES during the school's pre-operational year and Year 1 of operations of operations. San Leandro Catalyst Collegiate has budgeted $10,000 per year for BES Follow-On Support, for a total of $20,000.

- ***Special Education Contract Instructors*** **(Account Number 5869):** The school has Special Education staff and expects that some Special Education services such as speech and OT will be contracted out. The exact needs of the students will not be known until students are enrolled, but the school has budgeted $400/ADA for these services. The school is also budgeting 4% of Special Education revenues for SELPA Admin Fees.

- ***SPED SELPA Admin Fee*** **(Account Number 5872):** The school is also budgeting 4% of Special Education revenues for SELPA Admin Fees.

- ***Staff Recruiting*** **(Account Number 5875):** Includes funds allocated for staff recruitment, which are led by the School Director. The school anticipates that some staff will be provided from Teach For America (TFA). Teach For America's finder's fees for teachers is

quoted at $5,000 per teacher. The budget for staff recruitment will be adjusted each year to include an anticipated increase of 1% each year.

- ***Student Assessment*** **(Account Number 5878):** San Leandro Catalyst Collegiate will administer state-mandated assessments (i.e., CAASSP assessments), a nationally norm-referenced test (i.e., MAP), and internal assessments (i.e., STEP, core content area tests, etc.). This line item is based on collected quotes, current projections, and conservative estimates.

  The nationally norm-referenced test we will use is MAP, which incorporates a $1K one-time set-up fee and $13.50 per student per year. Our school will also use STEP assessments to monitor literacy growth of our students. STEP assessment quote includes a $1K one-time set-up fee and $16 per student per year.

- ***Student Health Services*** **(Account Number 5880):** San Leandro Catalyst Collegiate has allocated $10 per student per year for health evaluations. This line item is based on historical costs of other local charter schools.

- ***Student Information System*** **(Account Number 5881):** Includes funds allocated for student information system (SIS). The conservative assumption is $6,000 for one-time set-up fee and an average cost of $18 per student. During Year 1 of operation, San Leandro Catalyst Collegiate allocated $8,160 for the student information system (SIS). Subsequent years will adjust the budget for student recruitment for $18 per new student with the projected enrollment for sixty (60) students and anticipated increase of 1% each year.

- ***Substitutes*** **(Account Number 5884):** Includes funds allocated for contracted services for substitutes. The conservative assumption is that the average cost of substitute is $230 per day per FTE. Each FTE will receive 10 days of sick and personal days. Subsequent years will adjust the budget for substitutes for $230 per day per FTE with the staffing additions and anticipated increase of 1% each year.

- ***Technology Services*** **(Account Number 5887):** The school intends to contact with a technology services firm to provide ad hoc technology/network support.

- ***Communications – Internet / Website Fees*** **(Account Number 5910):** The projected monthly cost for internet service is $25. The annual fee for the school's website and domain is $225.

- ***Postage and Delivery*** **(Account Number 5915):** Includes routine postage and shipping. This line item is based on historical costs of other local charter schools (approximately $10 per student per year).

- ***Communications – Telephone & Fax*** **(Account Number 5920):** San Leandro Catalyst Collegiate is budgeting $60/month for phone service.

Facilities

San Leandro Catalyst Collegiate intends to apply for District facilities through Proposition 39. In order to serve the community described within this charter petition and to support families who reside in the Halcyon-Foothill and Floresta/Springlake areas, we wish to have facilities located within the zip code 94578. In 2021-22, our first year of operation, we will need temporary space designed to house approximately 120 elementary school students in 4 classrooms. In 2022-23, we will need temporary space designed to house approximately 180 elementary school students in 6 classrooms. In 2023-24, we will need temporary space designed to house approximately 240 elementary school students in 8 classrooms. In 2024-25, we will need temporary space designed to house approximately 300 elementary school students in 8 classrooms. In 2025-26 and beyond, we will be fully enrolled at 360 elementary school students and require approximately 28,000 square feet of building space housing 10 standard size classrooms, 1 double-sized classroom called "Idea Lab," 1 classroom-sized learning center to provide additional support to students with IEPs and English learners, an office, a classroom-sized multi-purpose room for flexible uses, and 3-5 small spaces for meetings, counseling, and other student support services.

San Leandro Catalyst Collegiate has also engaged in a search for potential facility spaces within churches that are already zoned for student safety as well as commercial properties that could safely and effectively house the full enrollment of the school, as a second and third option, respectively, for facilities if the Proposition 39 process does not yield a result acceptable to enrolled families.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Cash Flow

The state and federal revenues in the cash forecast follow the established timings as set forth by the CDE and state law. Expenses are timed based on typical spending patterns of charter schools in the EdTec network.

EdTec will support the school in applying for a CDE Revolving Loan, which arrives in July, January, and April of the first year of operation. EdTec has nearly a 100% success rate in supporting schools in their Revolving Loan applications.

Administrative Services

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

San Leandro Catalyst Collegiate will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

San Leandro Catalyst Collegiate plans to contract with EdTec, a business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Complete bookkeeping services;
- Budget creative/fiscal planning services;
- Cash flow management;
- Local, state, and federal reporting;
- Audit and compliance preparation;
- Payroll services;
- Employee benefits;
- Planning and management;
- LEA plans;
- Compliance reporting to county and state grantors;
- Attendance reporting;
- Food program implementation and claims reporting;
- Training on charter school finance, accounting & operation functions, budgets, and financial reports;
- Quarterly and annual filings of tax forms (i.e., IRA, EDD, etc.); and
- Property tax exemptions filings.

At any time, San Leandro Catalyst Collegiate may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between San Leandro Catalyst Collegiate and San Leandro Unified School District and subject to District availability and willingness to provide such services.

Facilities

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

Due to our targeted student population as described throughout this charter and detailed in **Element 1: Population to be Served by San Leandro Catalyst Collegiate**, San Leandro Catalyst Collegiate desires to be located within the general areas of San Leandro associated with the 94578 zip code.

Proposition 39 Facilities

Pursuant to Proposition 39, San Leandro Catalyst Collegiate may seek the support of San Leandro Unified School District in securing a district-owned facility through the annual presentation of a Proposition 39 request and/or under a separately negotiated long-term lease arrangement. It shall utilize California Building Standards Code compliant facilities in accordance with **California Ed. Code § 47610**.

Alternative Facilities

If San Leandro Catalyst Collegiate is not able to acquire a suitable facility through Proposition 39, San Leandro Catalyst Collegiate may seek to rent or purchase a facility. The San Leandro Catalyst Collegiate Board of Directors has assembled a Facility Task Force to evaluate options. San Leandro Catalyst Collegiate may apply for facilities financing assistance under the state's Charter School Facilities Grant Program and/or state-administered Charter School Facilities Incentive Grants such as SB740, dependent upon eligibility determined by the school's percentage of socioeconomically disadvantaged students.

Facilities Requirements

San Leandro Catalyst Collegiate seeks to secure a facility that will execute its mission and vision and provide a safe, learning environment for its students. San Leandro Catalyst Collegiate will require a single campus located within the boundaries of the District.

In its first year of operation, San Leandro Catalyst Collegiate anticipates its facilities requirements to include, but are not limited to, those shown below in **Figure 80**.

Figure 80: Facilities Needs for First Year of Operation, 2021-22	
Grades Served	TK-1
Projected Enrollment	120
Number of Classrooms	4 classrooms
Additional Needs	1 multi-purpose room 1 playground or outside gym space 1 pull-out room 3 bathrooms 1 main office 1 staff workspace 1 administrative office
Projected Square Footage	9,600 square feet, based on enrollment projections for 80 square feet per student

At full-scale, we anticipate our facilities needs as described in **Figure 81**.

Figure 81: Facilities Needs at Full-Scale, 2025-26	
Grades Served	TK-5
Projected Enrollment	360
Number of Classrooms	approximately 12 classrooms
Additional Needs	1 multi-purpose room 1 playground or outside gym space 3 pull-out rooms 5 bathrooms 1 main office 1 staff workspace 3 administrative offices
Projected Square Footage	28,800 square feet, based on enrollment projections for 80 square feet per student

Potential Civil Liability Effects

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

San Leandro Catalyst Collegiate shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to **California Ed. Code § 47604(c)**, an authority that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. San Leandro Catalyst Collegiate shall work diligently to assist San Leandro Unified School District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure San Leandro Unified School District shall not be liable for the operation of San Leandro Catalyst Collegiate.

Further, San Leandro Catalyst Collegiate intends to enter into a memorandum of understanding with San Leandro Unified School District, wherein San Leandro Catalyst Collegiate shall indemnify San Leandro Unified School District for the actions of San Leandro Catalyst Collegiate under this charter.

The corporate Bylaws of San Leandro Catalyst Collegiate shall provide for indemnification of San Leandro Catalyst Collegiate's Board of Directors, officers, agents, and employees, and San Leandro Catalyst Collegiate will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

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

San Leandro Catalyst Collegiate Board of Directors shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Teacher Signatures

SAN LEANDRO
Catalyst Collegiate

PETITION FOR THE ESTABLISHMENT OF SAN LEANDRO CATALYST COLLEGIATE CHARTER SCHOOL

Startup School - Total number of teachers estimated to be employed at school during the first year of operation: **6 teachers**

We the undersigned believe that the attached charter for the creation of San Leandro Catalyst Collegiate Charter School (the "Charter School") merits consideration and hereby petition the governing board of the San Leandro Unified School District to grant approval of the charter pursuant Education Code § 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. The petitioners listed below certify that they are teachers meaningfully interested in teaching at the charter school.

	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	TYPE OF CREDENTIAL(S) & CREDENTIAL #	EXPIRATION DATE	COLLEGE DEGREE(S) HELD
1	Shayla Dallas		2224 E. 29th St. Oakland, CA 94606	916-432-0019	190120852 Multiple Subject	6/1/2024	BA MA
2	michelle Palaseh		2500 Grand VISTA Ave OAKLAND 94601	415-308 6231	MULT SUBJ 150191294	8/1/2020	BA.
3	Kristin Ferguson		330 Morningsun Mill Valley, CA 94941	415.317. 3122	multiple subject 190119905	7.1.2024	MBA
4	Brenda Mori		95 Linda Ave #106 Oakland, CA 94611	510-789- 3118	mult. sub. 190119901	7/1/2024	B.S. M.A.

SAN LEANDRO
Catalyst Collegiate

	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	TYPE OF CREDENTIAL(S) & CREDENTIAL #	EXPIRATION DATE	COLLEGE DEGREE(S) HELD
5	Cayla Donaldson		191 Norris Canyon Terr. Apt C San Ramon, CA 94583	(925) 339-8484	1700547715 Multi Subject	2/1/22	Bachelors
6	Lili (Elizabeth) Kuchar		1206 All Star Way Berkeley, CA 94702	(510) 685-9705	160141162 Multi subject	8/1/21	BA MA
7	Mary Abdul-Wajid		2407 Heatherleaf Ln Martinez, CA 94553	(510) 401-7971	150045927 Multi Subj	4/1/20	BA
8	Alejandra Villegas		1036 Oak Grove Rd #95 Concord CA 94518	(916) 262 6987	180164299 multi subject	7/1/2023	BS
9	Yekaterina Maslova		2360 Ellsworth St #PH Berkeley, CA 94704	818-359-0708	150119403 multi subj.	7/1/2020	BA & MA?
10	Kelly Hurley	Kelly Hurley	1413 9th St Alameda, CA 94501	(315) 271-7857	190119793 multi-subject	7/1/2024	B.A. & M.S
11	Nicholas White		2863 Birdsall Ave Unit A Oakland CA 94619	510.866.7861	170165811 multi subject	7/1/22	B.A. & M.A.

SAN LEANDRO
Catalyst Collegiate

	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	TYPE OF CREDENTIAL(S) & CREDENTIAL #	EXPIRATION DATE	COLLEGE DEGREE(S) HELD
12	Jessica Dennis Ayala		364 62nd St Oakland, CA 94609	650-224-0162	150168643 Multi-subject	9/1/2020	BA, MA
13	Larry John Butac Jr.		3622 Emerson St. Oakland, CA 94610	559 920 5791	180141562 Multi-subject	6/1/2023	BA, MA
14	Nicole Marcotte		1200 Powell St. Oakland, CA 94608	510-329-1590	SPED mild-Mod. 19006348	4/1/2024	BA, MA
15	Michelle Ormonde	MRO	50 Glen Ave #3 Oakland, CA 94611	209.639.2814	Multi-Subject 150133454	8/1/2020	B.A
16	Lauren Turner		6848 outlook ave Oakland, CA 94605	805-441-6064	Multi-Subject 190119794	7/1/2024	B.A. M.S.
17	Regina Mouton	Regina Mouton	2241 Parker St. Oakland CA94704	510-987-8005	SPED Cred. 170250526	12/1/2022	B.F.A. MA
18	Jay Stack		6200 San Pablo Ave. Oakland, CA 94608	215-880-4872	Admin MS 190278656	12/1/2025	B.A. M.A

Age-Eligible Family Signatures

SAN LEANDRO
Catalyst Collegiate

PETITION FOR THE ESTABLISHMENT OF SAN LEANDRO CATALYST COLLEGIATE CHARTER SCHOOL

Startup School - Total number of students estimated to be enrolled at school during the first year of operation: **120 students**

We the undersigned believe that the attached charter for the creation of San Leandro Catalyst Collegiate Charter School (the "Charter School") merits consideration and hereby petition the governing board of the San Leandro Unified School District to grant approval of the charter pursuant Education Code § 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School.

	NAME / *Nombre*	SIGNATURE / *Firma*	ADDRESS / *Dirección*	PHONE NUMBER / *Número de Teléfono*	STUDENT GRADE IN 2021-2022 / *Grado de Estudiante en 2021-2022*	NAME OF NEIGHBORHOOD DISTRICT SCHOOL / *Nombre de la Escuela del Distrito de Barrio*	DATE / *Fecha*
1	Jesica M Zavala	Zavala	581 W. Merle CT S.L 94577	510 325 1495	2nd/TK	Roosevelt	1/3/2022
2	MARIA MUNOZ	Maria Muñoz	14910 MIDLAND RD SAN LEANDRO CA 94578	510 - 495-4243	1 ST	JEFFERSON	1/3/2022
3	Cristina Briano	Cristina	2057 Bancroft Ave Ca. 94578	510 632-1082	1 ST	Washington	3-Ene-20

SAN LEANDRO
Catalyst Collegiate

	NAME / *Nombre*	SIGNATURE / *Firma*	ADDRESS / *Dirección*	PHONE NUMBER / *Número de Teléfono*	STUDENT GRADE IN 2021-2022 / *Grado de Estudiante en 2021-2022*	NAME OF NEIGHBORHOOD DISTRICT SCHOOL / *Nombre de la Escuela del Distrito de Barrio*	DATE / *Fecha*
4	Alvaro		10120 international Blvd A,B,C Oakland ca 94603 10120 international	5104855374	TK OUSD		1/3/20
5	Maria Delgadillo		1631 99th ave Oakland CA 94603	(510)4728269	1st & TK	Washington SLUSD	1/3/20
6	Amori Cullins		1892 26th St #131 Oakland CA 94607	510.707-1922	TK	Oakland	1/3/20
7	Dulce Lopez		1301 135th Ave San Leandro 94578	(510) 2743146	TK	SLUSD McKinley	1/3/2020
8	Emell Natig		1711 69th Ave OAKLAND CA 94621	510 228-8968	TK	McKinley	1-3-20
9	Julio		1315 98th Ave Oakland Ca 94603	510 485-3122	TK	Oakland	01-03-20
10	Miguel Mata		209 Jadmar ST San Leandro 94577	510 6808217	1 ST	San Leandro	01-03-20

SAN LEANDRO
Catalyst Collegiate

	NAME / *Nombre*	SIGNATURE / *Firma*	ADDRESS / *Dirección*	PHONE NUMBER / *Número de Teléfono*	STUDENT GRADE IN 2021-2022 / *Grado de Estudiante en 2021-2022*	NAME OF NEIGHBORHOOD DISTRICT SCHOOL / *Nombre de la Escuela del Distrito de Barrio*	DATE / *Fecha*
11	José L Huerta		1690 164th Ave Apt 8 San Leandro CA 94578	(510)924-6077	7st grade	San Lorenzo	1/3/20
12	Antyonette Carter		10703 Acalanes Dr Oakland Ca 94603	(510)320-8941	K	San Leandro	1/3/20
13	Marleda Stacey		1475 Hays Street Apt 221 San Leandro, CA 94577	510 230-6552 9	K	San Leandro	1/3/20
14	Perdue' Ku	Perdue' Ku	183 Prieda St #8 San Leandro CA 94577	415.812.7662	K, Preschool	San Leandro	1/3/20
15	Joselyn Ramirez		392 garcia st san leandro 94577	510-650-5152	1st grade	san leandro	1/3/20
16	Lila Neupane 2 spot Liana		894 Davis St #301 San Leandro 94577	415-609 5045	1st grade	wilson school	1/3/20
17	Liam Neupane		"	"	T.K.	"	1/3/20

SAN LEANDRO
Catalyst Collegiate

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18	Abeba Bobel Abdu Seyoum		424 Callan Ave APT 318 San leandro CA 94577	5102135803	Tk	Willson	1/3/20
19	Abeba Abdu Bethel Seyoum		424 Callan Ave APT 318 San leandro CA 94577	5102135803	Tk	Willson.	1/3/20
20	Joe Alm		27410 Mission Blvd Hayward CA 94544	5107554128	TK	Hazlidge	1/2/20
21	Carlos Hernandez		1418 Marybelle ave San Leandro CA 94577	510-560-0076	1st grade	Wilson	1/3/20
22	Rachel Swen		4229 89th Ave Oakland Ca 94621	925-639-1871	TK		1/3/20
23	Pablo Colorado		1245 pacific Ave #J San leandro CA 94577	510-860 9548	1st grade		1/3/20
24	Natasha Fernandez		4003 Loch Ln. San Leandro, CA 94578	510. 205. 1104	1st GRADE	MONROE	1/6/20

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25	DANAH FERNANDEZ	Danah Fernandez	1449 Marybelle Ave. SAN LEANDRO CA, 94577	570-326-6852	TK		1/6/20
26	Rufina Lopez		1890 North blvd Sanleandro Ca 94577	510 760 19 94	K		1/6/20
27	Eduardo Cruz	Eduardo Cruz	2012 West ave 134 San leandro 94577	510 316 6159	1st		1/6/20
28	Judith Rodrigue		850 Doreen Dr San Leandro CA 94577	510 326 3454	K		1/6/20
29		Patricia Serrano	2220 ~~Oak~~ 9th Ave Oakland, CA 94606	510 798-9232	K		1/6/20
30	Sara Paz	Sara Paz	692 Hasdinth st San Leandro 94577	415 377 7211	K	Wilson	1/6/20
31	Margaret Wilson	Margaret Wilson	692 Hutchings Dr San Leandro CA 94577	209-805-9379	1st grade	Wilson	1/6/20

SAN LEANDRO
Catalyst Collegiate

	NAME / *Nombre*	SIGNATURE / *Firma*	ADDRESS / *Dirección*	PHONE NUMBER / *Número de Teléfono*	STUDENT GRADE IN 2021-2022 / *Grado de Estudiante en 2021-2022*	NAME OF NEIGHBORHOOD DISTRICT SCHOOL / *Nombre de la Escuela del Distrito de Barrio*	DATE / *Fecha*
32	Muzhgan Sadat		898 Daviss Street sunleandro 94577	5109882026	1th	sunleandro preschool	1,6,20
33	Wilian Godel		Santa Maria AV 20259 Castro Valley	(510) 2001807 94546	1		1.6.20
34	Guillem.	Guillem	Oakland, Ca 94605 9703 Sunnyside	(510) 8753686	1	React	1/6/20
35	Castellanos Sefath. B.		174 Hall Apt 13 94577 San Leandro	510 7486493	1	San Leandro	1/6/20
36	Marisela Alvarado	Marisela Alvarado	2470 Washington Ave #29 San Leandro CA 94577	(510) 878-0927	Kindor	Mckinley	1/6/20
37	Abera Shokicha		2199 Bancroft Ave #107 San Leandro CA 94577	510 406 3716	1	Mckinley	1/6/20
38	Claudia Barajas		1334 96th Ave Oakland ca, 94603	510 827 7224	1	Davis St	1/6/202

	NAME / *Nombre*	SIGNATURE / *Firma*	ADDRESS / *Dirección*	PHONE NUMBER / *Número de Teléfono*	STUDENT GRADE IN 2021-2022 / *Grado de Estudiante en 2021-2022*	NAME OF NEIGHBORHOOD DISTRICT SCHOOL / *Nombre de la Escuela del Distrito de Barrio*	DATE / *Fecha*
39	Arti Malhotra		8041 Fontaine St. Oakland, CA 94605	916-833-5141	K		1-6-20
40	Muli, Loretta		1200 Davis St San Leandro, CA 94577	808-796-9447	K 4/5 in 2021/22		01/06/20
41	Elizabeth Valdivia		14857 Bancroft ave #14 San Leandro 94578	(510) 246 4603	K / 1 grad		1/6/20
42	Emely Garcia		2399 E 14 St San Leandro CA 94577	510) 3629474	K	Jefferson	1/6/20
43	Ramon Flores		14621 Lark St San Leandro, CA 94578	510 915 1531	K	Jefferson	1/6/20
44	Xiaoli Wang		591 Tiffany Rd San Leandro 94577	415-988-3245 628-888-5026	K	Willson	1/7/20
45	Yonas		1400 San Leandro Blvd #529 S.L. 94577	510-689-8881	Presch.	Roosevelt	1/7/20

SAN LEANDRO
Catalyst Collegiate

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46	Leyla Escobar		1399 Pacific Ave #206 San Leandro CA 94577	(510-343 1425	Itzel Gutierrez 1°	Davis street	01-08-2020.
47	Elmer Cordova	~~ELMER~~	1732, 140th avenue San Leandro, CA 94578	415572 1739	1st	Jefferson	01-08 2020
48	Katherine Travers		425 Tuscany Dr San Leandro, CA 94578	5108075079	Kinder Garden K	Jefferson	01/07 2020
49	Xinyu Chen		1569 gilmore dr, San Leandro CA 94577	919-273-6283	K	Davis street	01/07 2020
50	Nancy Mayo		7858 Bancroft Ave Oakland CA 94605	(510) 746 6841	K	Davis street	1/7/20
51	Rigoberto Barajas Jr		871 2-D. St OAKLAND CA 94621	510 717-3677	TK	DAVIS	1/7 2020
52	Jasmine Juarez		735 Tudor road San leandro CA 94577	510 979 7666	1ST	Davis Wilson	1/7

SAN LEANDRO
Catalyst Collegiate

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53	Bashair Hasson	~~Has~~ Bashair	165 PREDA ST. Apt A San Leandro, CA 94577	510-944-8060	K		1.7.20
54	(Tola) Zaculeu Toledo		Apt 322 San Leandro 94577 424 Callan Ave	1510-227-4665	K	Wilson	9/07/20
55	Irene Toledo	Irene Toled	2185 150th Ave San Leandro CA 94578	510-708 1777	K	McKinley	9/07/20
56	Tam Nguyen	Tam	440 Broadmoor San Leandro CA 94577	(510)710-2143	K		1-7-20
57	Amie Moreno	Amemóreno	2761 San Leandro Blvd. 94578 San Leandro	510-866-9341	TK	Mckinnley	1-8-20
58	Daniela Vasquez		1200 Davis street 94577	510-689-9019	TK	Davis steeet Jefferson	1-8-20
59	Sagrario Corona	Sagrario Corona	1249 143 AV San Leandro CA 94578	510-351-8578	I	Jefferson	1/8/20

	NAME / *Nombre*	SIGNATURE / *Firma*	ADDRESS / *Dirección*	PHONE NUMBER / *Número de Teléfono*	STUDENT GRADE IN 2021-2022 / *Grado de Estudiante en 2021-2022*	NAME OF NEIGHBORHOOD DISTRICT SCHOOL / *Nombre de la Escuela del Distrito de Barrio*	DATE / *Fecha*
60	Estefany Diaz	Estefany Dy	16219 Via Arriba San Lorenzo, CA 94580	510.862-7218	TK		01.8.2020
61	Yuzhen Shi		20547 Marshall St Castro Valley 94546	510 507-8655	TK		01.8.20
62	Tania Sanchez		16430 Peslei Ct 94580 San leandro CA	5105598655	TK		
63	Celia Matias		1513 Mono Ave San leandro 94578	510-213-8016	tk	Jefferson	01-8-2
64	Sandra Taub		1268 143rd Ave apt 27 San Leandro Ca 94578	(510) 209-6558	2g	Jefferson	1/8/2
65	Olga Chavez		14978 Wester Ave San Leandro Ca 94578	510 + 408 316 8570	2g	Jefferson	1/8/2
66	Sindy Quiroa		142 pontiac ST San leandro ca 94577	(510) 320-22	K / 2nd	Jefferson	1/8/20

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67	Nian Li		14408 Zenk St San Leandro CA 94578	(510) 552-8827	4th grade & Kindergarden	Jefferson	1/8/2021
68	Guanxing Deng	Deng	15225 Central Ave San Leandro, CA 94578	510 714 7773	Kindergarten	Jefferson	1/8/21
69	Dalpeet Kaur	Dalpeet Kaur	14988 E 14 St #5 San Leandro 94578	510 713 4491	Kinderg	Jefferson	1-8-21
70	Andrea Franco		1330 141st San Leandro ca 94578	510 7084398	1st	Jefferson	1-8-20
71	Subhi Abbushi		14550 E 14ST San Leandro 94578	415-240 0012	Pre-1ST	Jefferson	1-8-20
72	Jesenia Herrera	Jesenia Herrera	3568 figueroa Ave San Leandro 94578	510 424 4537	pre-1st	Jefferson	1-8-20
73	Sheng-Jun Li	Sheng-Jun Li	2611 Tyler Ave 94578	510 101-7366	TK	Jefferson	1-8-20

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74	Gladys Llanes		1136 136th AV San Leandro 94578	(510) 798 6565	TK	Jeferson	01-08
75	Victoria Gutierrez		3970 Castro Valley BLV #12 Castro Valley CA 94546	(510) 715-15-78	TK	Jeferson	1-18
76	Antonio Martinez		15388 Dermody AVE San Lorenzo CA 94580	510- 409-7335	TK	Jeferson	1/08/2
77	Khadijah Karim		Oakland, CA 94601 1942 47th Ave Apt #16	510944 9329	K	Home Schol	1-8-2
78	Sophal Sam-Kong		654 Elderberry Way San Leandro, CA 94578	510- 754-7676	TK	Jefferson	1/8/202
79	Modesta Ayala	Modesta Ayala	443 San Leandro Blvd CA 94578	5106780879	2	Jeferson	1/8/2020
80	Maria Martinez	Maria Martinez	80 Castro St. San Leandro, CA 94578	(510) 3401251	TK	Jeferson	1/8/20

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81	Laura Munguia.	Laura Munguia	San Leandro 94577 205 Durant Ave	(510) 712 7386	2 do to 5	Jefferson San Leandro	1-08-202
82	Maria Medina		482 Violet Street San Leandro CA 94578	510 4090952	5th 2nd	Jefferson San Leandro	1/8/20
83	Jency Garcia	JencyGarcia	2194 Bancroft ave san leandro CA 94577	(510) 227 7684	2nd	Jefferson San Leandro	1/8/20
84	Miirza Gonzalez		15262 Upton Ave. San Leandro CA 94578	(510) 605-3057	2ND	San Jefferson Leandro	1/8/2020
85	Shaniece Turner		894 Davis St San Leandro 94577	(510) 798-1910	K & 8	San Leandro Wilson	1/8/20
86	Mele Pauu	Mele	154 Dabner St 94577 San Leandro.	(510) 227-4478	K & 3rd	John Wilson	1/8/20
87	Phillip Lopez		1271 80th Ave Oakland 94621	(510) 2988 1485	K	Oakland Webster	1/8/2020

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88	Greg Lawrence		15995 marcella st Apt.17 San Leandro ca 94578	510-258-6763	K	Jefferson	1/8/2020
89	JOSE L. GONZALEZ		94577 477 BANCROFT AVE APT. C. SL.	(650) 281 6281	K		1/8/20
90	Omid Rasool		94578 1026 Sweetwater Dr	(209) 918-8266	TK	Jefferson	1/8/20
91	Elaine Qiu	Elaine	Eveleth Avenue 2068 ~~Eveleth~~ ~~94577~~	5103671104	TK		1.8.20
92	Jasmin Tow		1675 Hays St. #202 San Leandro 94577	510-565-8512	TK	McKinley	1.8.2020
93	Stephen Tow		1675 Hays St. #202 San Leandro 94577	510-565-8512	TK	McKinley	1.8.2020
94	Esmeralda Gonzalez		269 Bristol blvd San Leandro 94577	510.750 7489	K	Washington	

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95	Fidel Gonzalez	Fidel	1609 150th Av. 94578 San Leandro CA	510 7066373	KG.	Peterson	9/1/2020
96	Adilene Guevara		14415 Pansy St San leandro CA 94578	405)889-4343	KG	Jefferson	01/9/20
97	Precious Watson		4395 lochlane s'aleandro California 94578	(510) 978 -6437	TK	Jefferson	9/20
98	Soledad Lozano Arenas		2012 W. Avenue 134 th San Leandro, CA 94577 4127	510 316-6759	1st	Jefferson	9/9/20
99	Pablo Martinez		209 dalmar St 94577		4th	Josefyn	2001
100	Yujun chen	Yujun chen	1523 Dennis Ave San Leandro CA 9478	415-640-4457	T k	Jefferson	10/1
101	Danling chen	Danlingchen	15275 Central Ave Sanleandro CA 94578	510-409-7492	Tk	Jefferson	10/1

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102	Sandra Martz		1249 143rd Ave Sleandro CA 94578	510 305 6870	K	Sleandro Jefferson	1/10/20
103	Mohammad Nawabit	Mohammad nawabit	14550 E 14th Street San leandro, ca 94578	510-514 6757	K	Jefferson	1/10/20
104	Vera Arnye		1363 144th Ave. Apt 4, San Leandro 94578	510 606 2598	1	Jefferson	1/10/20
105	Emma Didzie	E, D	545 Joaquin Ave Apt E. San Leandro 94577	510 256 6933	TK	Jefferson	1/10/20
106	Jasmine Picos	JP	4160 Springlake Drive San Leandro 94578	(650) 302 4023	1st Grade	Jefferson	1/10/20
107	Mateo Jenkins	M. J	9660 Sunnyside St 1 Oakland Calif 94603	510.886-4473	K	Jefferson	1/10/20
108	Gustavo Garcia	G G	14201 Orchid Dr San Leandro Ca 94578	510) 282-2405	K	Jefferson	1/10/20

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109	Gutierrez Nicol	N. G D	Castrovalle 94546 20259 Santa Maria	510- 200-18 2007192	Kinderagrll	Jefferson	01-10-20
110	alma Garcia	alma Garcia	1807 92nd ave oAKland ca 94603	510 987-6220	1	yeferson	1-10-20
111	Amelia dela Paz		1711 164th ave #3 San Leandro 94578	5109936062	1	Jefferson	1-10-2
112	Antonio Romo		1586 140 Ave. San Leandro 94578	510 706 3792	K	Jefferson II	1-10-20
113	Chansovanny	Chansovanny	131 Cambridge Ave San Leandro 94577	2098344384	TK	Jefferson	1-1020
114	Brenda Alvarez		740 Clara St Oakland Ca. 94603	(510) 5659215	Kinder	Jefferson	1-10-20
115	Juana Reyes	Juana Reyes	1807 92nd ave Oakland CA 94603	(510) 695-6595	1	JEFFERSON	1-10-2

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116	Jaquelin Soto		385 Bristol blvd 94577 San leandro	5166899680	Prescolar 1	Jeferson	1/10/20
117	Markesha Bayee		1235 94th AVE Apt #6 Oakland Ca 94603	510 759 4375	preschool	Jefferson	1/10/20
118	Yonas Weldemichael		1570 164th Ave Apt # 4 San Leandro 94578	(510)998-1411	Preschool K	Jefferson	1/10/20
119	Yanileth Pabon		1294 145 th Av San Leandro 94578	510 8503015	Preschool 1st	deferson	1-10-20
120	Ignacia Sicairos	Ignacia Sicairos	2399 E 14th St SPC 42 San leandro ca 94577	510-978-9591	Preschool K	Jeferson	1-10-20
121	Miriam Flores		1187 Louise St San Leandro CA 94578	(510) 437-0988	1st	Jefferson	1-10-20
122	DANILO SILVA		14377 DALCROFT AV - SAN LEANDRO 94578	510 942 7944	K	JEFFERSON	01/10

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123	JESUS FERREL	Jesus Ferrel	1388 145TH AVE SAN LEANDRO, CA 94578	510 755-7133	1ST	Jefferson	1/10/20
124	Janeth Rangel	Janeth Rangel	16884 Melody Way San Leandro CA 94578	(510) 479-2432	10yr old 4 5 yr old 1st	Hillside	1/11/20
125	ABBY GOMEZ		1740 Burkhart Ave. San Leandro, CA 94579	510 520 9291	1st	Manor	1/11/20
126	Francesca Dufour	MJ	431 Thornally Dr. San Leandro CA 94578	780. 9257718	1st. Kinder ~~PK~~	Principia Academy	1/11/20
127	Sulianli		1518 Halsey Ave San Leandro CA 94578	510-918-4400	kindan	Jefferson	1/11/20
128	Lina Ma		1350 Padre Ave San Leandro 94579	510-387-9778	K		1/11/20
129	Jasmine		1433 163 Ave # 7 San Leandro Ca, 94578	510-926-7160	TK	Hillside	1/11/20

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130	Tamiala Afanya		475 Juana Ave San Leandro 94577	5106502187	first grade	Jefferson	01/10/2020
131	QiuTi Guan	QiuTi Guan	1304 Margery Ave San Leandro, CA 94578	510-282-3632	1st	Jefferson	01/10/2020
132	Monica Ferrel		1388 145th Ave. San Leandro, CA. 94578	(510) 467-5501	1st.	Jefferson	01/10/20
133	Nicole Clifton		1207 147th Ave Apt A 94578 San Leandro	(510) 712 2634	Pre school K	Jefferson	01/10/20
134	Marissa Urzua		14512 Acacia St San Leandro, CA 94579	510-697-8277	TK	Manor	1/11/2020
135	Taleya Harris		14101 East 14th St San Leandro, CA 94578	510-463-4979	K	Jefferson	1/11/20
136	Crystal Isaac		1980 Lining Dr. CA 94579	415-361-9662	K	Manor	1/12/20

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137	RANJITA MELLO		441 NABOR ST SAN LEANDRO, CA 94578	(415) 602 2724	TK	MONROE	01/13/2
138	LAURA MILAN-LOBO		869 DOROTHY AVE SAN LEANDRO 94578	510 5417628	TK	JEFFERSON	01/13/2
139	Josephine Vibas		14665 Washington Ave San Leandro, CA 94578	5107036277	K	Wilson	1/13/2
140	Ayana Cruz		313 Cove Court San Leandro, CA 94578	510-984-8209	TK		1/16/2
141	Ana Villavicencio	Ana V.	1512 Oriole ave San Leandro CA 94578	510 674-3889	TK		1/17/2
142	Alfredo Martinez		802 Chetland Rd. San Leandro, CA 94577	917-882-0486	TK, 2nd	Roosevelt	1/17/2
143	Aeracar Nevis		1762 Halsey Ave San Leandro, CA 94578	510-778-5968	TK		1/17/2

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144	María Velazquez		262 dell ct Hayward ca 94541	5106121499	TK, 2	corvalis	1/18/20
145	catherine muljadi		15486 Teon Ct. SL 94579	626 524.2876	TK	Madison	1/22/20
146	Amelia Hernandez	Hernandez	~~324~~ 316 Bowling Green San Leandro, ~~CA 94577~~	510-355-2756	TK	Roosevelt	1/22/20
147	Sara Nuño-Villa	Sara Nuño Villa	1305 Lillian Ave. San Leandro 94578	510-575-7890	~~PreK~~ TK	Lower Bal	1/22/20
148	Vikki Allen	Vallen	333 Cove Ct 94578 San Leandro, CA	510 689-6522	TK	Monroe	1/22/20
149	Sin Iu	Sin Iu	1630 Los Banos SAN LEANDRO CA 94578	(510) 278-6960	1		1/22/20
150	Diana Caid		822 Mooney AVE San lorenzo CA 94580	510-605-1350	K	San lorenzo	1/22/20

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151	Jeanette Camacho		1416 163rd San Leandro 94578	510 695 3789	R-1C		1-24
152	Jose Esposa		1631 94th Ave 94603	(510) 613 5079	R-1C		1/24/20
153	Kesha Hughes		423 Bartlett Ave #10 Hayward, CA 94541	510 851 3808	K		1-24-20
154	Anquelina Johnson		1578 Pacific Ave San Leandro, CA 94577	(510) 798-8065	K		1-24-20
155	Patricia Soto		194. Suffolk Dr. San. Leand 94577	(510) 875.8380	K.	Washington	1.24.20
156	MARIXA RUIZ.		120 pontiac st. SAN Leandro CA 94577	(510) 706-4359	K 1st		1-24-20
157	Nancy Pelayo		562 Tudor rd San Leandro, CA 94577	510 3905663	First	Wilson	1/24/20

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158	Bingkuzhang	Zhang	1650 142ND AVE San Leandro 94578	510-816-6610	4year		1/22
159	Patricia Hernandez	Patricia	94578 14377 bancroft ave	5106779737			1/22/2
160	CHAN STRIPAN		900 143 ST AP 260 SAN LEANDRO 94578	(510) 246-9282 (510) 417-9771 (415) 410-8000	1 G	SEPHERSCHOOL	1/22/2
161	Georgina Barajos		2076 167th San Leandro CA 94578	510 200-3344	1 in TK 1 in 1st.		1/22/20
162	Josephine Adutwumwaa-Ah		545 Joaquin Ave Apt H San Leandro ca 94577	510-309 7873	K		1/22/20
163	Shaw Ryan		2736 Marina Blvd. San Leandro Ca. 94577	(510) 667-0672	2nd		1/22/20
164	Sandra RUIZ		1195 143rd Ave San Leandro CA 94578	510 826 8039	1st		1/22/2021

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165	Monique Tapia	Monique	4387 Lochlin San Leandro 94578	510-732-2460	1st Preschool toddler	Monroe Elementary	1/23/20
166	Stephanie Arguedo		2712 Marina Blvd 94577 San Leandro 94577	510-228 7453	TK	Madison	1/24/20
167	Nidia Zavala		131 Arcolade Dr San Leandro 94577	510 631 3875	Kinder	Wilson	1.24.20
168	Sarah Liu		14573 Acacia st SAN Leandro CA 94579	(510) 435-7927	pre-school	madison	1/24/20
169	DENNIS TORCUATAS		1501 146TH AVE SAN LEANDRO 94578	510 750 6562	TK	madison	1/25/20
170	TRACY Barton		2439 W AVE 135TH SAN LEANDRO CA 94577	510) 6883289	K	GARFIELD	1/24/2020
171	Jiecai Lan		2474 Fairway dr San Leandro, CA 94577	510 816-6821	Preschool TK	Madison	1/24/2020

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172	Thuy Le		1516 Manzanita Ave San Leandro CA 94579	(415) 933-0618	Kindergarden	Madison	1/24/2020
173	Meyra		2534 64th Ave Oakland, CA 94605	510 560-1447	K		1/24/20
174	Seven Li			628-226-8194	K		1/24/20
175	Nunn Horde		182 = Campbell Ave San Leandro CA 94577	570918 2648	k		1/24/20
176	Hanh Tran		1234 Castro St San Leandro CA 94577	510935-5824	1 grade	Madison	1/24/20
177	Jacky Cai		1226 Lillian Ave San Leandro 94578	~~510~~ 415-645-3999	k	Madison	11/24/20
178	Sandra S Sanchez		1006 72ND AVE Oakland 94621	510 759 6649	k		1/24/20

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179	Athena Barbee		821 Coburn Ct, Apt C San Leandro, 94578	760-269-6198	TK	San Leandro	1/22/20
180	Will Jarvis		~~574~~ 1288 Hays St Apt 208 San Leandro, CA 94577	916-710-6738	TK	San Leandro	1/22/20
181	Delisha Lefor		2262 Driftwood way san Leandro, CA 94577	510-746-6675	~~K~~ 1st	san Leandro	1/20/2020
182	Raquel Alexander		3030 Sweetwater Dr San Leandro 94578	9255100507	TK	San Leandro	1/21/20
183	Janiece Williams		2214 Belvedere Ave San Leandro CA 94577	916 807-2075	K	San Leandro	1/21
184	Angelica Alejandro		9501074 Av Oak CA 94603	510-735-4765	1	San Leandro	1/22/20 Aspire
185	Alma Martinez		13885 Doolittle Apt 120 San Leandro 94577	5103552238	TK	San Leandro	1/22/20

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186	Brianna White		4081 Willow Rd Apt 301 Pleasanton 94588	510 997-3490	1st	Pleasanton	1/22
187	IBRAHIM Mumuni		1077 Kuriy LN Concord CA 94520 (Nursery)	209670 7896	TK		1/23
188	Veronica Huizar		15089 Robin St. San Leandro CA 94578	510 706 5616	TK	Hillside	1/23/20
189	Griselda Briseño		16844 Foothill Blvd San Leandro CA 94578	(510)363-2180			1/23/202
190	Lizbeth Ramirez		15941 Marcella St #12 San Leandro CA 94578	(510)753-3050	K	Hillside	1/23/20
191	Kala Morales		1919 manchester rd #421 San leandro C:A 94578	510 362 9208	K	Hillside	1/23/20
192	DORIS OBIKWELU		16312 SARATOGA STREET APT B CA. SAN LEANDRO 94578	202 971 5333	TK	Hillside	1/23/20

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193	Maria Avila	Maria Avila	1507 Mono Ave Apt 2 San Leandro CA 94578	(510) 609-7147	1K 1 grade		01/23
194	Bertha Gier	Bertha Gier	2041 Miramonte Ave Apt #38 San Leandro 94578	510-820-5212	TK		1/23/24
195	Graciela Becerra	[illegible]	1 Marlow Dr Apt E Oakland CA 94605	(559) 308 6065	TK.		9/23
196	Wala Hammad	[illegible]	121 Accolade Dr San Leandro CA 94577	614 726 726 0247	KG		9/23
197	Nancy Garcia	[illegible]	15908 Marcella St San Leandro ca 94578	(510) 472-4147	TK		1/23
198	Elena Hernandez	Elena H	1018 75th Ave. Oakland CA. 94621.	510 712-5425	KG		
199	Consuelo Castaneda	[illegible]	1547 Valley St San Leandro 94577	4157940017	KG		1/24

SAN LEANDRO
Catalyst Collegiate

Parent Name

	NAME / *Nombre*	SIGNATURE / *Firma*	ADDRESS / *Dirección*	PHONE NUMBER / *Número de Teléfono*	STUDENT GRADE IN 2021-2022 / *Grado de Estudiante en 2021-2022*	NAME OF NEIGHBORHOOD DISTRICT SCHOOL / *Nombre de la Escuela del Distrito de Barrio*	DATE / *Fecha*
200	OMID KHAN		18261 70th AVE Hayward CA 94541	5109664656	1: K 1: 1st		1-23 2020
201	Wathika Alomavi		1607 Ashland ave San Lorenzo 94580	(510) 274-3543	K		1-23 2020
202	Tanaya Hackett		12 9770 Walnut St oakland, CA 94603	(510) 241-7102	K		1/23/20
203	Ramych Ahou		14735 San Leandro CA 94578 Satur Dr	(510) 502-7606	K		1/23/20
204	Luis Rojas		765 Martin Blvd San Leandro 94577	510-300-7597	K		1/23/20
205	Augustine Oyinatumba		14744 washington Ave, Apt 226 San Leandro 94578	5109271673	K		1/23/20
206	Sandra Ramirez.	Sandra Ramirez	2610 134th AV San leandro CA 94577	510-613-5391	K		1/24/20

Parent Name

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Catalyst Collegiate

	NAME / *Nombre*	SIGNATURE / *Firma*	ADDRESS / *Dirección*	PHONE NUMBER / *Número de Teléfono*	STUDENT GRADE IN 2021-2022 / *Grado de Estudiante en 2021-2022*	NAME OF NEIGHBORHOOD DISTRICT SCHOOL / *Nombre de la Escuela del Distrito de Barrio*	DATE / *Fecha*
207	Lily Fang		184 Warwick St. San Leandro 94577	5034427664	1c	madison	1/24/20
208	Kelly Mai		2321 Darwin St, Hayward 94544	510 676-5937	TK	nhungkmai@gmail	1/24/2
209	Irene. Peralta.		1311 154th Ave Apt 302 San Leandro	2141-334 6014.	K.	Sa	01/24/20
210	Mariel Nicdao		941 Lewelling Blvd. #711 San Leandro CA 94578	510-716-5475	tk		1/24
211	Leah Shad		1065 Hitchcock dr San Leandro CA 94577	510-692-6697	1st	willson	1/30
212	Teresa Manzo	TM.	219 Bristol Blvd. San Leandro ca. 94577	510) 3269063	TK	WASHINGTON ELEMENTARY.	1/30
213	Clarissa Valdonado		891 - Davis st San Leandro CA 577	510.827-22-59	K	Willson	1/30

	NAME / *Nombre*	SIGNATURE / *Firma*	ADDRESS / *Dirección*	PHONE NUMBER / *Número de Teléfono*	STUDENT GRADE IN 2021-2022 / *Grado de Estudiante en 2021-2022*	NAME OF NEIGHBORHOOD DISTRICT SCHOOL / *Nombre de la Escuela del Distrito de Barrio*	DATE / *Fecha*
214	Melissa Lyles		532 Bancroft 94577 San Leandro	415 998 8717	~~pre K~~ TK	Broadmoor	1/12
215	Alejandra Hernandez		1077 100th ave oakland CA 94603	(510) 809 6142	Prek + TK		1/13/20
216	Mallory Fiske	Mfiske	850 Collier Drive San Leandro CA 94577	248-302-7300	Kinder	Roosevelt	1/17/20
217	Said Fathulamin		16385 E14 Street San Leandro 94578	5103285558	~~Pre~~ K		1/23/20
218	Ekaete Anuonye	E. Anuonye	900 143rd Avenue San Leandro CA 94578	(510) 3246530	~~Pre~~ K		1/23/20
219	Nohemi Valencia	Nohemi Valencia	1345 Thrush Ave San Leandro CA 94578	510) 309 56-23	~~PreK~~ K		1/23/20
220	ZHANGDI JIANG		15008 Costela ST SAN LEANDRO CA 94579	510-314-1885	~~Pre~~ K		1/23/20

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	NAME / *Nombre*	SIGNATURE / *Firma*	ADDRESS / *Dirección*	PHONE NUMBER / *Número de Teléfono*	STUDENT GRADE IN 2021-2022 / *Grado de Estudiante en 2021-2022*	NAME OF NEIGHBORHOOD DISTRICT SCHOOL / *Nombre de la Escuela del Distrito de Barrio*	DATE / *Fecha*
221	Cesar Campos / child	Erica Erica Campos	27538 Ellith St Hayward, 94544	570 928 2217	1	Hayward	1/13/20
222	Leticia Rivas / child	Karla	4374 Sweetwater Dr San Leandro CA 94578	(510) 305 1014	1	San Leandro	1/13/202
223	Ximena Bruno / child	Adalfina	1715 - 138th Ave San Leandro, CA 94578	510 381-2831	1st	San Leandro	01/13/2021
224	Naiami Ivong / mom 2 kids		504 Lewis Ave San Leandro 94577	510 501-6449	1	SL	1/31/20
225	Francesca Tome / Mom 2 kids		985 San Jose Street San Leandro 94577	805 6375631	Preschool	SL	1/13/202
226	YASMIN PEREZ / MOM		1039 Bellegu St San leandro CA 94579	510/517 4155	DAYCARE	SL	11/41 2020
227	Jorge Perez / Dad	JR	1039 Bellegu ST San Leandro CA 94579	510- 612-6651	1st	SLZ	1/14/20

SAN LEANDRO
Catalyst Collegiate

Parent name

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228	Luong phung / Mom	Jamila / Grandma Cardenas	1400 Carpentier St Apt 125 San Leandro, CA 94577	415-203-7852	K	S.L-	1/14/20
229	James Wells		33 Cove Ct San leandro 94578	510-205 2893	1st	SL Jefferson	1/22/20
230	Galina Rumsey	Galina Rumsey	2399 E 14th St Spc 175 San leandro CA 94577	510-846 8883	TK	SL Jefferson	1/22/20
231	Chris Weeks		893 Lagven Dr. San Leandro CA 94578	510 299 0380	1st	Monroe SL.	1/22/2
232	Alejandra Gonzalez		1577 13th ave ~~San Leandro CA~~ San Leandro 94578	(510) ~~58~~ 97460 58	K	McKinley	1/22/20
233	Sanni Zainab		892 Davis Street Apt 206 San Leandro CA, 94577	619343 0267	TK	Jefferson	1/22/202
234	Jinai Li		1332 Andover st. San Leandro CA 94579	510-409-7555	K	Jane Madison	1/22/22

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235	Romy Marin		1919 manchester Rd, 94578	510 6463143	3 years old	N/A	1/11/20
236	Louella Ramos		1478 Homans Ave, 94578	831.240.4403	5 years old	Bay O Vista	1/14/20
237	Joan Flores		1468 Trojan Ave SL, CA 94579	510-593-6555	6 yrs old	James Madison	1/14/20
238	Brooke Johnson		377 Kenilworth Ave SL CA 94577		K	Roosevelt	1/14/20
239	Bridget Britt		420 Begier Ave. San Leandro, CA 94577	530-219-6844	K*	Washington	1/14/20
240	Annika Andrus		575 Maud Ave San Leandro, CA 94577		K+	McKinley	1/14/20
241	Art Guzman		575 Maud Ave San Leandro CA 94577		K+	Mckinley	1/14/20

	NAME/ *Nombre*	SIGNATURE/ *Firma*	ADDRESS/ *Dirección*	PHONE NUMBER/ *Número de Teléfono*	STUDENT GRADE IN 2021-2022/ *Grado de Estudiante en 2021-2022*	NAME OF NEIGHBORHOOD DISTRICT SCHOOL/ *Nombre de la Escuela del Distrito de Barrio*	DATE/ *Fecha*
242	Shane Adams		596 Broadmoor Blvd San Leandro, 94577	510 459 7824	1st	Broadmoor	1/11/20
243	ELYSE CRUM		821 Barker Ave Hayward, 94541	(510)912-0056	Kinder	Longwood	1/14/20
244	Gloria & Jack Strohm		255 Stoakes Ave. San Leandro, CA 94577	510-414-7403	1st	Washington Elementary	1/14/20
245	Robert Vergara		1696 Redwood Ave San Leandro, CA 94579	(510)220 3048	Kinder	Bon Air/ Washington Manor	1/14/20
246	CONTESSA BENNER		235 MITCHELL AVE SAN LEANDRO CA 94577	925.984.6831	PRESCHOOL 2ND SCHOOL	BROOKFIELD ROOSEVELT	1/14/2020
247	MARIA McGill		550 SUPERIOR S.L., 94577	510.427.3805	TK/ 2ND GR.	BROADMOOR/ ROOSEVELT	1/14/20
248	Evelia Navar		1055 Georgean St. Hayward, CA 94541	(510)409.3789	Kinder	Colonial Acres	1/14

Community Member Signatures of Support

SAN LEANDRO CATALYST COLLEGIATE

All students can excel at high levels. Our instruction provides individualized student supports to ensure all students get exactly what they need so succeed.

A love of literacy translates to a love of learning. We devote extra time for reading, writing, and communicating so that our students develop into independent readers *and* learners.

Rigor develops critical thinkers. Our curriculum ensures all students access and engage with grade-level learning experiences.

Strong values and habits build character. Our students demonstrate curiosity, enthusiasm, agency, team, and excellence.

Creative thinking drives student agency. Each day, our students construct and drive their own learning in our Idea Lab.

Exceptional teaching yields exceptional results. We provide weekly coaching and development to all our teachers.

Our Mission: San Leandro Catalyst Collegiate charter school prepares all students in grades TK-5 through rigorous academics, character development, and creative thinking to excel in middle and high school, thrive in college, and create their futures.

Date: 2019.10.19

	Name / ***Nombre***	**Zip Code /** ***Código Postal***	**Phone Number /** ***Número de Teléfono***	**E-Mail /** ***Correo Electrónico***	**Age of Child(ren) /** ***Edad del Niño(s)***
1	LaRayea Williams	94577	510-472-6525	rayea.williams@gmail.com	Ø
2					
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2019.10.19 2 (1)

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Date: 10/26/19

	Name / *Nombre*	Zip Code / *Código Postal*	Phone Number / *Número de Teléfono*	E-Mail / *Correo Electrónico*	Age of Child(ren) / *Edad del Niño(s)*
1	Ana Salazar	94578	5107858061		3
2	Rosa Becerra	94579	510-300-7260		3
3	Natalie Rodriguez	94578	510.878.0465	Natalie.Rodriguez.02@gmail.com	8
4	David Flores	94601	510-328-9264	David1092	6 and 2
5	Jazmin Saraia	94544	5106908002	...ioz-Eivalos@yahoo.com	—
6	Violeta Olivares	94577	(510)706-8662	mariana_david@icloud.com	5-8
7	Vilma Mendez	94577	510-258-3332	—	8
8	Nora Hum	94577	(510)340-8535	— —	6 and 12
9	Alonso Castro	94577	(510)371-1292	— —	1-4
10	Mariana Regalado	94603	(510)883-4055	— —	18
11	Tina McCormick	94601	510-708-7646	tmcapple206@yahoo.com	6

2019 10.26

	Name / Nombre	Zip Code / Código Postal	Phone Number / Número de Teléfono	E-Mail / Correo Electrónico	Age of Child(ren) / Edad del Niño(s)
12	Emma Barragan	94577	510-560-0072	emaiam2@gmail.	11
13	Yolanda Quevedo	94579	415-375-1616	yolinquevedo@gmail.com	13, 10, 6
14	Ramona Manzo	94577	510-467-5595	Ramonamanzo@yahoo.com	11, 3
15	Aurora Y E.	94577	(510) 355-9953	yamilletrebollosa@yahoo.com.mx	7, 12
16	Fernando Hernandez	94603	510-409-8761	Hernandezfamily2508@gmail.com	16, 5
17	Cynthia Lopez	94577	510 872-4785	cynthiaglopez@yahoo.com	11
18	Gloria Gonzalez	94577	775-351-9647	missg2400@gmail.com	11 / 13
19	Carlos Guarneros	94621	(510) 692-7347	Carlosguarneros65@	3 años
20	Cesar Garcia	94577	(617) 780-8354	Csgar@gmail.	3
21	Dylan Meza	94610	510-415-7156	dmeza2021@u...hss.com	3
22	Marlu Sanchez	94601	510) 940-6587		4
23	Monica Lazcano	94619	510/482-9230	monik.may17@gmail.com	3
24	Adriana Garcia	9467	(510) 424-2326	agarcia jd@gmail	9-4-1
25	Concha Carrera	94603	510 878-0121	C_casola@yahoo.com	4 (Nino)
26	Elisa Tuaian	94703	510 3723027	emariet20@yahoo.com	10 / 4
27	Claudia Sandoval	94703	510 83149215	csandoval@gts mexico.com.mx	6 años
28	Sandra Guerrero	94577	(510)330-9918	sandy.carrion101@gmail.com	5, 2
29	Alejandro Bernabe	510 94804	(510)837-1887		4, 2
30	Diana Warton (2 yr Ming)	94545	510.342 8106	Diana2956@hotmail.com	5
31	Maricela Hernandez	94577	510 220-2671		6th Grade
32	Miriam Garcia	94577	(510)326-6196		4
33	Sandy Zavala	94603	(510) 692-0899	Sbonilla97@gmail	1 ½
34	Karina de Leon	94601	(415) 794-5961	emanuel2274@hotmail.com	4 años

2019.10.20 4 (2)

SAN LEANDRO
Catalyst Collegiate

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As a resident of San Leandro in which San Leandro Catalyst Collegiate intends to operate, I am signing this petition to affirm that I have read San Leandro Catalyst Collegiate's mission; there is a need for this school in our community; and I would like to see San Leandro Catalyst Collegiate open as a free, public, college preparatory school in the fall of 2021.

Date: 11/10/2019 and 11/17/2019

	Name / *Nombre*	**Zip Code / *Código Postal***	**Phone Number / *Número de Teléfono***	**E-Mail / *Correo Electrónico***	**Age of Child(ren) / *Edad del Niño(s)***
1	Leticia Juarez	94578	(650) 996 5037		3
2	Ana Andrade	94578	(510) 905-9730	ana.andrade-3547@gmail.com	9
3	Cristina Ramirez	94578	510 329-5260		3 yo (in March)
4	Diana Kruse	94578	(510) 186-8826	dubpram@gmail.com	7
5	TAMMY CASTELLANOS	94578	510 708 2451	CASTROCONCRETE@AOL	2
6	Alicia Garcia	94578	5109271976	garcia.alicia@gmail.com	3
7	Denise Alvarez	94578	510 560 0881	denise.alvarez200@yhoo.com	9
8	Elisa Ocampo	94578	510) 356-7706		
9	Elsa Jimenez	94541	(510)460-0006		4 up.
10	Jesus Ceja	94579	5107810949		
11	Heiman Escobar	94601	415-212-4550	Hermano11515@hotmail.com	

2019.11.W5 (1)

	Name / Nombre	Zip Code / Código Postal	Phone Number / Número de Teléfono	E-Mail / Correo Electrónico	Age of Child(ren) / Edad del Niño(s)
12	Edelmira [illegible]	94578	510 230-157[illegible]		7 años
13	Jeffrey ortiz	94577	510-332-8253	dalekyjeffrey@gmail.com	4
14	Viana Segura	94577	510 938 2638	[illegible]@gmail.com	4
15	Betty Torres	94541	510 258 7666		9
16	Angelica Macias	94577	510.418.0[illegible]	angelica[illegible]@gmail.	11-16
17	Julia Cruz	94605	510) 8600265		11
18	Maria Alvarez	94578	(510) 314-2931	Maria[illegible]@gmail.com	3-7-9
19	Pedro Ruiz	94578	(510) 8078659		8 years old
20	Luis Hernandez	94603	(510) 2743910		8, 9, 3, 4
21	Juan G	94578	510 86[illegible]0910	JGARZ25@AOL	
22	Sergio Marquez	94577	(510) 282-7820	sgjmarq@aol.com	11 yrs
23	Israel Martinez	94578	(510) 7486122		3
24	[illegible]	94578	510 706 3419		
25	Olga Esquer	94578	5107319409		4
26	Alfredo Alfaro	94580	510 5016935		16
27	Esmeralda Moya	94578	510 690 5544	EMOYA47@gmail.com	9 y 3 años
28	Ana M. Rodriguez	94578	510 [illegible]		15
29	Maria Martinez	94577	510 7100-4827		4
30	[illegible] Navarrete	94578	510)825 9671		
31	Olivia Cano S	94541	415-425-8167		12, 11, 8
32	Javier Ochoa B	94578	(510)992-9070		
33	PAULINE ESPINOZA	94578	(510) 755-8[illegible]4		
34	Samantha Ortiz	94578	(510)-[illegible]123152		2

2019.11.16 (2)

	Name / Nombre	Zip Code / Código Postal	Phone Number / Número de Teléfono	E-Mail / Correo Electrónico	Age of Child(ren) / Edad del Niño(s)
35	Cadiz Carrizo.	94577	5108270713	—	1
36	maria SOTO	94579	(510)725 6617		1
37	Karen Nicholson	94578	510-676-7361		6
38	[redacted]	94577	(510)7989330		5-9
39	Wjuanperdomo	94578	5103288685		1
40	Katie Hungria	94578	510 5846199		
41	SANDRA VERGARA	94603	510-677-2858		1
42	Maricela Velasco	94577	(925)447-5186		11-7
43	Sidra Olmonza	94607	510)688-4839		16-18
44	Lorena Rivas	94577	408-741-4211		3 ~~0~~
45	Rosa Villagomez	94577	510-962-2222		
46	Adela Sanchez	94577	510-354-8317		14
47	Martinez Olivia	94580	510-289-6757		15, 6, 3
48	Jose y Esther Cabrera	94577	510 276-9340		
49	Leticia Cervantes	94578	510 331-9138		2-4
50	HECTOR CERVANTES	94578	510 967 0545		2-4
51	JUAN C REYES	94541	510 9066941	Juvilon654@hotmail.com	2-4
52	Ereday Suarez	94578	5109018020	suarez ereday@gmail.com	2-5
53	Bianca Cierra-Wong	94577	510-316-3102	bcierrawong@gmail.com	
54	Yissette Turcios	94801	510) 650 6590		4-2
55	Cristofer Flores	94605	510-200-1068		4, 5, 3
56	Bertha Chavez	94541	510-363-6503		4
57	Fernanda Prado	94541	510 736 9339	prado fer@hotmail	1, 4

2019 11.16 (3)

	Name / Nombre	Zip Code / Código Postal	Phone Number / Número de Teléfono	E-Mail / Correo Electrónico	Age of Child(ren) / Edad del Niño(s)
58	Etelbina Perez	94601	510 4721126		1 año.
59	Daisy Hernandez	94546	(510)265-4471		
60	Teresa Cruz	94578	510-4702177		11
61	Maria Guadalupe	94578	510-258-48		13,10,6,2 *
62	Emilia Barbozo	94577	510)586-9222		2,4 *
63	Ivonne Gutierrez	94577	(510)631-9147		13-15-5 meses
64	Ignacia Sicairos	94577	510-978-9591		4años - 6meses
65	Angelina Luna	94578	510-8254916		
66	Mari Zaragoza	94577	(510) 476-65-25		
67	Alexander Murillo	94580	(510.590.1915		3,6,11,14 *
68	Javier Martinez	94580	(510) 921-0460		
69	Luis Herrera	94580	(510) 828-4075		6
70	Patrici Romero	94577	(510) 783-4505		16, 17
71	Jose Arroyo	94546	510)636 5714		Ø
72	Guadalupe Iraheta	94542	(510)677-9974		I
73	Fernando Torres	94578	510 510 634 6736		9, 10
74	Rosa Hernandez	94578	(510) 408 87 32		10, 6, 4 *
75	Adriana Alvarez	94578	510 316-0863		6, 12, 4 *
76	Dora Sanchez	94577	(510) 415 8204		3, 7 *
77	Yoselin	94603	(510)886-3341		Ø
78	Teresita Macavilla	94603	510-988-91-30		Ø
79	Crum Rodriguez	94578	510 753-2264		Ø
80	Sayra Bi	94603	510)441-4521		3 *

2019 11.10 (4)

	Name / Nombre	Zip Code / Código Postal	Phone Number / Número de Teléfono	E-Mail / Correo Electrónico	Age of Child(ren) / Edad del Niño(s)
81	Rosa Garcia	94501	5103954734	—	4, 7
82	Cheryll Natarren	94607	———	✓	1
83	[illegible]	94577	510)590 6004		7
84	Maria Martinez	94578	(510)351 6412	———	16
85	Lemai	94578	(510)541 1091	[illegible]	Ø
86	Antelma García	94621	(510) 816-0371		5 años
87	J. M. Ramos	94577	-		3 yrs
88	Luis V.	94578	650 716 8570		1 año 1 10 años
89	Dayby D Raymundo	94577	415 9366042	daniel198123@yahoo.c	8-11-3
90	Shirley Vargas	94578	510 417 1105	Shirleyvargas97@yahoo.com	8
91	René Santiago Ramirez	94578	510 6002669		4, 6, 8
92	OScar	94578	5109999540	[illegible]	[illegible]
93	Alexandra Valor.	94541	40.3144022	[illegible]	[illegible]
94	Alejandro Barajas	94578	510 677-2232	———	4°. 30, 25
95	Graciela Vasquez	94578	(510) 483-2598	———	17-
96	MARTIN	CORONA	510 566-5080	~~[illegible]~~	4:20 - PM
97	Gisele Carrera	94578	(510 326 8273		NO
98	TIA Turlock	94603	(510) 472.5278		13
99	Katy Chapaz	94401	650 271 1330		9 8 meses
100	Arturo Castaneda	94578	5105761658	[illegible]	[illegible]
101	Ana María Manchaca	94577	310) 695-6801		
102					
103					

2019 11.16

(5)

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As a resident of San Leandro in which San Leandro Catalyst Collegiate intends to operate, I am signing this petition to affirm that I have read San Leandro Catalyst Collegiate's mission; there is a need for this school in our community; and I would like to see San Leandro Catalyst Collegiate open as a free, public, college preparatory school in the fall of 2021.

Date: 11/23/19

	Name / *Nombre*	Zip Code / *Código Postal*	Phone Number / *Número de Teléfono*	E-Mail / *Correo Electrónico*	Age of Child(ren) / *Edad del Niño(s)*
1	Soledad Lozano	94577	510 316-6759		4 años
2	Danah Fernandez	94577	510-326-6852		4
3	Ashley Richardson	94578	510 779 8014	AshRich89.ATC@gmail.com	3
4	Maribel Romero	94546	510-387 8340		2
5	Martha Campos	94580	510-415 5071	Fsmaccam@yahoo.com.	0
6	Maria Vidal	94541	510 7063872		11
7	Adu Poku	94577	510 370 0007		4
8	Carlos Montes	94578	510-706-7849		3, 4
9	Maira Fuentes	94577	(510) 927-7725	fuentesmaylis@gmail.com	1
10	Virginia Pina	94578	(510) 978-5668		10-11
11	VICTORIA EZEUDE	94578	510 813 2056	VICEZEUDE@GMAIL.COM	3-2

2019.11.23

(1)

	Name / *Nombre*	Zip Code / *Código Postal*	Phone Number / *Número de Teléfono*	E-Mail / *Correo Electrónico*	Age of Child(ren) / *Edad del Niño(s)*
12	Guadalupe Calderon	94603	510) 798-4087	guadalupecalderon24@gmail.com	Ø
13	Felix Lopez	94578	415 940 1881	Felix Lopez	✓
14	Monika Morales	94577	707 342 3914		
15	claudia medrano	94578	510-401-3140	lagatitalalis@gmail	4 3
16	Maritza Fernandez	94578	510-610-1[illegible]	-	3
17	Marisol Alvizar	94578	510) 514-4638		3 y 5 y 7
18	Blanca Lopez	94577	510 599 0203		3 & 6
19	Adriel Eliel Mendoza	94577	(415) 760-3499	Juanam28840gmail.com	1 año
20	Jose Rosas	94578	510 967-9282		0
21	Martha Mejia	94578	510-626-5443		9
22	Carmen Villagomez	94578	510-586-7271		2
23	Maria Paredes	94578	510-851-5917		2
24	Rosa M Castellanos	94605	510-562-6256		1
25	Luz Guzman	94544	510 314-1267		11
26	Sonia Ramirez	94541	510 526-7696		10, 9
27	Olga Espinoza	94578	(510) 258-3619		20/19/12/9
28	Refugio M Hernandez	94541	(510) 706 6299		22/17
29	Maria Flores	94577	(510) 632-9024		20 - 21
30	Jose M Bustamante	94578	(510) 326-[illegible]		31
31	Maria Hernandez	94578	510 988 9654		19
32	Irene Peralta	94578	814 334-6014		4 *
33	Bertha Vargas	94603	510 633-0834		Ø
34	Margarita Castro	94541	510-688-4405		12-17-22-20-26

2019.11.23 11

	Name / *Nombre*	Zip Code / *Código Postal*	Phone Number / *Número de Teléfono*	E-Mail / *Correo Electrónico*	Age of Child(ren) / *Edad del Niño(s)*
35	Rony Marin	94578	510 646 3143		1 año
36	Maria Moreno	94541	510 754 86 99		8-12-5
37	Rocio Elizondo	94577	(510) 774 3016		17, 13
38	Maria topete	94578	(510)520-7074		9-11-3
39	JOSH	94541	510 303 2233		3 07 15
40	Hugo Pena	94578	510 377 8231		Ø
41	Jose Reus	94578	(510) 395-2260		Ø
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2019.11.23 (3)

SAN LEANDRO
Catalyst Collegiate

All students can excel at high levels. | **A love of literacy translates to a love of learning.** | **Rigor develops critical thinkers.**

Strong values and habits build character. | **Creative thinking drives student agency.** | **Exceptional teaching yields exceptional results.**

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Date: 2019.12.08

	Name / *Nombre*	**Zip Code / *Código Postal***	**Phone Number / *Número de Teléfono***	**E-Mail / *Correo Electrónico***	**Age of Child(ren) / *Edad del Niño(s)***
1	Lorena	94577 San Leandro			6 - 8
2	Lma J.	94541 Hayward		jzuiga hermes110 @gmail.com	2 - 7
3	Selena Brooks	94621		Lenab758@yahoo.com	4mo + 9yrs
4	Mary Lulu	94621			
5	Elizabeth Ruiz	94621		ravogelizabeth14@gmail.com	2
6	Iran A. Moreno	94541	(510) 6893681		4 y 7 años
7	Sandra Pena	94621			10 y 7 años
8	Noel Vargas	97577	650-215-3601		4
9	Mª de la luz N?	94544	510) 8201628		5 años
10	~~Mª~~ Nelsy LOPEZ	94603	(510) 827-8885	nelsy1911@hotmail.com	5 - 15 años
11	Maya Moreno	94621	(510) 129 6850		Ø

2019.12.08 (1)

	Name / Nombre	Zip Code / Código Postal	Phone Number / Número de Teléfono	E-Mail / Correo Electrónico	Age of Child(ren) / Edad del Niño(s)
12	Yaby Vasquez	94541	818 290 0794	VASQUEZyaby579 yahoo.com	4 AÑOS
13	Jitendra Nelupane	94580	510-701-6751	jitendranelupane@yahoo.com	3 1/2 years
14	Sarah Nelupane	94580	510-517-22-73	Mother of Sophia	3 years
15	Sandra Sanchez	94621	510-759-6649	sandrasanchez201@gmail.com	4
16	Canna Delgadillo	94605	510 938 3095		3 yrs
17	Trinesha Sanders	94578	510 915 3342		2
18	Dominique Brown	94621	415 879 0090	dmbrown77@yahoo.com	3 yr
19	Jose Garcia	94577	510 564-4459		0
20	Luis Corral	94577	(510) 517-3694	Luismiguelcorral.LC@gmail.com	5
21	Ronaysha Chaney	94621	(510) 850-8350	Chaneyronaysha	6/5 Aspire
22	Mohammad	94621	[illegible]		3
23	Gloria Zelaya	94603	(510) 269-0525	Zelayagloria25@yahoo	7/10
24	Page Pierson	94621	(510) 621-9357	Pierson3102@yahoo.com	4/5 Lodestar
25	OVIDIO A. MARMOL	94619	(510) 379-0441	marmolsmiles@Hotmail.com	4/3
26	Angela Morales	90601	(415) 374-5071		1 03 Mesa Vista
27	Maria Garcia	94603	(510) 569-9666		5
28	Dora Garcia	94577	(510) 878-0618		5
29	Veronica Ramirez	94605	(510) 395 04 80		6
30	Maria Gonzalez	94577		lortegafrancisco806@gmail.com	3
31	Salvador Rocco	94577	925 266 7671	Jackier63@gmail.com	1.7 (two)
32	Elidy Montejo	94578	510-350-8246		2
33	Sergio Olivera	94577	628-333-0215		3 + 2
34	Leticia Velazquez	94603	510 355-6524		3 Años

2019.12.08 (2)

	Name / Nombre	Zip Code / Código Postal	Phone Number / Número de Teléfono	E-Mail / Correo Electrónico	Age of Child(ren) / Edad del Niño(s)
35	Sonia Oliva de Leon	94577	(510) 689 7201	soniaoliva@yahoo.com	13 years old 7 years old
36	Vilma Mendez	94577	510) 258-3332	—	8 years
37	Carlos Rosas	94577	510 460-57-97	—	11, 8, 4, 2 *
38	Guadalupe Hernández	94577	510) 8470642	—	Años.
39	Artemio GONZALEZ	94577	(510) 329-0924	—	
40	Alma Castellanos	94577	510) 927-7550	—	2 años *
41	Allen Kim	94705	(650) 678-8086	allenkim86@gmail.com	10, 9, 8, 2
42	Angelica Gutierrez	94578	510 590 0284	angie0126@live.com	10 y 1
43	Madisol Leon	94577	(510) 775-3722	Sdimaribella@yahoo.com	4 años
44	Mario Tapia	94603	510-568-1227		5
45	Haydee Ramirez	94577	510 485 21 94		5 años
46	Angelica Maldonado	94577	510 7569871	—	18 Meses
47	José Vivas	94603	510 689-3652	vivas.eduardo@hotmail.com	4-8
48	Maria Oropeza	94577	(510) 599-0385		13, 11, 10
49	Melia Gonzales	94577	510-677-9788		9, 6
50	Erika Hernández	94577	(510) 604-7857	Kikamontoya-*@yahoo.com	13 month
51	Salla Homran	94579	(707) 774-9851	sillhomran@gmail.com	5 and 4
52	Tracee Perrault	94621	1187 Seminary AE	sbr4wid13@yahoo.com	
53	MAYRA CARRILLO	94601		MVC061288@HOTMAIL.COM	
54	Ana Alvarez	94603	510-301-7406		6 year
55	Bernisha Chadwick	94806		Bernisha414@gmail.com	4 years
56	Rasmussen (epic)	94601	510 725-4572	raymondaut@epic.com	
57	Ronald Martinez	94541	510 2905154	Rolosa5@gmail.com	

2019.12.08 (3)

	Name / *Nombre*	Zip Code / *Código Postal*	Phone Number / *Número de Teléfono*	E-Mail / *Correo Electrónico*	Age of Child(ren) / *Edad del Niño(s)*
58	Alma Gutierrez	94578	(510)274-0277	almagtierrezaga@gmail.com	10/12/8/5
59	Karina Medina	94578	(510) 862-7157	Kary-medina-2006@yahoo.com	1 yr. → interested in teaching
60	Maria Velasquez	94578	510 621 1799		2 & 4
☆ 61	Diana Martinez	94578	(510) 512-3716	Dianayamileth.357@Gmail.com	3 → work? Cafeteria?
☆ 62	Maria Martinez	94578	510-599-4440	angelamtz12017@gmail.com	3 5 7-10
63	Rulas Alvo	94580	510-[illegible]-35-66		
64	Benita Ruvalcaba	94580			
65	Gonzalo Gonzalez	94578	510-917 1245		1
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16 ECDers

2019.12.08

SAN LEANDRO
Catalyst Collegiate

All students can excel at high levels.

A love of literacy translates to a love of learning.

Rigor develops critical thinkers.

Strong values and habits build character.

Creative thinking drives student agency.

Exceptional teaching yields exceptional results.

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Date: 2019.12.15

	Name / *Nombre*	**Zip Code / *Código Postal***	**Phone Number / *Número de Teléfono***	**E-Mail / *Correo Electrónico***	**Age of Child(ren) / *Edad del Niño(s)***
1	Salvador Lopez	94605	(510) 759-7232		16
2	Elijah Monroe	94605	(510) 807-5073	elijah.monroe2456@gmail.com	16
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2019.12.15

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SAN LEANDRO
Catalyst Collegiate

All students can excel at high levels.
Todos los estudiantes pueden sobresalir en niveles altos.

A love of literacy translates to a love of learning.
El amor por la alfabetización se traduce en amor por el aprendizaje.

Rigor develops critical thinkers.
El rigor desarrolla pensadores críticos.

Strong values and habits build character.
Fuertes valores y hábitos construyen carácter.

Creative thinking drives student agency.
El pensamiento creativo impulsa la agencia estudiantil.

Exceptional teaching yields exceptional results.
La enseñanza excepcional produce resultados excepcionales.

Our Mission / *Nuestra Misión*: San Leandro Catalyst Collegiate charter school prepares all students in grades TK-5 through rigorous academics, character development, and creative thinking to excel in middle and high school, thrive in college, and create their futures.

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La escuela charter San Leandro Catalyst Collegiate prepara a todos los estudiantes en los grados TK-5 a través de académicos rigurosos, desarrollo del carácter y pensamiento creativo para sobresalir en la escuela intermedia y secundaria, prosperar en la universidad y crear su futuro.

Como residente de San Leandro en el que San Leandro Catalyst Collegiate tiene la intención de operar, estoy firmando esta petición para afirmar que he leído la misión de San Leandro Catalyst Collegiate; hay una necesidad de esta escuela en nuestra comunidad; y me gustaría ver San Leandro Catalyst Collegiate abierto como una escuela preparatoria gratuita, pública y universitaria en el otoño de 2021.

Date / *Fecha*: 2020 01.03

	Name / *Nombre*	Zip Code / *Código Postal*	Phone Number / *Número de Teléfono*	E-Mail / *Correo Electrónico*	Age of Child(ren) / *Edad del Niño(s)*
1	[illegible] VENTURA	94580	510-987-6597	—	—
2	[illegible] Lopez	94578	(510) 314-0573	—	Middle School
3	Rosa Villa	94578	925)4409571	—	—
4	Silvia Romo	94578.	—	—	—
5	Vanessa Saucedo	94577	(510)379-6821	vane.saucedo55@gmail.	—

SAN LEANDRO
Catalyst Collegiate

	Name / *Nombre*	Zip Code / *Código Postal*	Phone Number / *Número de Teléfono*	E-Mail / *Correo Electrónico*	Age of Child(ren) / *Edad del Niño(s)*
6	Ana Maria Nicolas Lemus	94603	510-747-2664		7 y 8
7	~~Cristina Briano~~				
8	Virginia Alanco	94578	510-909-1959		high school
9	Lorenzo Teleguario	94577	510 6327428		13
10	yat medina	94579			7-6
11	Starligh Morris	94605	510-650-6521	marisuarH8808	10, 6.5 & 18, 0
12	Yolander Cerecedo	94577	510-712-5779	cerecedoyolande@gmail.com	9
13	Maria Zavala	94603	510-600-74-05		3 8
14	Estefany Silva	94603	510)229-8670		2
15	Luisa Vasquez	94577	(510)672-7152	Vluisa44@yahoo.com	11 and 8
16	Maria Alvarado	94621	(510)703-2591	mralvarado98@gmail.com	2
17	Margarita Estrada	94603	5108606552		
18	Etsubdink Todesse	94567	626 676 8314	estubdink-getu@yahoo	18 months
19	Monica Rodriguez	94603	510-527-7581	MBarajas553@gmail.com	5
20	Hannah Morado	94621	(360)553-2878	misshannee@yahoo.com	5yo
21	Nubia Diaz	94621	(510) 813-8278	nubmed@yahoo.com	4 years
22	Diana Marescal	94544	(510)355-0294	bugarini@diana@gmail.com	4yrs
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SAN LEANDRO
Catalyst Collegiate

	Name / *Nombre*	Zip Code / *Código Postal*	Phone Number / *Número de Teléfono*	E-Mail / *Correo Electrónico*	Age of Child(ren) / *Edad del Niño(s)*
24	Eric Torres	94579	510 303 3234	Torres.eric55@hotmail.	———
25	Rahsaan Hunter	94577	510. 239. 8730	rh1829@att.com	3 / 6
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SAN LEANDRO
Catalyst Collegiate

	Name / *Nombre*	Zip Code / *Código Postal*	Phone Number / *Número de Teléfono*	E-Mail / *Correo Electrónico*	Age of Child(ren) / *Edad del Niño(s)*
60	Catrina Wilkes	94606	(510) 730-4783	catrinawilkes12226@yahoo.com	
61	Kelthesa Moses	94607	510)435-7436	fishablacke[illegible]n.com	
62	Stephanie Guzman	94612	925 437-2469	sguzman024@gmail.com	
63	Correy Jackson	94612	510-944-325[illegible]	correyjackson25@gmail.com	6
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Letters of Support

To date, we have received letters from the following individuals and organizations:

- Bay Area Business Roundtable
- BES
- Clare Green, Principal at Impact Academy of Arts & Technology High School
- Community Christian Church of California
- EdTec
- It's A Grind Coffee House San Leandro
- Morgan Jacobs, Preschool Teacher at Davis Street Children Center
- Sheila Langham, Site Director at Davis Street Children Center
- Silicon Schools Fund

Bay Area Business RoundTable
8517 Earhart Road, Oakland, CA 94621. Tel: (510) 568-6302 Fax: (510) 568-6312. Website: BABRT.Org

January 21, 2020

To Whom it May Concern.

The Bay Area Business Roundtable is please to offer our support for San Leandro Catalyst Collegiate. After meeting with members of the Board, we are excited about the impact the school will have on the San Leandro community.

The success of any community is, to some degree, tied to the quality of its education system. As we look at creating more economic growth in cities, the role of education systems becomes even more important. The Bay Area Business Roundtable will foster collaboration with San Leandro Catalyst Collegiate to assist in building capacity and develop a shared infrastructure to improve the quality and enhance efficiency in this new education system. We now have a new global marketplace that requires close collaboration between training organizations, educational institutions and employers to be competitive. San Leandro Catalyst Collegiate will play a very important role helping students gain access to the knowledge, skills and experience they need to complete their education, excel in high-quality, four year colleges and universities, and ultimately compete in the global economy.

It is time to look closely at approaches to education and listen to families and commit to implementing real solutions in our schools and communities. We are committed to addressing inequity and achievement gaps, including looking more closely at how to get students started on the right path through early learning opportunities, because we believe that every person deserves the chance to live a healthy and productive life. We believe the fight for equity is one that all Americans should join.

Today's global challenges require collaborative solutions. We are committed to doing our part by bringing our firm's expertise and resources to assist San Leandro Catalyst Collegiate.

Sincerely,

Bernard Ashcraft, CEO

build. excel. sustain.

January 27, 2020

San Leandro Unified School District Board:

It is with great enthusiasm and deep respect that we recommend San Leandro Catalyst Collegiate and Lead Founder and proposed School Director Nicolette (Nicki) Fox.

BES is a highly selective, nationally recognized non-profit whose flagship program, the BES Fellowship, prepares high-capacity, entrepreneurial individuals to lead and transform their communities through education. Through my work at BES, I've had the privilege of working closely with Nicki and have directly observed her strengths as the executive and instructional leader of San Leandro Catalyst Collegiate. Nicki is thoughtful, disciplined, steadfast, and well positioned to do the monumental work necessary to lead a college preparatory elementary school. She brings instructional expertise, a high bar for student achievement, and strong, thoughtful decision making to this work. She possesses a clear and coherent vision for a rigorous curriculum and assessment system, she has demonstrated the ability to thoughtfully plan professional development for staff, and she has extensive experience delivering high impact coaching to grow teachers.

Nicki holds the bar of excellence high for herself and the founding team, and does not waiver in her commitment to founding and leading an academically rigorous school that focuses on students having the ability to create. We as a team at BES know she will lead a team to deliver the model articulated in this school proposal. She has produced with her team an innovative and detailed academic program that will undoubtedly prepare students for their futures and I am fully confident she and the team San Leandro Catalyst Collegiate will be responsive to the community's needs and resolute in providing a high-quality education inspired by the school's mission, devoted to the success of its students, and held fast by its ambitious goals.

We are honored to work with Nicki and have utmost confidence that her leadership and the practice-proven and innovative components of the school design for San Leandro Catalyst College will lead to strong outcomes for the students of San Leandro starting in the fall of 2021.

Respectfully,

Stephanie M Patton

Stephanie Patton
Senior Director of the BES Fellowship
spatton@bes.org
617-921-1638

build. excel. sustain

January 15, 2020

Re: Commitment of Start-Up Funds to San Leandro Catalyst Collegiate

To Whom It May Concern:

We are pleased to inform you that Silicon Schools Fund, in partnership with BES and the BES Fellowship, will make available $150,000 of start-up funds for the planning year (fiscal year 2020-2021) of San Leandro Catalyst Collegiate contingent upon its charter authorization. These funds will be characterized as a $150,000 grant.

Sincerely,

Aasimah Navlakhi
Chief Executive Officer

IMPACT ACADEMY of ARTS & TECHNOLOGY

Respect • Growth • Joy • Community • Agency

January 28, 2020

Dear Superintendent McLaughlin and San Leandro Unified School Board Members,

I am writing to express my highest recommendation in support of the charter approval of San Leandro Catalyst Collegiate. In 2018, I hired Nicki Fox to be a member of my principal team at Impact Academy and was consistently impressed by her understanding of adult learning and her vision and conviction in service of high-quality instruction.

I was a fairly new principal when Nicki joined my team and moved straight from teaching to being the principal of the school. I knew what strong teaching looked like but was struggling to implement a system of observation and feedback to ensure that in every class students could expect the same high quality educational experience. Almost immediately, Nicki began to workshop a system of observations and feedback. She sought feedback from me, other principals, and the teachers she worked with. Teachers expressed that they felt seen and appreciated by her thoughtful observations and gentle pushes. She modeled what it looked like to coach teachers on standards alignment. Her work became the prototype for a formal system of observation and feedback that has been adopted across our whole network. I know that a strong professional development model, including coaching, feedback, and formal professional learning, will be a strength at San Leandro Catalyst Collegiate. Another strength of Nicki's leadership is in her knowledge of student support systems. As a vice principal, Nicki coordinated our systems of interventions for students including Student Support Teams, counselling, and our special ed team. On this team, Nicki coordinated cycles of inquiry to ensure that students were being matched with the appropriate research-based interventions. San Leandro Catalyst Collegiate will undoubtedly provide students with a variety of individualized supports.

School leadership is one of the most important factors in a child's likelihood of making significant academic progress. My experience working with Nicki gives me the utmost confidence that San Leandro Catalyst Collegiate will be an excellent addition to the San Leandro Community.

Please let me know if I can support in any way.

Regards,

Clare Green
Principal, Impact Academy of Arts and Technology
Hayward, CA

COMMUNITY CHRISTIAN CHURCH OF CALIFORNIA
15301 WICKS BLVD
SAN LEANDRO, CA 94579
(510) 774-9772

January 23, 2020

Regarding: C.C.C.S

To: Whom it may concern

This letter is to serve as a confirmation of our full support for the launching of Catalyst Collegiate Charter School.

As the Pastor of Community Christian Church of CA (aka CCCC), I am particularly supportive of the school's focus on character education and its creativity, which will allow students to internalize core values as they develop into well-rounded human beings. It is equally satisfying to know that our young people will develop critical and innovative thinking skills to pursue and excel in a changing global economy. I believe that this school model will mean that students from San Leandro have a broader vision of their future.

We the church, leadership team as well as myself are honored to be a part of this effort. We are all one Community with the same vision. Our vision here at CCCC is similar. Therefore, we are committed to our community and to supporting the success of San Leandro Catalyst Collegiate Charter School. In addition we whole heartedly believe that the C.C.C.S would be a tremendous asset to the district, the community, and the city of San Leandro.

If you have any questions or for more information in regards our full support please do not hesitate to contact us at (510) 774-9772 or email us at rchurchcares@gmail.com or email me personally at jblkmon@aol.com

Thank you,
Respectfully

Jerry Blackmon, Pastor

edtec

Business and Development Specialists
for Charter Schools

MEMO

DATE: **January 27, 2020**

TO: **San Leandro Unified School District**

FROM: **Mark Campo – Executive Vice President & Chief Marketing Officer**

RE: **Letter of Support for San Leandro Catalyst Collegiate Charter Petition Approval**

I am writing in support of San Leandro Catalyst Collegiate's charter petition approval.

Based on EdTec Inc.'s considerable experience since 2001 in working with numerous charter school development teams and operating charter schools, we offer the following statements of support for your consideration:

1. EdTec has been working with San Leandro Catalyst Collegiate for several weeks and has developed a strong working relationship with the San Leandro Catalyst Collegiate development team.

2. Our assessment of the team and the organization is that they are professional, conscientious and dedicated to providing a rich instructional program to the students and communities to be served.

3. EdTec will continue to work with San Leandro Catalyst Collegiate in the coming months and years to lend our expertise, guidance and support for the successful launch and business operations of the school.

Please let me know if I or EdTec can be of further assistance.

Best Regards,

Mark Campo

Mark Campo
Executive Vice President & Chief Marketing Officer
EdTec Inc.

T: 510-663-3500 | F: 510-663-3503 | www.edtec.com | 1410A 62nd Street | Emeryville, CA 94608

To Whom It May Concern,

We are pleased to offer our support for San Leandro Catalyst Collegiate. After meeting with Ms. Nicki Fox, I am very excited about the impact the school will have on the San Leandro community. I am particularly supportive of the school's creativity focus that will allow all children to develop creative thinking skills that will prepare them for access and opportunity in the science, technology, and engineering sectors. In addition, I know that students across San Leandro will hugely benefit from a school that provides individualized student supports through the workshop model and data-driven approach. I believe that this school model will mean that students from San Leandro will have more opportunity and choice in their futures.

Coming from a family who has had many members worked as teachers and professors, including my own mother who retired as a high school teacher, I am honored to be part of this effort.

To that end, we will circulate the opportunity to partner with San Leandro Catalyst Collegiate to customers and getting the word out by ensuring that the word gets out to greater San Leandro community through our clientele, customers and vendors. We have decided to use our marketing platforms, which include social media, to spread the word across for this project in addition to offering the space within the Coffee House for the founders and board members
** to network within the community. We are very eager and excited to support students, families, and community members on the launching the proposed public charter school. It's a Grind Coffee House is committed to our community, City of San Leandro, and fully stands behind to support the success of San Leandro Catalyst Collegiate.

Sincerely,

Harshdeep Walia
Owner - Franchisee Partner
Its a Grind Coffee House, San Leandro, CA

DAVIS STREET

January 27, 2020

To Whom This May Concern:

On behalf of Nicki Fox, I am pleased to write this letter of support. Nicki proposes to create a Charter School that will serve low-income and disadvantaged students. As an educator at a San Leandro community childcare center, I am acutely aware of the challenges that must be dealt with in the classroom on a daily basis. Using the San Leandro Catalyst Collegiate model, Nicki's proposed curriculum will be strengthened through the training that teachers have and will receive. Students and parents will benefit directly from the core values exemplified in the San Leandro Catalyst Collegiate model, thus ensuring that our students are better prepared to meet the challenges of the future. Parents will also become more engaged with the educational process of their children.

Additionally, teachers will be able to take the techniques gleaned through the leadership training and provide creative and innovative ways for teaching and learning. The San Leandro Catalyst Collegiate model will help prepare students to solve problems and think critically and as an educator, I strongly believe that this is what we want our students to achieve, to take the next step towards personal creativity and self-regulation. Both of which are life skills.

Finally, as with all students, regardless of age, you need them to have experiences to grow beyond the norm and that is what I believe the vision for this charter school, while using the San Leandro Catalyst Collegiate model, will do. The school will have a positive impact on the lives of the students, parents, teachers and administrators. Thank you and please feel free to contact me if needed.

Sincerely,
Morgan Jacobs

Morgan Jacobs
Educator

1190 Davis St
San Leandro, CA 94577
Tel 650 314-1453

DAVIS STREET

January 28, 2020

Dear Superintendent McLaughlin and San Leandro Unified School District Board of Education:

My name is Sheila Langham and I am the Site Director at Davis Street Children Center (1190 Davis Street, San Leandro, CA 94577). I am pleased to offer my support for San Leandro Catalyst Collegiate Charter School. After meeting with Nicki Fox from the San Leandro Catalyst Collegiate Founding Team, I am excited about the impact the school will have in the San Leandro community.

Over the last several months, I have gotten to know Nicki through her weekly volunteer work at our preschool. She offers consistent and caring support to all of our children, and I know that she will provide our children the type of education they need to experience academic and personal success in their lives.

As part of Davis Street, our preschool serves low-income, underserved children across San Leandro. San Leandro Catalyst Collegiate's emphasis on character education will meet the needs of our children as well as the desires of their families. The core values will help students develop into well-rounded human beings and become exceptional citizens in our community.

I believe that this school model will mean that students from San Leandro have a broader vision of their futures and access to more paths to achieve their goals. I am honored to be part of this effort.

Because I believe in advancing educational equity for all students, especially those from underserved backgrounds, I am committed to serving our community and supporting the proposal of San Leandro Catalyst Collegiate as a new public charter elementary school option for families and children here in San Leandro.

Sincerely,

Sheila Langham
Site Director at Davis Street Children Center

SiliconSchools
827 Broadway, Suite 300 • Oakland, CA 94607 • www.siliconschools.com

Office of San Leandro Unified School District
835 E. 14th St.
San Leandro, CA 94577

January 24, 2020

San Leandro Unified School Board,

I write this letter in support of San Leandro Catalyst Collegiate, a proposed TK-5, college preparatory elementary school for the San Leandro community.

As the Chief Executive Officer of the Silicon Schools Fund, I meet with and evaluate most of the educators seeking to start new schools in the Bay Area. Our team has been highly impressed by the founder of San Leandro Catalyst Collegiate, Nicki Fox. Having spoken with her former school leaders and analyzed her academic outcomes we are confident that she will run a high quality and academically successful school. We have also conducted thorough diligence on the education model and are impressed by their level of preparation and commitment to serving all students.

The Silicon Schools Fund works with over 50 schools across the Bay Area, rethinking standards of excellence and using a combination of innovative evidence-based ways to ensure every student is learning at their own pace and level. We support traditional district schools, independent schools, and charter schools. I've personally founded a high performing school in Hayward, Leadership Public Schools, and served as the Chief Academic Officer of a high performing network of schools, Envision Schools. Based on this experience and our interactions with San Leandro Catalyst Collegiate, we made the decision to provide a grant to support the school founder based on the vision for rigorous academics, targeted instruction, character development, and creativity to ensure all students' success.

Our foundation has already invested $300,000 in supporting the lead founder, Nicki Fox, through BES. Upon the school's successful opening, we will provide up to an additional $500,000 over the first two years of operation. San Leandro Catalyst Collegiate also receives design reviews from our staff to support the refinement of the academic model. Having helped numerous leaders through the process of starting a school from the earliest stage, we will work closely with her to refine and solidify her targeted instruction model.

The Bay Area needs more proof points for that show that all students can achieve at high levels. For this reason, we strongly support and recommend approval of a charter for San Leandro Catalyst Collegiate. Thank you for your consideration.

Sincerely,

Brian Greenberg
Chief Executive Officer

Community Surveys

SAN LEANDRO
Catalyst Collegiate

Voces de la Comunidad: Encuesta de la Comunidad de San Leandro Catalyst Collegiate

Nombre Soledad Lozano Arenas

Correo Electrónico _____

Número 510-316-6758

Código Postal _____

Círculo: Edad del niño (s)

(0-5 años) 6-10 años 10+ años

¿Cuáles son las 3 cosas más importantes que desea ver en la escuela ideal para su hijo/a?

1. Buenas educasio
2. Segura
3. buenos muestros

¿Se beneficiaría San Leandro de una escuela pública TK-5, libre de matrícula y enfocada en académicos rigurosos, educación del carácter y habilidades creativas? (Si) No

¿Por qué o por qué no?
mejores escuelas personas mas preparadas para una siudad mejor funsiona

Solo Familias en Edad Escolar:

Si tuviera la oportunidad, ¿inscribiría a su hijo/a en San Leandro Catalyst Collegiate? (Si) No

¿Por qué o por qué no?
Pienso que baser una escuela muy buena

SAN LEANDRO
Catalyst Collegiate

Voices from the Community: San Leandro Catalyst Collegiate Community Survey

Name Jerry Blackmon (Pastor

E-Mail rchurchcares@gmail.com

Phone 510-774-9772

Zip Code 94577

Circle: ~~Age of Child(ren)~~

(0-5 years old) 6-10 years old 10+ years old

What are the 3 most important things you want to see in the ideal school for your child?

1. Love
2. Attention
3. growth

Would San Leandro benefit from a TK-5 public, tuition-free charter school focused on rigorous academics, character education, and creativity skills? (Y) N

Why or why not? yes not many available

School-Age Families Only:

Given the opportunity, would you enroll your child at San Leandro Catalyst Collegiate? (Y) N

Why or why not? It's a fresh start I Love the vision

SAN LEANDRO
Catalyst Collegiate

Voices from the Community: San Leandro Catalyst Collegiate Community Survey

Name Ayana Cruz

E-Mail Ayana Cruz@icloud.com

Phone 510-984-8209

Zip Code 94578

Circle: Age of Child(ren)

(0-5 years old) 6-10 years old 10+ years old

What are the 3 most important things you want to see in the ideal school for your child?

1. Affordability
2. Safety
3. Strong Education with cultural development.

Would San Leandro benefit from a TK-5 public, tuition-free charter school focused on rigorous academics, character education, and creativity skills? (Y) N

Why or why not?

Yes, there aren't many programs that assist children of color in San Leandro.

School-Age Families Only:

Given the opportunity, would you enroll your child at San Leandro Catalyst Collegiate? (Y) N

Why or why not?

Yes, it sounds like a safe and friendly place to begin my childs edvation

SAN LEANDRO
Catalyst Collegiate

Voices from the Community: San Leandro Catalyst Collegiate Community Survey

Name Shante' Cruz

E-Mail BAMBie2024@GMail.COM

Phone 510-517-2936

Zip Code 94578

Circle: Age of Child(ren)

(0-5 years old) 6-10 years old 10+ years old

What are the 3 most important things you want to see in the ideal school for your child?

1. Attentiveness.
2. Supplies.
3. Additional Language

Would San Leandro benefit from a TK-5 public, tuition-free charter school focused on rigorous academics, character education, and creativity skills? (Y) N

Why or why not?

The COST of living is difficult and There Aren't Many programs to help Educate Children of color.

School-Age Families Only:

Given the opportunity, would you enroll your child at San Leandro Catalyst Collegiate? (Y) N

Why or why not?

yes.

SAN LEANDRO
Catalyst Collegiate

Voces de la Comunidad: Encuesta de la Comunidad de San Leandro Catalyst Collegiate

Nombre Patricia del Carmen Zuniga

Correo Electrónico _____

Número (510) 7989-232 (510) 7539-616

Código Postal 94577

Círculo: Edad del niño (s)

0-5 años (6-10 años) 10+ años

¿Cuáles son las 3 cosas más importantes que desea ver en la escuela ideal para su hijo/a?

1. Que ahigan Varias profesoras
2.
3.

¿Se beneficiaría San Leandro de una escuela pública TK-5, libre de matrícula y enfocada en académicos rigurosos, educación del carácter y habilidades creativas? (Si) No

¿Por qué o por qué no? Pienso q Si sebenificiara Si Seran muy bueno para Nuestros hijos

Solo Familias en Edad Escolar:

Si tuviera la oportunidad, ¿inscribiría a su hijo/a en San Leandro Catalyst Collegiate? (Si) No

¿Por qué o por qué no? Si lo matricularimos a nuestros hijos

SAN LEANDRO
Catalyst Collegiate

Voices from the Community: San Leandro Catalyst Collegiate Community Survey

Name Jesus Ferrel

E-Mail JesusgFerrel.if@gmail.com

Phone 510 755 7133

Zip Code 94578

Circle: Age of Child(ren)

(0-5 years old) 6-10 years old 10+ years old

What are the 3 most important things you want to see in the ideal school for your child?

1. PROGRESS
2. READING
3. WRITING

Would San Leandro benefit from a TK-5 public, tuition-free charter school focused on rigorous academics, character education, and creativity skills? (Y) N

Why or why not? I think it's a great idea it prepares children and shows them the way to get to college.

School-Age Families Only:

Given the opportunity, would you enroll your child at San Leandro Catalyst Collegiate? (Y) N

Why or why not? of would enroll my child gives him an opportunity to learn better skills. with great leaders alot can happen.

SAN LEANDRO
Catalyst Collegiate

Voices from the Community: San Leandro Catalyst Collegiate Community Survey

Name Monica L Ferrel

E-Mail monic.acua@gmail.com

Phone 510-467-5501

Zip Code 94578

Circle: Age of Child(ren)

(0-5 years old) 6-10 years old 10+ years old

What are the 3 most important things you want to see in the ideal school for your child?

1. More one on one interaction with kids.
2. More time in school learning.
3. People that actually care for the children.

Would San Leandro benefit from a TK-5 public, tuition-free charter school focused on rigorous academics, character education, and creativity skills? (Y) N

Why or why not?

I believe every child is a raw Diamond, if you treat them like diamonds instead of numbers; San Leandro would be shining.

School-Age Families Only:

Given the opportunity, would you enroll your child at San Leandro Catalyst Collegiate? (Y) N

Why or why not?

No doubt. I want a better structure of education in all ways for my little one.

SAN LEANDRO
Catalyst Collegiate

Voices from the Community: San Leandro Catalyst Collegiate Community Survey

Name Mallory Fiske

E-Mail mallory.fiske@ymail.com

Phone 248-302-7300

Zip Code 94577

Circle: Age of Child(ren)

(0-5 years old) 6-10 years old 10+ years old

What are the 3 most important things you want to see in the ideal school for your child?

1. Diversity
2. exposure to the arts / creatives
3. literacy / balanced literacy program

Would San Leandro benefit from a TK-5 public, tuition-free charter school focused on rigorous academics, character education, and creativity skills? (Y) N

Why or why not?

We need more opportunities and choices for schools in San Leandro. Many families choose private or parochial schools, which is a shame.

School-Age Families Only:

Given the opportunity, would you enroll your child at San Leandro Catalyst Collegiate? (Y) N

Why or why not?

I have a lot of faith in Nicki Fox's vision for Catalyst and feel confident about the quality of education that will be offered.

SAN LEANDRO
Catalyst Collegiate

Voices from the Community: San Leandro Catalyst Collegiate Community Survey

Name DAVIA Jackson
E-Mail DAVIA.Jackson@Gmail.Com
Phone 510 917-0594 (94619-mine)
Zip Code 94578 Granddaughter's

Circle: Age of Child(ren)

0-5 years old 6-10 years old 10+ years old

What are the 3 most important things you want to see in the ideal school for your child?

1. SaFe enviroment
2. Competent & FRIENDLY teachers
3. Good/Excellent teaching methods

Would San Leandro benefit from a TK-5 public, tuition-free charter school focused on rigorous academics, character education, and creativity skills? Y N

Why or why not? YES, Definitely need INCREASED EXPOSURE FOR underPRIVILEGED children/Families

School-Age Families Only:

Given the opportunity, would you enroll your child at San Leandro Catalyst Collegiate? (Y) N

Why or why not? Sounds like a great, AFRICAN based school in the making.

SAN LEANDRO
Catalyst Collegiate

Voices from the Community: San Leandro Catalyst Collegiate Community Survey

Name RANJITA MELLO

E-Mail RSINGHROY @ GMAIL.COM

Phone 415 602 2724

Zip Code 94578

Circle: Age of Child(ren)

(0-5 years old) 6-10 years old 10+ years old

What are the 3 most important things you want to see in the ideal school for your child?

1. FOCUS ON VALUES
2. TREAT KIDS WITH RESPECT
3. OVERALL DEVELOPMENT OF MY CHILD (ON TOP OF EDUCATIONAL)

Would San Leandro benefit from a TK-5 public, tuition-free charter school focused on rigorous academics, character education, and creativity skills? (Y) N

Why or why not?

NOT GOOD PUBLIC SCHOOL CHOICE.

School-Age Families Only:

Given the opportunity, would you enroll your child at San Leandro Catalyst Collegiate? (Y) N

Why or why not?

PLS SEE ABOVE.

SAN LEANDRO
Catalyst Collegiate

Voices from the Community: San Leandro Catalyst Collegiate Community Survey

Name Marleda Stacey
E-Mail Mzstacey02@gmail.com
Phone 510 238 5529
Zip Code 94577

Circle: Age of Child(ren)

(0-5 years old) 6-10 years old 10+ years old

What are the 3 most important things you want to see in the ideal school for your child?

1. A school that gives 1 on 1 education
2. A school where a child can incorperate creativity to basic teachings
3. A school that children feel as if they're family.

Would San Leandro benefit from a TK-5 public, tuition-free charter school focused on rigorous academics, character education, and creativity skills? (Y) N

Why or why not?

San Leandro needs more schools that focus on the major subjects that children need to thrive in the real world, especially while incorperating creativity.

School-Age Families Only:

Given the opportunity, would you enroll your child at San Leandro Catalyst Collegiate? (Y) N

Why or why not?

My child needs a school like Catalyst Collegiate. His mind is always going, so it will help him to excel in his learnings, also focus his curiosity into something he could use on a day to day basis.

SAN LEANDRO
Catalyst Collegiate

Voces de la Comunidad: Encuesta de la Comunidad de San Leandro Catalyst Collegiate

Nombre Maria Velazquez

Correo Electrónico Steamed_20@gmail.com

Número 5106121499

Código Postal 94541

Círculo: Edad del niño (s)

0-5 años (6-10 años) 10+ años

¿Cuáles son las 3 cosas más importantes que desea ver en la escuela ideal para su hijo/a?

1. que leen cene vien y Vecien Precuden la seguridad de todo
2. que Pongan mas ganas todo lo que tenga que ver con la
3. que sien Pre ce tratan con respeto y todos como con Panevos

¿Se beneficiaría San Leandro de una escuela pública TK-5, libre de matrícula y enfocada en académicos rigurosos, educación del carácter y habilidades creativas? (Si) No

¿Por qué o por qué no?

es in Portan Para todos Los ninos

Solo Familias en Edad Escolar:

Si tuviera la oportunidad, ¿inscribiría a su hijo/a en San Leandro Catalyst Collegiate? (Si) No

¿Por qué o por qué no?

Por es buen escuela

SAN LEANDRO
Catalyst Collegiate

Voices from the Community: San Leandro Catalyst Collegiate Community Survey

Name Ana Villavicencio

E-Mail Villavicencio.Jana@gmail.com

Phone 5106743889

Zip Code 94578

Circle: Age of Child(ren)

(0-5 years old) 6-10 years old 10+ years old

What are the 3 most important things you want to see in the ideal school for your child?

1. careing teachers
2. good Enviroment
3. Safety

Would San Leandro benefit from a TK-5 public, tuition-free charter school focused on rigorous academics, character education, and creativity skills? (Y) N

Why or why not?

School-Age Families Only:

Given the opportunity, would you enroll your child at San Leandro Catalyst Collegiate? (Y) N

Why or why not? yes, I would because I would like my child to have a good school.

SAN LEANDRO
Catalyst Collegiate

Voices from the Community: San Leandro Catalyst Collegiate Community Survey

Name Precious' Watson

E-Mail PreciousKatinaWatson@gmail.com

Phone (510) 978-6437

Zip Code 94578

Circle: Age of Child(ren)

(0-5 years old) 6-10 years old 10+ years old

What are the 3 most important things you want to see in the ideal school for your child?

1. the structure of the school how the ~~school~~ classroom and teaching method is set up
2. no tolerance with Bullies'
3.

Would San Leandro benefit from a TK-5 public, tuition-free charter school focused on rigorous academics, character education, and creativity skills? (Y) N

Why or why not?

yes they would benifit from this school since this school is promoting a lot of great opportunities for little kids' to 5th grade and this school seems to have excellent ideas for kids

School-Age Families Only:

Given the opportunity, would you enroll your child at San Leandro Catalyst Collegiate? Y N

Why or why not?

yes I would love to because I feel that this school would give my child a true head start on being successful in life academic future

SAN LEANDRO
Catalyst Collegiate

Voices from the Community: San Leandro Catalyst Collegiate Community Survey

Name Sanni Zainab

E-Mail Sannizainab07@Yahoo.com

Phone 6193430267

Zip Code 94577

Circle: Age of Child(ren)

(0-5 years old) 6-10 years old 10+ years old

What are the 3 most important things you want to see in the ideal school for your child?

1. Good teacher's and environment
2. Teaching Amenches e.g Computer, board e.t.c.
3. Afordable for low-income families

Would San Leandro benefit from a TK-5 public, tuition-free charter school focused on rigorous academics, character education, and creativity skills? (Y) N

Why or why not?
Yes, because what ever we put into our kids they bring it back to the Society.

School-Age Families Only:

Given the opportunity, would you enroll your child at San Leandro Catalyst Collegiate? (Y) N

Why or why not?
Yes, because I live at Sanleandro and San leandro is a nice environment for Children to learn.

Informational Flyers

English

SAN LEANDRO
Catalyst Collegiate



A proposed TK-5 tuition-free charter school for students in San Leandro

Full Day TK/K Program | **College Preparatory** | **Inclusive Community** | **Character Education** | **Creativity & Design**

The power to create belongs to everyone.

OUR MISSION

San Leandro Catalyst Collegiate charter school prepares all students in grades TK-5 through rigorous academics, character development, and creative thinking to excel in high school, thrive in college, and create their futures.

JOIN US FOR AN INFO SESSION:

Saturday, 12/14 - 1:30-2:30pm
Thursday, 12/19 - 5:30-6:30pm
Thursday, 1/9 - 5:30-6:30pm
Saturday, 1/11 - 1:30-2:30pm
Thursday, 1/16 - 5:30-6:30pm
Saturday, 1/18 - 1:30-2:30pm
It's A Grind Coffee House
1933 Davis Street
San Leandro, CA 94577

GET IN TOUCH

Nicki Fox, Lead Founder
nicki.n.fox@gmail.com
(510) 673-3724

slcatalyst.org
Facebook: @slcatalyst
Insta: @slcatalystcollegiate

Spanish

SAN LEANDRO
Catalyst Collegiate



Una propueseta TK-5 gratis escuela de charter para estudiantes en San Leandro

Programa TK/K Día Completo	Preparatoria Para La Universidad	Comunidad Inclusiva	Enfoque En Los Valores	Creatividad Y Diseño

El poder de crear pertenece a todos.

NUESTRA MISIÓN

La escuela charter San Leandro Catalyst Collegiate prepara a todos los estudiantes en los grados TK-5 a través de académicos rigurosos, desarrollo del carácter y pensamiento creativo para sobresalir en la escuela secundaria, prosperar en la universidad y crear su futuro.

ÚNASE A NOSOTROS PARA UNA SESIÓN DE INFORMACIÓN:

Jueves, 12/19 - 5:30-6:30pm
Sabado, 12/21 - 1:30-2:30pm
Jueves, 1/9 - 5:30-6:30pm
Sabado, 1/11 - 1:30-2:30pm
Jueves, 1/16 - 5:30-6:30pm
Sabado, 1/18 - 1:30-2:30pm
It's A Grind Coffee House
1933 Davis Street
San Leandro, CA 94577

ESTAR EN CONTACTO

Nicki Fox, Fundadora Principal
nicki.n.fox@gmail.com
(510) 673-3724

slcatalyst.org
Facebook: @slcatalyst
Insta: @slcatalystcollegiate

Tagalog

SAN LEANDRO
Catalyst Collegiate



Isang iminungkahing TK-5 na charter school na libre para sa mga mag-aaral sa San Leandro

Buong Araw ng TK / K Program | **Paghahanda sa College** | **Malugod na Komunidad** | **Edukasyon sa Pagpapakatao** | **Pagkamalikhain at Disenyo**

Ang kapangyarihang lumikha ay kabilang sa lahat.

AT AMING MISYON

Inihahanda ng San Leandro Catalyst Collegiate charter school ang lahat ng mga mag-aaral sa mga marka ng TK-5 sa pamamagitan ng mahigpit na akademya, pag-unlad ng character, at pag-iisip na makabuo ng mataas na paaralan, umunlad sa kolehiyo, at lumikha ng kanilang mga hinaharap.

SUMALI SA AMIN PARA SA ISANG INFO SESSION:

Thursday, 1/9 - 5:30-6:30pm
Saturday, 1/11 - 1:30-2:30pm
Thursday, 1/16 - 5:30-6:30pm
Saturday, 1/18 - 1:30-2:30pm
Wednesday, 1/22 - 5:30-6:30pm
Saturday, 1/25 - 1:30-2:30pm
It's A Grind Coffee House
1933 Davis Street
San Leandro, CA 94577

KUMONEKTA SA AMIN:

Nicki Fox, Fundadora Principal
nicki.n.fox@gmail.com
(510) 673-3724

slcatalyst.org
Facebook: @slcatalyst
Insta: @slcatalystcollegiate

Student Recruitment Plan

Deadline	Frequency	Outcomes
Ongoing, Began 10/1/2019	Monthly	Recruit at least 6 Founding Families, considering racial and ethnic makeup of areas associated with 94578 zip code in San Leandro.
		Plan, host, and reflect on one family leadership team session.
		Mobilize Founding Families to host and/or support information session.
		Plan, host, and reflect on one family-friendly event in a local park (i.e., ice cream social, health fair, family workshop, festival, etc.) to recruit more interested families.
		Connect with at least 3-5 community organizations serving the same population to get the word out about San Leandro Catalyst Collegiate and forge partnerships.
		Organize and facilitate 2 Information Sessions.
5/1/2020	Once	Recruit at least 50 meaningfully interested families with age-eligible children, considering racial and ethnic makeup of areas associated with 94578 zip code in San Leandro.
6/30/2020	Once	Develop recruitment and enrollment calendar, beginning July 1, 2020. Benchmarks: • August 2020: 60 Intents to Enroll • November 2020: 120 Intents to Enroll • February 2021: 180 Intents to Enroll • May 2021: 240 Intents to Enroll; 120 Submitted Enrollment Packets
11/1/2020	Once	Release applications.
2/3/2021	Once	Communicate application deadline.
3/3/2021	Once	Application deadline occurs.
3/17/2021	Once	Hold public random drawing ("lottery"), if necessary.
3/31/2021	Once	Mail enrollment results and packets.
		Make phone calls to families.
		Distribute waitlist letters to families of students not granted admission through the public random drawing ("lottery"), if applicable.
4/15/2021	Once	Communicate deadline to confirm intent to enroll and submit enrollment packet.
		Enroll 120+ new students.
		Maintain a waitlist of 100+ students.
5/31/2021	Once	Host 2 enrollment meetings and 1 public random drawing ("lottery") for second enrollment period, if necessary.
6/30/2021	Once	Host 2 enrollment meetings and 1 public random drawing ("lottery") for third enrollment period, if necessary.
7/16/2021	Daily	Facilitate home visits for all new students and families.

Proposed School Director Resume

NICOLETTE "NICKI" FOX

6138 Outlook Avenue
Oakland, CA 94605

(510) 673-3724
nfox@bes.org

CERTIFICATION & EDUCATION

Certification: Clear Administrative Services Credential — *July 2021*
Certification: Preliminary Administrative Services Credential — *July 2018*
Certification: Clear Single Subject Teaching Credential: Mathematics — *Intended July 2020*
Certification: Clear Single Subject Teaching Credential: Chemistry, Biological Sciences — *June 2016*

REACH INSTITUTE FOR SCHOOL LEADERSHIP, Oakland, CA — *June 2018*
Certifications: Coaching Certificate Program, TICC Program Mentor

LOYOLA MARYMOUNT UNIVERSITY, Los Angeles, CA — *August 2015*
M.A. Urban Education, Concentration in Educational Policy & Administration, GPA: 4.0
Single Subject Credential: Chemistry/Biology, GPA: 4.0 — *June 2014*

UNIVERSITY OF CALIFORNIA-BERKELEY, Berkeley, CA — *May 2013*
B.A. American Studies, Concentration in "Social Inequality in Education"
B.A. Southeast Asian Studies, Minor: Education

SKILLS & QUALIFICATIONS

- Languages: Fluent English, Fluent Tagalog, Proficient Spanish, Intermediate Dutch
- First Aid and CPR Certified, TESOL Certified
- Software: Microsoft (Word, Excel, PowerPoint, etc.), Adobe, ExitTicket, Crowd-Sourced Grading, Gooru, Illuminate

SCHOOL LEADERSHIP & INSTRUCTIONAL COACHING EXPERIENCE

San Leandro Catalyst Collegiate Charter School Lead Founder & BES Fellow, San Leandro, CA — *August 2019-present*
- partner with community and families to build a high-achieving school that reflects and responds to the needs of the community
- articulate and execute a strong, compelling school mission and vision; write and submit charter application
- participate in 75+ training days, study 40+ exemplar schools across region and nationwide, and complete two month-long residencies at high-performing public schools
- build and facilitate a founding Board of Directors and Family Leadership Team

Reach Institute for School Leadership Teacher Induction & Clear Credentialing Coach, Oakland, CA — *August 2018-present*
- meet with two candidates a minimum of once a week (minimum 30 hours a year) and provide individualized mentoring and instructional coaching through observation cycles
- support candidates with program components, including setting and reflecting on professional goals based on California Standards for Teaching Profession (CSTP); engaging in cycles of inquiry; and documenting progress towards mastery of the CSTP

Envision Education Impact Academy of Arts & Technology Vice Principal, Hayward, CA — *July 2018-June 2019*
- served as a member of the school's leadership team, dedicated to driving and supporting implementation of high-quality instruction, setting tone and culture of school, and holding school accountable for high student achievement
- conducted regular classroom observations and coaching conversations to support teachers with professional growth and instruction
- worked with Principal and other Vice Principals to drive school-wide culture plan with consistency and follow through as Positive Behavior Interventions & Supports (PBIS) Coach
- managed all 504s and IEPs, participated in IEP meetings, and facilitated SST processes as 504 Site Coordinator and SST Caseload Manager

New Leaders 2018 Aspiring Principal Resident, Oakland, CA — *June 2018-June 2019*
- built and led 9th grade team of teachers at school site with goal of maximizing achievement gains and student outcomes in mathematics (at least 10% growth)
- cultivated and practiced key leadership skills in the following areas: adult, instructional, culture, and personal, through job-embedded coaching
- applied concepts and methods learned from in-person sessions, webinars, learning meetings, and assignments to daily practice

Teach For America Institute Instructional Leader, Oakland, CA — *January 2018-June 2018*
- managed and developed 1 content facilitator and 4 corps member coaches, ensuring that all teacher-facing staff grew in their facilitation, coaching, and leadership through observations, feedback, and 1:1 check-ins
- drive the instructional charge of school site by tightly monitoring progress to end-of-institute student and teacher goals, capturing up-to-date snapshots of instructional states of classrooms, tracking and using data to inform planning, adjust programming, and provide ongoing support
- led weekly instructional staff meetings to share data trends and communicated instructional progress, gaps, and weekly focus
- directly coached and supported most struggling corps members to ensure that each corps member and all students met the end-of-institute outcomes and goals

Oakland Unity High School Dean of New Teacher Support/Instructional Coach, Oakland, CA *July 2017-June 2018*

- provided high-intensity coaching support by engaging in weekly observations and one-hour conferences for 10 teachers
- organized weekly professional development regarding classroom management, fundamental instructional strategies, and planning
- taught 1 section of Algebra and executed college-preparatory course curricula to 20 first-generation, underserved high school students; acted as an advocate and student ally for 24 9th grade advisees as a member of the 9th grade advisory team
- executed additional administrative responsibilities as member of school leadership team such as designing teacher collaboration committee planning, reviewing teacher evaluation goal-setting cycles, improving school-wide instructional systems, etc.

TEACHING & CURRICULUM DEVELOPMENT EXPERIENCE

Gooru Course Designer & Teaching Fellow, Oakland, CA *August 2016-July 2017*

- designed high-quality chemistry curriculum that promotes deep integration of blended and personalized learning
- participated in routine quality review processes that utilize EQUiP rubrics to share feedback and iterate on content
- implemented course for a minimum of 2 hours/week, using Gooru class feature and assessments as part of course structure

Leadership Public Schools Network Chemistry Course Team Facilitator, Oakland, CA *June 2016-July 2017*

- facilitated collaboration among course group members and ensured cohesion between department and network
- identified department priorities aligned with network: (1) NGSS-alignment with science practices, (2) phenomena-based instruction, and (3) equity for all learners in STEM
- designed network-wide unit and end-of-course performance task summative assessments and benchmark assessments aligned to Next Generation Science Standards (NGSS)
- planned network PD meetings that ensure equal and equitable productivity, participation, and input from course group members

Leadership Public Schools Network Biology Curriculum & Assessment Developer, Oakland, CA *August 2015-June 2016*

- drafted and shared network-wide college-preparatory biology scope & sequence and essential learning targets
- designed network-wide unit performance task summative assessments and benchmark assessments aligned to ACT QualityCore biology course objectives
- tested and redesigned assessments based on data analysis and feedback from student performance results

Leadership Public Schools Oakland R&D Chemistry/Biology/AP Chemistry Teacher, Oakland, CA *August 2013-July 2017*

- designed and implemented college-preparatory course curricula to 170+ first-generation, underserved high school students
- evaluated and assessed student content knowledge with immediate feedback through ExitTicket, assignments, projects, etc.
- piloted mastery-based grading and crowd-sourced grading on site
- member of school-site Instructional Leadership Team, met bi-monthly to discuss site-specific professional development
  leader of 9th-grade level team, met regularly to review intervention supports, grade-wide structures, and grade-level data trends
- designed network-wide unit and end-of-course performance task summative assessments and benchmark assessments aligned to Next Generation Science Standards (NGSS)
- planned network PD meetings that ensure equal and equitable productivity, participation, and input from course group members as Network Chemistry Course Team Facilitator

SELECTED PROFESSIONAL DEVELOPMENT EXPERIENCES

New Teacher Center eMSS Participant, Oakland, CA *August 2015-June 2016*

- engaged in 70+ professional development hours
- collaborated with master chemistry teacher, focusing on content support and effective science pedagogy practices
- completed one 8-week exploration, examining accommodations and modifications for a selected focus student
- contributed to weekly discussion forum in chemistry content learning community

Exploratorium Teacher Induction Program Participant, San Francisco, CA *August 2014-May 2016*

- engaged in content-rich professional development tailored specifically for science educators: content and pedagogy workshops, support-group meetings, coaching, etc.
- worked with experienced Exploratorium teacher-coaches through classroom observations and feedback & planning meetings
- constructed "teaching box" to provide innovative, inquiry-based unit of learning
- attended three-week long Summer Institute, which consists of interacting with exhibits, building small versions of Exploratorium exhibits, and sharing teaching strategies

OTHER PROFESSIONAL EXPERIENCE

Reach Institute for School Leadership Adjunct Faculty Member, Oakland, CA *February 2019-April 2019*

- planned and facilitated Reach 231 course, a seminar series for Reach Intern participants teaching secondary science
- graded coursework assignments related to subject-specific pedagogy in secondary science for the candidates pursuing a single subject credential in secondary science

ACHIEVEMENTS & AWARDS

- 2018 Oakland Education Fund A to Z Fund Mini-Grant Recipient
- 2016 Leadership Public Schools Accomplished Teacher Designation
- 2015 Kappa Delta Pi Classroom Teacher Grant Award
- 2012-2013 UC Berkeley Cal Alumni Association Leadership Award

Proposed Board of Directors' Resumes

- Rohit Agarwal, Proposed Board Treasurer, Finance Committee
- Carey Hawkins Ash, Proposed Board Chair, Governance Committee, Finance Committee
- Ryan Delaney, Proposed Board Member, Governance Committee
- Aniya Grimm, Proposed Board Member, Development Committee
- Sharrie Overall, Proposed Board Member, Secretary, Academic Committee
- Elizabeth Raji-Grieg, Proposed Board Member, Vice Chair, Academic Committee
- Keyur Shah, Proposed Board Member, Academic Chair, Academic Committee
- Darryl Stafford, Proposed Board Member, Development Committee

ROHIT G. AGARWAL
49 Missouri Street, Apt.6, San Francisco, CA, 94107 | (904) 655-8652 | rgagarw@gmail.com

EDUCATION

2010-2013 **KELLOGG SCHOOL OF MANAGEMENT / NORTHWESTERN SCHOOL OF LAW** Evanston, IL
Master of Business Administration degree, June 2013 / Juris Doctor degree, May 2013
- Completed accelerated three-year JD-MBA program - **GMAT - 750 (98th Percentile)**

2002-2006 **EMORY UNIVERSITY** Atlanta, GA
Bachelor of Arts in Economics and Political Science, Minor in History, May 2006
- Dean's List, Scholarship Recipient, Student Government Rep, Sigma Chi Fraternity
- **Emory Men's Varsity Soccer**: Captain, Academic All-American
- **Emory Men's Varsity Tennis**: NCAA Division III National Champions – 2003 and 2006

EXPERIENCE

2019-Present **THE TUSKER FUND** San Francisco, CA
Managing Director, Co-Founder
- Lead investment fund backed by handful of LPs focused on the education sector

2014 **MCKINSEY & COMPANY** San Francisco, CA
2017 - 2019 *Senior Engagement Manager*
- *Education technology:* Spearheaded strategy and evaluation for operators and investors in K-12 digital formative assessment, core curriculum and supplemental instructional space
- *Strategic planning and implementation:* Led strategy development and implementation across multiple states and districts for major foundation promoting the adoption of teacher evaluation and feedbacks systems, rigorous standards, and personalized learning; worked with district, union, and philanthropy leaders to develop teacher housing strategy; co-created K-12 giving strategy for a new $150M philanthropic organization focused on a rural US geography
- *Operations:* Implemented new lean operations methodology for a major utility seeking to improve end to end processes to eliminate waste, prioritize work planning on highest impact and highest potential risk activities, and deploy new technologies (e.g., more efficient gas leak detection)
- *Growth planning:* Led a diagnostic assessment on growth potential for student recruitment and retention for an auto mechanic training provider and helped drive implementation of multiple strategies across marketing, admissions, and completion
- *Strategy:* Developed 5-year strategy with input from over 1,000 stakeholders for 50K+ student university across student experience, research focus areas, and financial sustainability

2015 -2017 **MCKINSEY SOCIAL INITIATIVE, GENERATION USA** San Francisco, CA
Generation USA Country Manager
- Led strategy, execution, operations, and business development to scale job training program across four verticals for disconnected youth across ten cities in the USA which has recruited, trained, and employed over 1200+ youth
- Managed ten regional teams of 5+ McKinsey consultants, 30+ Generation employees (program coordinators, instructors, mentors), 50+ stakeholders (employers, funders, community orgs, govt's)
- Program's scale and impact highlighted in The Economist, Forbes, Fast Company, and others

2013 **ROCKETSHIP EDUCATION** San Jose, CA
Teacher Professional Development Advisor
- Developed a fact base and rationale to pilot an "open classroom" model that allowed for more effective student grouping, small group instruction, and personalized learning through improved scheduling
- Co-created "open classroom" playbook for teachers to adopt to new flexible learning space model and helped create a new teacher career ladder with "master" teachers

2011 **TEACH FOR INDIA** Pune, India
Program Manager
- Managed and trained thirty new teachers (recent college graduates and young professionals) during intensive six-week summer training institute

2008-2010 **TEACH FOR AMERICA** New York, NY
2008 Corps member – 11th / 12th Grade Social Studies and Economics Teacher (Heritage High School)
- Selected from more than 35,000 applicants nationwide
- Developed a strong classroom learning environment through strict adherence to expectations – as a result attained the highest passage rates (77% / 83%) in school history on US History Regents exam
- Created a new Economics scope and sequence now used my multiple schools that interwove personal

finance and "soft skills" into the curriculum

- Fundraised $4,300 through calling and writing campaign and planned a trip to Washington D.C. for thirty-two students that met attendance, behavior, and academic growth benchmarks

2006-2008 **BANC OF AMERICA SECURITIES, LLC** New York, NY

Analyst – Investment Banking (Natural Resources)

- Performed valuation analyses including discounted cash flows, leveraged buyouts, merger impact analyses, comparable company and precedent transaction analyses and conducted due diligence
- **Mergers & Acquisitions**: Buy-side advisor lead analyst that ran the valuation and regulatory impacts model on Iberdrola-Energy East $8.6 billion transaction
- **Capital Underwriting**: Lead analyst in charge of modeling effects and organizing due diligence calls as Joint Book Running Managers – NiSource $800 MM Senior Notes, BG&E $700 MM Notes

ADDITIONAL DATA

- Personal interests include political campaigns, mentoring disadvantaged youth, education reform, Jacksonville Jaguars, soccer, football, and writing

CAREY HAWKINS ASH, J.D., PH.D.

Expert in Policy, Strategy, Executive Leadership, & Law
Specialist in Equity, Inclusion, & Community Partnerships

225.317.0498 (mobile) drcashesq@gmail.com www.linkedin.com/in/carey-hawkins-ash-jd-phd

PROFESSIONAL SUMMARY

• Equity-minded, visionary strategist with legal, legislative, business, research, and partnership development skills.

• Driving force behind solid operating systems, successful project management, and program implementation.

•Decisive and collaborative, with expertise in public advocacy, political campaigns, external communications, and policy reform.

PROFESSIONAL EXPERIENCE

Managing Director of Community Engagement & Growth

Making Waves Academy 2018 - Ongoing Richmond, California

Secure political approvals to construct multiple K-12 public charter school campuses for low-income and minority students across three Bay Area cities, collectively totaling over $400 million.

- Build key partnerships and trust-based relationships with state, county, and local officials to successfully navigate the charter approval, facilities permitting, and CEQA processes.
- Produced the most ethnically diverse entering class admitted in the Academy's 30 year history through new partnerships with corporations, foundations, parents, alumni, and faith-based community leaders.
- Successfully lobbied the California State Legislature for improvements in the state's Charter Schools Act by leveraging equity-based organizing strategies to achieve ambitious policy goals.

Co-Founder & Principal

Foresight Strategy Solutions, LLC 2017 - Ongoing
Oakland, California

Gather, define, and clarify the insights necessary to ensure organizational advancement for executive clients:

- Create multi-year, inter-departmental, cross-functional budgets and strategic plans for senior leaders. Perform competitive analysis and risk mitigation assessments, while identifying strengths, weaknesses, and opportunities for advancement.
- Craft compelling narratives to support fundraising growth, program development, and initiative expansion by hosting constituent and community member interviews, brainstorming sessions, and focus groups.
- Conduct qualitative, quantitative, and legal research and analysis to define project objectives and set key performance metrics in collaboration with internal and external stakeholders.

Chief of Staff, Business & Operations

Oakland Unified School District 2016 - 2017 Oakland, California

Managed an $800 million operations unit overseeing 118 schools in service of 40,000 students:

- Directed planning and execution of large-scale priority initiatives across 7 departments (facilities, nutrition services, payroll, accounts payable, continuous school improvement, technology, and human resources), and their 24 subdivisions.
- Designed the $5.3 million initiative replacing the District-wide technology system with upgraded dashboards tracking enrollment, staffing, courses, funding sources, and student success measures.
- Created equal opportunity by developing and monitoring internal metrics for diversity recruiting, promotion, and compensation; led revisions to the District's minority business policy to diversify official partnerships.
- Cultivated multi-million dollar partnerships to develop multi-unit, rent-controlled educator housing by liaising with Mayor Libby Schaaf, the City of Oakland, and California Assembly Member Rob Bonta's office.

STRENGTHS

Courage
to lead teams and organizations beyond the present and into the future.

Commitment
to ensuring equal opportunity for everyone, everywhere, everyday.

MOST PROUD OF

- Achieved a $19 Million increase in Illinois state appropriations for low-income, need-based college grants.
- Generated $5.5 Million for Diversity & Inclusion Initiatives at the University of Illinois at Urbana-Champaign.
- Passed House Bill 4284 to eliminate discrimination on the University of Illinois Board of Trustees.
- My Louisiana Heritage - I make a wonderful pecan pie!

PUBLICATIONS & EDITORIAL BRIEFS

The First, Fifth, and Fourteenth Amendment Rights to Access Equal Information in America's Public Schools
University of Illinois at Urbana-Champaign

The Same but Different: "Post-Racial" Inequality in American Public Education
Taylor & Francis Publishing

The Right to Education in California: It's for the Legislature to Decide Education Policy
Daily Journal Corporation

To Be or Not To Be: A Critical Analysis of the U.S. Supreme Court's Education Equity Principles in Sweatt and Brown v. San Antonio and Seattle
(In Production)

Williams Shows the Way: Education Equity in California and Beyond
(In Production)

PROFESSIONAL EXPERIENCE

Attorney at Law

Lozano Smith — 2013 - 2016 — Sacramento, California

Strategically advised school district superintendents, college chancellors, and K-12 and higher education governing boards on state and federal law:

- Advised leaders regarding the acceptance and allocation of public and private philanthropic funds for programs, research, and scholarships.
- Prevented a $2.3 million compliance loss for one client and facilitated the recovery of $2.9 million for another by ensuring clients' compliance with U.S. Department of Justice civil rights guidance, U.S. Department of Education regulations, and state law.
- Litigated students' constitutional and civil rights; diversity, equity, inclusion, and disability issues; staff labor and employment law; and vendor, partner, and facilities contracts and disputes.
- Liaised with multiple governmental agencies, including California's Education Department, the Department of General Services, and the state's Attorney General's Office.
- Conducted in-depth policy research, legal, and trend analysis on the history and interrelationships of a variety of public policy topics; developed a wide assortment of training materials, briefs, presentations, and resources for leaders and decision-makers.

Director, 100 Strong Cultural Enrichment Program

University of Illinois at Urbana-Champaign — 2010 - 2013

Urbana-Champaign, Illinois

Enhanced students' experiences relative to race, equity, and inclusion:

- Developed multi-year strategic plans and budgets focused on identifying and addressing barriers impeding minority student success. Conducted annual evaluation of programs and services to determine effectiveness, while monitoring spending.
- Executed campus-wide initiatives using intersectional frameworks that deepened students' understanding of identity, culture, and heritage.
- Designed and implemented research-based programs that improved minority student retention and fostered enhanced community, while honoring culturally significant traditions.

Public Education Advocate

Independent Pro-Bono Public Service to the State of Illinois — 2008 - 2013

Springfield & Urbana-Champaign, Illinois

Championed equal education opportunity in the State of Illinois:

- Achieved $19 million increase in Illinois' state appropriations for need-based college grants during the Great Recession by organizing a 1,500-person Lobby Day and rally at the Illinois State Capitol.
- Generated $5.5 million in new infrastructure and program funding for the African American Cultural Center at the University of Illinois by authoring a 70-page strategic plan redesigning the University's diversity recruitment and retention initiatives.
- Eliminated discrimination against students seeking to serve on the University of Illinois Board of Trustees by securing passage of House Bill 4284 by votes of 103-9 in the Illinois House of Representatives and 52-0 in the Senate.

Legislative Aide

Louisiana State Senate — 2004 - 2008 — Baton Rouge, Lousiana

Researched, drafted, and secured passage of laws to resolve pre- and post-Hurricane Katrina housing, healthcare, business, and education issues in support of 115,372 New Orleans' constituents:

- Cultivated renewed philanthropic interest in New Orleans' restoration post Hurricane Katrina; secured record-levels of state, federal, and private funding through strategic partnerships with government, business, and community leaders.
- Managed all facets of the legislative process, including negotiating with elected members of the State Senate and House of Representatives. Served as a bridge-builder by creating, identifying, and brokering opportunities for bi-partisan collaborations.
- Secured passage of the "Student Scholarships for Education Excellence Program" which provides financial resources to low-income students to attend schools of their choice, thereby ensuring equal access to the same educational opportunities enjoyed by affluent students.

COMMUNITY & ECONOMIC DEVELOPMENT EXPERIENCE

Live Now, Inc. (Board Chairman)

2019 - Ongoing

Promote financial literacy to elementary and middle school students in economically disadvantaged communities through workshops and curriculum designed specifically to meet their needs and experiences.

Bay Front Chamber of Commerce (Board Member)

2019 - Ongoing

Hercules, Pinole, Rodeo, CA

Lead 3 thriving Bay Area communities toward sustainable economic growth by advocating a pro-business climate while honoring community history and embracing shared economic vision.

National Alliance for Partnerships in Equity (Public Policy Committee)

2019 - Ongoing — Washington, D.C.

Advocate key federal equity issues regarding gender, ethnicity, and special populations in partnership with a consortium of state, local, and national agencies and organizations.

Code Enforcement Appeals Board (City of Vallejo, California)

2018 - Ongoing — Vallejo, California

Serve as the administrative hearing officer responsible for enforcing the City's health, safety, and community ordinances, in addition to assessing associated penalties, fines, and liens.

National Liaison - State and Local Government Law (American Bar Association)

2012 - 2014 — Chicago, Illinois

Represented lawyers involved in urban, state, and local government while solving national issues pertaining to local infrastructure, problem properties, affordable housing, public education, and mass immigration impacts.

Planning Commissioner (City of Urbana, Illinois)

2011 - 2013 — Urbana, Illinois

Vetted and approved the City's capital improvement plans to ensure economic opportunity in impoverished neighborhoods by specifically addressing affordable housing and public transportation needs.

EDUCATION

Ph.D. (Education Policy & Organizational Leadership)

University of Illinois at Urbana-Champaign

J.D. (Education, Constitution, & Human/Civil Rights Law)

University of Illinois at Urbana-Champaign

B.A. (Political Science & History)

Southern University and A&M College

Ryan Delaney

Mountain View, CA | 619.204.4136
Delaney.Ryan@gmail.com | linkedin.com/in/r-delaney | CA Bar # 293081

Education

Cornell University Law School – JD and LLM (Int'l Law) — 2010–13

- Studied abroad in Paris as part of Master's program.

Stanford University - BA — 2005–2009

- Major—History; Minor—Middle Eastern Languages.
- Freeman-Spogli and Hoover Institute Undergraduate Research Fellow.

Experience

Head of Legal, Landed — 2019–Present

Landed's mission is to improve the financial security of essential professionals, starting with educators; it provides shared-equity down payment assistance and other home buying services to educators.

- Manage legal and real estate compliance function.
- Create new private funds with institutional and impact investors for asset management.
- Periodically draft, update and revise template agreements and company policies and procedures.
- Advise on product changes and development, including RESPA, privacy/consumer-facing legal updates.
- Created joint venture mortgage lender.

General Counsel and Board Member, Cornell Alumni Association of Northern California — 2018-Present

- Nonprofit sponsors area alumni events and annually awards scholarships to undergraduates.

General Counsel, Fig (funded by Spark and Greycroft) — 2017–2018

Fig.co is a video game publisher with a unique funding angle, allowing the public to invest and earn returns based on a particular game's sales.

- Managed frequent public and private securities offerings integral to the company's business model, including SEC review process and Regulation A+ offering circulars.
- Drafted, negotiated and reviewed commercial agreements with video game developers, distributors, IP licensors, vendors and others; as well as template agreements and company policies and procedures.
- Acquired UK-based blockchain R&D company.

Associate, Pillsbury Winthrop Shaw Pittman LLP — 2013–2017

- Lead associate on 50+ venture financings and M&A transactions.
- Drafted and negotiated registration statement and main documents as lead associate in multiple IPOs and secondary offerings.
- Public company '34 Act reporting, including periodic and current reports, proxies, SEC no-action requests and Section 16 insider forms.

Main Street Hub (acquired by GoDaddy) — 2010

- Programmed internal and external analytics and core product (Python and PHP) as fourth member of a technology start-up.

Research Manager, Stanford Spatial History Lab — 2009

- Analyzed historical data with mapping and in-house analytic software, which I also developed (Python, C/C++, GIS).
- Managed a team of undergraduate programmers.

Personal

- Spent three weeks aboard a research ship in the South Pacific.
- Studied Arabic, Farsi and French as undergraduate.
- Burgundy enthusiast and amateur bread baker.

Aniya M. Grimm

M: 320 Caldecott Lane, Unit 306, Oakland, CA 94618 C: 707.980.4042 E: amhenry531@gmail.com

EXPERIENCE

Genesys, Daly City

Director, Talent and Organizational Development ***July 2019 - present***

- Enables the Legal, Finance, and HR organizations to achieve talent development goals for leaders around the world

Uber Technologies, San Francisco

People Development Product Manager ***September 2018 - July 2019***

- Managed a small team to research, design, execute, and iterate upon all global experienced manager and leadership programs
- Oversaw Uber's global coaching strategy and engagement procedures to scale learning and promote psychological safety within all functional teams
- Partnered closely with the People Strategy & Planning team to integrate Uber's cultural norms into the global engagement and manager development surveys

People Development Specialist ***August 2016 - September 2018***

- Facilitated live and virtual sessions for managers to sustain engagement in traditional programming and long-distance learning
- Conducted a full program redesign for Uber's high-impact leader program, which resulted in a score of 89% or higher for overall satisfaction
- Streamlined the process of executing 4 concurrently-running manager training programs to further scale excellent management practices

People Development Coordinator ***September 2015 - August 2016***

- Oversaw and executed the marquee new hire orientation, which ran every 2 weeks and ranged in number of new hires from 150 - 230
- Led the effort to re-curate onboarding content to preserve relevant programming for new hires.
- Designed and facilitated programming to teach company-wide cultural values

Teach For America, San Francisco

Associate, Leadership & Management ***November 2013 - September 2015***

- Collaborated with various execution teams to support the organization's managerial and cultural identity development programs for 2500 staff members
- Managed the budget and logistics for organization-wide professional development programs that ranged in number of attendees from 30 - 200
- Led a resource group for 75 administrative staff of color to promote self-advocacy

Assistant, Regional Operations ***September 2011 - November 2013***

- Consulted senior vice presidents on learning and development solutions for their executive directors across 7 regions around the United States
- Built a one-stop site to streamline the process of sharing and acquiring information for various functional teams

EDUCATION

Pepperdine University, Malibu - ***B.S. Mathematics***

INTERESTS & SKILLS

- Supporter of young and up-and-coming leaders realizing their potential
- Asana tool champion
- Conversational French speaker
- Avid snowboarder

SHARRIÉ OVERALL

San Mateo, CA 94401 | (510) 778-2024 | **sharriekai@gmail.com** | www.linkedin.com/in/sharriekai11

PROFESSIONAL SUMMARY

Highly motivated HR professional with a strong record of achievement in a wide range of HR areas. Proven results of effective recruiting and workforce management, with an ability to understand how critical it is to be proactive in recruiting strategies when building talent pipelines. Demonstrated ability to successfully partner with other departments to achieve human resources objectives, including recruitment, workforce planning, work-study student placement, cultural diversity training, and onboarding.

EDUCATION

BACHELORS | MID-AMERICA CHRISTIAN UNIVERSITY |

- Major: Criminal Justice Administration & Ethics

SKILLS & ABILITIES

- Recruitment
- Workforce Planning
- Talent Management
- Onboarding
- Employee Engagement
- Organizational Development
- Training & Development
- HR Law
- HR Policies
- Employee Relations
- Performance Management
- Applicant Tracking Systems (PeopleSoft, Taleo, TAM, ADP)
- Project Management & Planning

WORK EXPERIENCE

HR GENERALIST | PEAK TECHNICAL STAFFING | APRIL 2019 – CURRENT
(SLAC NATIONAL ACCELERATOR LABORATORY)

Responsible for working closely with SLAC and Stanford University colleagues to support, talent acquisition, student programs, and workforce attraction. This includes handling summer interns for multiple lab departments and partnering with ISO (International Services Office) to address visa concerns for international students and future employees.

- Serve as Point of Contact (POC) for the intern summer programs.
- Process requisitions for hiring managers looking to hire summer interns.
- Coordinate with LCLS Director to discuss best practices for mass hiring of 40+ interns.
- Track 70+ requisition interns in a spreadsheet to track activities of the hiring cycle until they are on-boarded.
- Partner with talent team for 1st day orientation to address any questions, department, and account issues for interns.
- Communicate thoroughly and effectively with hiring managers, mentors, and admins on updates about incoming interns, next steps, and what to expect the first day.
- Create, send, and collect new hire information packets prior to the first day.
- Partner with Education Program Manager with other intern programs (i.e. Community College Internship (CCI), Science Undergraduate Laboratory Internship Program (SULI), STEM Teacher and Researcher (STAR) Program) that include more than 70+ students from 30+ schools.
- Coordinate workshops, meetings, rooms for interns to participate in activities related to programs.
- Collaborate with Program Manager to develop a plan of action for on-boarding of interns.

HR GENERALIST | KALLIDUS D.B.A SKAVA | NOVEMBER 2018 – APRIL 2019

Worked to ensure policies, procedures and HR programs were consistently administered within the US and India teams and were compliant with state and federal regulatory requirements and global HR laws.

- Managed onboarding and off-boarding of employees.
- Compiled, updated, and audited employee records (hard and electronic copies).
- Developed process documentation, PPT presentations and prepared reports related to personnel activities (training, performance management, benefits, or charts, etc.).
- Developed employee communications, including a regular newsletter.

RECRUITER/HR GENERALIST| SERVICE WEST, INC | SEPTEMBER 2017 – NOVEMBER 2018

Performed duties at a professional level in all of the following functional areas: employee recruiting, employee relations, employment laws, and training, while maintaining continuous sensitivity to corporate needs, employee goodwill, business integrity, and culture.

- Oversaw third-party recruitment firm relationships and contractual agreements.
- Organized and managed weekly new employee orientations, and training programs that included timekeeping, Personal protective equipment (PPE), and on-site harassment training.
- Identified, managed, and ensured the proper usage of the applicant tracking system (ATS).
- Delivered weekly/monthly/quarterly/annual results in a metrics-driven format.

MULTIPLE POSITIONS | UC BERKELEY | MARCH 2013 – SEPTEMBER 2017

AP/AR Administrative Assistant

Worked under tight deadlines to ensure that rapidly changing and demanding priorities were met. Held a position in a department where errors and oversight could misrepresent the department's revenue or result in non-compliance with federal, state, and campus regulations. Maintained accurate data of more than 1.2 million in scholarship, grants, and loans per month. Implemented the planning of new departmental procedure to track how scholarship checks were logged in and accounted for.

- Worked with students and grant programs to determine terms of disbursement if questions arose or overpayments occurred.
- In charge of collaborating with multiple departments such as Veteran Affairs, Billing Payment Services, Berkeley Law, and the Registrar to process specialty payments due to requirement needed to adhere to next day turnaround.
- Responded to all inquiries concerning $435,000 in billing statements produced for all revenue generating services from campus partners.
- Subject matter expert for processing all Electronic Fund Transfers and checks relating to outside scholarships and donors.

Document Imaging Lead/Interim Purchasing Lead

Accountable for the daily operation of the Document Imaging Center, with a key focus on customer service, working with stakeholders to identify and address issues quickly, and maintain organization by tracking and documenting processes while streamlining workflows. Participated in the SA Fellowship program for the Centers for Educational Equity and Excellence department (CE3).

- Worked to increase the yield of first generation, low-income, veterans, and underrepresented students who chose to attend UC Berkeley.
- Served as liaison between the Admissions Dept., students, issuing high-school, and transcript vendors to facilitate transactions with multiple departments.
- Worked on advising approaches that focused on educational equity and that addressed the needs of marginalized student populations.
- Processed on average more than 375+ transcripts daily to meet set deadlines.
- Met with stakeholders weekly to discuss upcoming actions and how my department could best assist. With end of the quarter meetings to discuss any fails, wins, and how to improve for next year.

- Nominated by supervisor to serve on Culture Committee (Go Big) to address culture issues within the Student Affairs Division.

HR Assistant III
Provided support as part of the HR team with a large human capital management project. Charged with updating and processing employee changes related to compensation, salary increases, and other HR-related duties utilizing PeopleSoft. The position was a 'Contract Only' position set to run from 3/20/13 – 6/28/13. However, I was offered a full-time permanent position on 4/15/13 due to my quality of work.

- Utilized Human Capital Management (PeopleSoft HCM) to input sensitive employee information for all stages of the employment lifecycle.
- Processed 20+ new hires daily into PeopleSoft HCM to meet team 24-hour S.L.A. turnaround.
- Provided transactional support for 500+ employees (420+ transactions/mo) postdoctoral students and scholars, graduate students, faculty, and staff (included Visa information for International Scholars).
- Issued requests to Business Partners on the expiration of Visas and Employment Authorizations.
- Processed Visa information within Glacier for International Scholars.

CERTIFICATIONS

- Essentials of Recruiting for the Staffing Industry
  - Introduction to Recruiting
  - Sourcing Candidates
  - Screening Candidates
  - A Day in the Life
- HR Law (2018)
- Front-Line Leadership Training
- KEYS Track for Supervisors
- Performance Management Training
- How to Handle Difficult Employees
- Business Grammar and Email Writing
- Untangle the Triangle, (FMLA, Worker's Comp, & ADA)
- Handling Conflicts in the Workplace
- Advanced Excel 101 (VLOOKUP, Pivot Table, and Formulas)

PROFESSIONAL AFFLIATIONS

- Society for Human Resource Management (SHRM)
- National Seminars (Star12)
- Toastmasters
- Black Staff and Faculty Organization (BSFO)
- Strategic Planning Committee (Business Operations)
- SPI (Culture Committee)

Elizabeth Raji-Greig

25455 Whitman Street, Apt. #18, Hayward, CA 94544 • E.RajiGreig@gmail.com • (917) 263-1523

Education:

National Louis University, Ed. M. in Administration and Supervision
Chicago, IL, 2013

Kenyon College, B.A. in English, and African-African American Studies Concentration
Gambier, OH, 2004

Technology:

Adept at using a number of student information systems and education technology platforms such as Illuminate, NWEA, PowerSchool, and Clever

Experience:

Associate Director of Academics, July 2019 – present
KIPP Bay Area Public Schools, Oakland, CA

- Provide instructional leadership, coaching, and content expertise to drive student achievement
- Coach school leaders and content specialists on their observations and feedback meetings, content leadership, and the implementation of recurring data meetings
- Evaluate the performance of schools across the region through classroom observations, school reviews, and frequent data analysis.
- Support in determining the highest leverage strategic priorities for the network to take to increase student achievement
- Lead the development and implementation of the region's vision for Elementary School academics
- Act as a liaison with other organizations to support effective teaching and learning
- Develop and deliver high quality trainings to increase the effectiveness of teachers and school leaders across schools

Principal, July 2018 – June 2019
Rocketship Los Sueños Academy, San Jose, CA

- Developed a program of daily, weekly, and long-term progress analysis and interventions in math classes that resulted in a 30% increase in student achievement, leading to 70% of students mastering content at 75% accuracy or higher.
- Launched a targeted reading intervention with 175 students who were struggling in reading with 83% of those students seeing growth in their reading level within 3 weeks.
- Directly coached 11 staff members including assistant principals, office managers, teachers, and business operations managers on leading teams, holding others accountable, and improving their use of data to identify and address issues.
- Collaborated with families and school personnel to create multi-tiered systems of support for students that has lowered our school suspension rate from over 6% the previous school year to 0.6%.
- Oversaw student registration and enrollment initiatives such as phone-a-thons, home visits and neighborhood canvasing to meet student enrollment targets.
- Organized a successful state authorizer audit of our school's individualized education plans and cumulative files.

Assistant Principal, January 2016 – June 2018
Rocketship Los Sueños Academy, San Jose, CA

- Coached and led our 4th and 5th grade STEM and Humanities teams to a 28% increase in Math and a 23% increase in ELA scores on their end-of-year standardized state tests.
- Hired, developed, and evaluated teachers and staff members across multiple teams, such as our integrated technology learning specialists, our grade 3-5 Humanities and STEM teachers, and our integrated special education team.
- Created and ran professional development workshops and schedules for our 34-person team across multiple focus areas.
- Project-managed several long-term family initiatives including listening tours, and family-school association meetings that resulted in 100% completion of the annual parent survey and stronger family relationships with our school.

Successor Principal, June 2015 – November 2015
KIPP: Bridge Academy, Oakland, CA

- Pioneered a revision of school culture for our 26-person team with an emphasis on utilizing effective research-based approaches such as restorative practices, social-emotional learning, and positive behavior intervention systems.

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- Managed grade team leads, teacher leaders, instructional coaches, and the ELA Content Team Lead.
- Oversaw $4,000,000 budget and oversaw staff interview, hiring, and onboarding processes.

Assistant Principal, July 2014 – June 2015
KIPP: Bridge Academy, Oakland, CA
- Coached ELA, Social Studies, and Sped Department teachers on best practices and set strengths-based goals in order to foster personal and school-wide growth.
- Designed a school-wide plan for differentiating independent reading goals for students in grades 5-8.
- Planned the school's transition into teaching to meet Common Core State Standards which led to an average of 48% of students meeting or exceeding state standards in the assessment's first year, more than doubling the district average.
- Developed school and grade level targets for academic outcomes and created systems to progress monitor and support staff in meeting targeted outcomes.

Dean of Teaching and Learning, July 2011 – June 2014
KIPP: AMP Academy Middle School, Brooklyn, NY
- Managed a $54,000 instructional, content team budget.
- Directed teacher growth and development process including leading bi-yearly staff evaluations, and developed multiple staff members to become teacher leaders.
- Coordinated school-wide behavior management systems and reading intervention programs.

Founding Middle School Principal, July 2009 – June 2011
Democracy Prep Charter School at PS 197, New York, NY
- Managed and trained 31 teachers and staff members as I launched, led, and grew a co-located school.
- Regularly reviewed and modified lesson plans and materials for 8 core classes, 3 electives, and 2 enrichment courses.
- Developed an interdisciplinary history and literacy immersion class which was then adopted for all 6th graders across the Democracy Prep network.

Founding Reading Teacher, July 2006 – June 2009 & 6th Grade Chair (2008-2009)
Democracy Prep Charter School, New York, NY
- Created a reading curriculum for 102 6th grade students at various academic ability levels.
- Led monthly inquiry group meetings for all staff members in the network's English Language Arts Department.

6th Grade Reading Teacher, June 2004 – June 2006
Teach For America, Rio Grande Valley, TX
- Increased 6th grade student performance on standardized state Reading tests from 49% passing in August to 92% passing and 29% "Exceeding Expectations" by April.

Professional Learning Community Facilitator, August 2005 – June 2006 *Teach For America, McAllen, TX*
Teach For America, Rio Grande Valley, TX

Summer Coordinator, June 2005 – August 2005 *Teach For America, McAllen, TX*
Teach For America, Rio Grande Valley, TX

keyurharenshah@gmail.com
(646) 763-7834

KEYUR H. SHAH

555 Innes Ave Unit 205, San Francisco, CA 94124
https://www.linkedin.com/in/keyurhshah

DUCATION:

Stanford University, Graduate School of Education — Stanford, CA
Degree: M.A., Policy, Organization and Leadership Studies in Education — 2013 – 2014

Columbia University, School of Engineering & Applied Science — New York, NY
Degree: B.S., Operations Research in Engineering Management Systems, *Minor*: Economics — 2006 – 2010

EXPERIENCE:

California Education Partners — Oakland, CA
Program Manager — *Jul 2019 – Present*

- Lead the Math in Common Collaborative of 8 urban, suburban, rural districts to improve K-8 math outcomes for students
- Consult with districts on systems improvement through strategy advice, coaching, and Improvement Science methods
- Facilitate three 2-day Improvement Science convenings across the academic year to bring districts and experts together

ACE Charter High School — San Jose, CA
Principal — *Jun 2017 – Jun 2019*
Assistant Principal of Curriculum and Instruction — *Apr 2015 – Jun 2017*

- Spearheaded school-wide instructional coaching, curriculum development, school culture, college access and alumni services programs for critically underserved students to attain 82% of ACE graduates persisting in college
- Led school with 23% SpEd., 69% ELL, and 95% first generation students to attain yearly 96% UC/CSU A-G completion
- Managed $5MM school budget, fiscal strategy, business operations, and HR in a resource constrained environment
- Headed a team of 38, and created a leadership pipeline to help staff become school leaders at ACE and other organizations
- Developed and executed over 100 professional development training sessions to teachers, staff, and school leaders

The Noble Academy — Chicago, IL
Founding Assistant Principal — *Jul 2014 – Apr 2015*

- Established a new public charter high school in collaboration with Phillips Exeter Academy based on Socratic learning
- Innovated methods to integrate personalized learning with large-group collaboration for problem solving and learning
- Coached 15 teachers who taught 200 students in 9th grade to achieve among the highest scores in the Noble Network
- Created multiple data-driven tools for mapping student growth, analyzing teacher effectiveness, and remediating teaching

Alameda County Office of Education — Hayward, CA
Common Core Professional Expert — *Jul 2013 – Jul 2014*

- Trained over 800 teachers in 4 school districts including charters and traditional public schools on math instruction
- Designed professional development on the shifts in Common Core State Standards and Smarter Balanced assessments
- Constructed funding proposals for the Bill & Melinda Gates Foundation, working with the superintendent

Miami Northwestern Senior High School — Miami, FL
Math Academic Coach — *Aug 2012 – Jun 2013*

- Accelerated Geometry student performance from 19% proficient to over 50% proficient within one year
- Provided real-time academic coaching in AP Calculus, Math for College Readiness, Geometry, and Intensive Algebra

Teacher, Science Department Chair — *Aug 2010 – Jun 2012*

- Improved school's FCAT Science scores from 17% in previous year to over 73% of my students passing the statewide test
- Engineered practicum labs and authentic assessments based on scientific performance tasks

ADDITIONAL DATA

- Selected for Transcend-Silicon Schools Collaborative, Innovate Public Schools World Class Schools Fellowship, and RELAY Graduate School of Education Bay Area Instructional Leadership Professional Development
- Proficient in Macro Enabled MS Office, Google Suite, PowerSchool, Kickboard

Darryl D. Stafford Jr.

Mobile: (510) 706-7407
DaStJr@gmail.com

PROFESSIONAL HIGHLIGHTS

- Able to manage, motivate, and train teams to deliver outstanding service and ensure procedural compliancy
- Attention to detail accuracy and adaptability
- Excellent troubleshooting and logical problem solving skills
- Passionate and dedicated to building lasting relationships, and maximizing quality

SKILLS

Social and Management Skills	*Excellent Communication Skills*	*Discrepancy Resolution*
Team Building	*Multitasking*	*Self-Reliant*
Process Implementation	*Works well under pressure*	*Organized and Detailed*
Knowledge of MS Office	*Hardworking & Dedicated*	*Leadership Skills*

EXPERIENCE

Boys and Girls Club, *San Leandro CA* August 2007-Current

Director

- Establish School Site programs, activities and services that prepare youth for success and create an outcome-driven club environment that facilitates achievement of Youth Development & SEL Outcomes and the California Department of Education requirements.
- Provide leadership to Youth Development Coordinators at assigned site in the areas of: child supervision & safety, youth enrichment programming, positive mentorship and parent relationships.
- Lead YDC's in planning and implementing a holistic curriculum for given site that reflects BGCSL values
- Plan, develop, implement and evaluate Site overall programs, staff, services and activities to ensure they meet stated objectives and member needs and interests. Compile monthly regular reports reflecting all activities, attendance, snack and participation.

Assistant Director

- Help manage the San Leandro site which is the model site for future locations
- Responsible for creating lesson plans, weekly as well as monthly
- In charge of filling out observation reports as well as creating schedules
- Overseeing programs offered to students such as our gardening program
- Coaching sports (Football, Basketball, Soccer)
- Worked with parents as well as teachers to improve student performance
- Mentoring Students as well as fellow co-workers when opportunities present themselves
- Made sure it was a safe and comfortable environment for students

Darryl D. Stafford Jr.

- Ensure that guidelines, policies and procedures regarding behavior, safety, injury and illness are continuously implemented
- Provide training to and ongoing supervision of staff and volunteers.
- I attend manager training twice a year to improve my skills

Program Coordinator

- Worked closely with all staff members to develop a collaborative working team
- Responsible for delivery of quality programming
- Responsible for program outcomes and the Formula for Impact standards within each program area.
- Responsible for completing orientation with new members and their parent/guardians
- Introduce and explain the different activities to members
- Ensure that members are actively engaged through participation in their programs and activities
- Promote and market the Boys & Girls Club of Massillon to club members

Hollywood Video, *San Lorenzo, CA* February 2007-April 2008

Assistant Manager/Guest Service Representative

- Producing customer service and basic cashier duties
- Answering telephones and providing information about our products and memberships
- Ensure the daily operations of an organization flowing smoothly
- Ensure that employees completed work accurately and on time
- Train, appraise and advise store employees

Oakland Coliseum, *Oakland, CA* June 2013-September 2003

Vendor Prep

- Responsible for building and prepping stations for events
- Organizing merchandise in a presentable manner
- Working in teams to ensure station is set properly

VOLUNTARY HISTORY

Oakland Community Organization (OCO) January-June 2010
Oakland, CA

EDUCATION

Chabot College, Hayward, CA 94545 General Studies

San Lorenzo High, San Lorenzo CA94580 Diploma/Graduate of 2006

REFERENCES

Available upon request

Articles of Incorporation

Secretary of State
Articles of Incorporation of a Nonprofit Public Benefit Corporation

ARTS-PB-501(c)(3)

4535391

FILED
Secretary of State
State of California
DEC 02 2019

IMPORTANT — Read Instructions before completing this form.

Filing Fee – $30.00

Copy Fees – First page $1.00; each attachment page $0.50; Certification Fee - $5.00

Note: A separate California Franchise Tax Board application is required to obtain tax exempt status. For more information, go to https://www.ftb.ca.gov.

2 cc **This Space For Office Use Only**

1. Corporate Name (Go to www.sos.ca.gov/business/be/name-availability for general corporate name requirements and restrictions.)

The name of the corporation is San Leandro Catalyst Collegiate

2. Business Addresses (Enter the **complete** business addresses. Item 2a cannot be a P.O.Box or "in care of" an individual or entity.)

a. Initial Street Address of Corporation - **Do not enter a P.O. Box**	City (no abbreviations)	State	Zip Code
6138 OUTLOOK AVENUE	OAKLAND	CA	94605
b. Initial Mailing Address of Corporation, **if different than item 2a**	City (no abbreviations)	State	Zip Code

3. Service of Process (Must provide either Individual **OR** Corporation.)

INDIVIDUAL – Complete Items 3a and 3b only. Must include agent's full name and California street address.

a. California Agent's First Name (if agent is **not** a corporation)	Middle Name	Last Name	Suffix
NICOLETTE	NAPIO	FOX	
b. Street Address (if agent is **not** a corporation) - **Do not enter a P.O. Box**	City (no abbreviations)	State	Zip Code
6138 OUTLOOK AVENUE	OAKLAND	CA	94605

CORPORATION – Complete Item 3c. Only include the name of the registered agent Corporation.

c. California Registered Corporate Agent's Name (if agent is a corporation) – Do not complete Item 3a or 3b

4. Purpose Statement

Item 4a: One or both boxes **must** be checked.
Item 4b: If "public" purposes is checked in Item 4a, or if you intend to apply for tax-exempt status in California, you **must** enter the specific purpose in Item 4b.)

a. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for: ☒ **public** purposes. ☒ **charitable** purposes.

b. The specific purpose of this corporation is to Operate one or more California public charter schools, and to carry on other charitable activities associated with this purpose as allowed by law.

5. Additional Statements (See Instructions and Filing Tips.)

a. This corporation is organized and operated exclusively for the purposes set forth in **Article 4** hereof within the meaning of Internal Revenue Code section 501(c)(3).
b. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
c. The property of this corporation is irrevocably dedicated to the purposes in **Article 4** hereof and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.
d. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for **charitable, educational and/or religious** purposes and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).

6. Read and Sign Below (This form must be signed by each incorporator. See Instructions. Do not include a title.)

Signature

NICOLETTE FOX
Type or Print Name

I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

DEC 13 2019

Date: _____

ALEX PADILLA, Secretary of State

Conflict of Interest Code
of
SAN LEANDRO CATALYST COLLEGIATE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, San Leandro Catalyst Collegiate, Inc. hereby adopts this Conflict of Interest Code ("Policy"), which shall apply to all Governing Board members, and all other designated employees of San Leandro Catalyst Collegiate, Inc. ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including Governing Board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this Code and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including Governing Board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A." An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed with the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

Exhibit A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in Categories 1 and 2 defined in "Exhibit B."

A. Members of the Governing Board
B. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
C. School Director of Charter School
D. Dean of Curriculum & Instruction
E. Dean of Culture
F. Manager/Director of Operations
G. Manager/Dean of Student Supports
H. Consultants/New Positions[1]

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 2 of "Exhibit B."

A. Purchasing Manager

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 3 of "Exhibit B."

A. Information Systems Technician
B. Contractor

[1]Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation: The School Director of the Charter School may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School's School Director's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

Exhibit B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

a. Interests in real property that are located in whole or in part within a two-mile radius:

- of any school district that has authorized a San Leandro Catalyst Collegiate charter school, or
- of any facility utilized by San Leandro Catalyst Collegiate, or
- of a proposed site for a San Leandro Catalyst Collegiate facility.

a. Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by San Leandro Catalyst Collegiate.

Category 3

Designated positions assigned to this category must report:

a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Bylaws
of
SAN LEANDRO CATALYST COLLEGIATE

A California Nonprofit Public Benefit Corporation

ARTICLE I
Name and Offices

Section 1: Name. The name of this Corporation is San Leandro Catalyst Collegiate.

Section 2: Principal Office. The initial principal office for the transaction of the activities and affairs of the Corporation is 6138 Outlook Avenue, Oakland, State of California.

Section 3: Change of Address. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this section; alternatively, this section may be amended to state the new location.

Section 3: Other Offices. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE II
Purpose

Section 1: Purpose. The purpose of the Corporation is to operate one or more California public charter schools, and to carry on other charitable activities associated with this purpose as allowed by law. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a Corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a Corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 2: Dedication of Assets. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or Officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, Corporation or association which is organized and operated exclusively

for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE III
Construction and Definitions

Section 1: Construction and Definitions. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE IV
Members

Section 1: Members. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE V
Board of Directors

Section 1: Constitution. The number of Directors on the Board shall be no less than seven (7) and no more than fifteen (15). In addition, in accordance with **California Ed. Code § 47604(c)**, the District shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation and San Leandro Catalyst Collegiate reserves the right to add an additional member to achieve an odd number of members for voting purposes. All Directors shall have identical rights and responsibilities.

Section 2: Qualifications. Board members shall be sought who reflect the qualities, qualifications, and diversity delineated in the job description of the Board of Directors.

Section 3: Nominations. The Governance Committee will present potential board members and officers for election to the Board of Directors. The list will be presented at the annual meeting of the Board of Directors, although additional candidates may be added between annual meetings if deemed necessary by the Governance Committee and approved by a vote of the Board.

Section 4: Interested Persons. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5: Terms. Except for the initial Board of Directors, each Director shall hold office unless otherwise removed from office in accordance with the bylaws for three (3) years, and until a successor Director has been designated and qualified. A full three (3)-year term will be considered to have been served after three (3) annual meetings. Directors may serve consecutive, three (3)-year terms. Directors will serve staggered terms to balance continuity with new perspectives.

Terms for the initial Board of Directors shall be staggered with two (2) seats serving a one (1)-year term, two (2) seats serving a two (2)-year term, and three (3) seats serving a three (3)-year term as determined by the Board. Assigned staggered term lengths for the members of the founding Board assures that all initial members do not roll off the Board simultaneously.

Section 6: Vacancies. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of Directors.

Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the Directors then in office at a regular or special meeting of the Board, or (b) a sole remaining Director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Any vacancy to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by the affirmative vote of a majority of the Directors then in office at a regular or special meeting of the Board. A Director appointed to fill a vacancy due to resignation or removal of a Director shall serve for the unexpired term of his/her predecessor in office.

Section 7: Reduction of Number of Directors. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 8: Resignations. Except as provided below, any Director may resign by giving written notice to the Board Chair of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9: Unallowable Resignations. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly appointed Director or Directors.

Section 10: Removals. Any Director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the

Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Director shall be filled as provided in Section 6.

Section 11: Duties. Members of the Board of Directors:

a. Shall serve San Leandro Catalyst Collegiate with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with San Leandro Catalyst Collegiate;
b. Are bound by the Conflict of Interest Code statement;
c. May not receive compensation for their services as Directors or Officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted; and
d. Shall have no direct or indirect financial interest in the assets or leases of San Leandro Catalyst Collegiate.

Section 12: General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also referred to as the "Board").

Section 13: Specific Powers. Without prejudice to the general powers set forth in Section 12 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate Officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
d. Adopt and use a corporate seal.

Section 14: Non-Liability. No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

ARTICLE VI
Committees

Section 1: Creation. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees of the Board, each consisting of two or more Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the Directors then in office.

Section 2: Appointments. Appointments to committees of the Board of Directors shall be by majority vote of the Directors then in office. The Board of Directors may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting.

Section 3: Specific Powers. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Fill vacancies on the Board of Directors or any committee of the Board.
b. Amend or repeal bylaws or adopt new bylaws;
c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; and
d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of Directors and non-Directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the Directors then in office, advisory committees to serve at the pleasure of the Board.

Section 4: Meetings and Action of Committees. Meetings and actions of committees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

ARTICLE VII
Officers of the Corporation

Section 1: Offices. The Officers of the Corporation shall be a President, a Secretary, and a Treasurer. The Corporation, at the Board's direction, may also have a Board Chair and a Vice Chair. The Officers, in addition to the corporate duties set forth in this Article VII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Board Chair and Vice Chair, Officers shall not also be Directors (Board members).

Section 2: Duplications. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Board Chair.

Section 3: Elections. The Officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any Officer under any employment contract.

Section 4: Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 5: Removals. Without prejudice to the rights of any Officer under an employment contract, the Board of Directors may remove any Officer with or without cause.

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

Section 7: Board Chair. If a Board Chair of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Board Chair of the Board of Directors is elected, there shall also be a Vice Chair of the Board of Directors. In the absence of the Board Chair, the Vice Chair shall preside at Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8: President. The President, also known as School Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and Officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9: Secretary. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the Directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

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

Section 10: Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Board Chair, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE VIII
Meetings

Section 1: Place. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held, and conducted in accordance with the terms and provisions of the Brown Act.

Section 2: Meetings; Annual Meetings. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of Officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 3: Regular Meetings. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 4: Special Meetings. Special meetings of the Board of Directors for any purpose may be called at any time by the Board Chair of the Board of Directors, if there is such an Officer, or a majority of the Board of Directors. If a Board Chair has not been elected, then the Vice Chair is

authorized to call a special meeting in place of the Board Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 5. Notice of Special Meetings. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, in the following manner:

a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient, is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 6: Teleconference Meetings. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located;
b. All votes taken during a teleconference meeting shall be by roll call;
c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

[1] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 7: Quorum. A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the Directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the Directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 8: Rules of Order. In case of conflict or challenge, and to the extent compliant with the Brown Act, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of the Corporation.

Section 9: Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

ARTICLE IX
Compliance with Laws Governing Student Records

Section 1: Compliance with Laws Governing Student Records. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE X
Contracts

Section 1: Contracts with Directors. The Corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other Corporation, firm, association, or other entity in which one or more of this Corporation's Directors are Directors and have a material financial interest).

Section 2: Contracts with Non-Director Designated Employees. The Corporation shall not enter into a contract or transaction in which a non-Director designated employee (e.g., Officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

ARTICLE XI
Loans

Section 1: Loans. The Corporation shall not lend any money or property to or guarantee the obligation of any Director or Officer; provided, however, that the Corporation may advance money to a Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or Officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
Indemnification

Section 1: Indemnification. To the fullest extent permitted by law, the Corporation shall indemnify its Directors, Officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

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

ARTICLE XIII
Insurance

Section 1: Insurance. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, Officers, employees, and other agents, to cover any liability asserted against or incurred by any Director, Officer, employee, or agent in such capacity or arising from the Director's, Officer's, employee's, or agent's status as such.

ARTICLE XIV
Records

Section 1: Records. The Corporation shall keep:

a. Adequate and correct books and records of account;
b. Written minutes of the proceedings of the Board and committees of the Board; and
c. Such reports and records as required by law.

ARTICLE XV
Inspection Rights

Section 1: Inspection Rights. Every Director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2: Accounting Records and Minutes. Upon written demand of the Corporation, any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Director's interest as a Director. Any such inspection and copying may be made in person or by the Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3: Articles and Bylaws. The Corporation shall keep at its principal California office then original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours.

ARTICLE XVI
Reports

Section 1: Annual Reports. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within one hundred and twenty (120) days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

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

Section 2: Annual Statement of Certain Transactions and Indemnifications. The Corporation shall comply with Corporations Code Section 6322.

ARTICLE XVII
Amendments

Section 1: Amendments. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the Directors present at a meeting duly held at which a quorum is present, except

that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

Section 2: Notice. Notice of the proposed amendment(s), together with a copy thereof, shall be mailed to each Director at least fifteen (15) days prior to the meeting at which the amendment(s) is (are) to be considered.

ARTICLE XIV
Fiscal Year

Section 1: Fiscal Year. The fiscal year of the Corporation shall begin on July 1st of each calendar year and terminate on June 30th of the subsequent calendar year.

SAN LEANDRO
Catalyst Collegiate

Appendix 12

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of San Leandro Catalyst Collegiate, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of the Corporation as adopted by the Board of Directors on 1/13/2020; and that these bylaws have not been amended or modified since that date.

Executed on 1/13/2020 at San Leandro, California.

Sharrie Overall, Secretary

The power to create belongs to everyone

San Leandro Catalyst Collegiate
Multi-year Projection
As of January 2020

	Year 0 2020-21	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Assumptions
SUMMARY							
Revenue							
LCFF Entitlement	-	1,224,148	1,888,028	2,582,822	3,176,641	3,774,685	
Federal Revenue	-	70,389	116,286	155,493	195,372	235,943	
Other State Revenues	-	91,787	139,920	187,249	234,655	282,107	
Local Revenues	-	-	-	-	-	-	
Fundraising and Grants	150,000	175,000	-	-	-	-	
Total Revenue	**150,000**	**1,561,323**	**2,144,234**	**2,925,565**	**3,606,668**	**4,292,735**	
Expenses							
Compensation and Benefits	111,921	906,102	1,322,826	1,908,426	2,380,988	2,768,239	
Books and Supplies	2,500	133,110	137,922	174,970	220,436	284,706	
Services and Other Operating Expenditures	27,725	432,810	588,195	756,583	942,790	1,132,164	
Depreciation	-	-	-	-	-	-	
Other Outflows	-	-	5,334	4,055	2,612	1,155	
Total Expenses	**142,146**	**1,472,022**	**2,054,278**	**2,844,034**	**3,546,825**	**4,186,263**	
Operating Income	**7,854**	**89,301**	**89,956**	**81,530**	**59,843**	**106,472**	
Fund Balance							
Beginning Balance (Unaudited)	-	7,854	97,155	187,111	268,641	328,484	
Audit Adjustment							
Beginning Balance (Audited)	-	7,854	97,155	187,111	268,641	328,484	
Operating Income	7,854	89,301	89,956	81,530	59,843	106,472	
Ending Fund Balance	**7,854**	**97,155**	**187,111**	**268,641**	**328,484**	**434,955**	
Total Revenue Per ADA		13,696	12,539	12,831	12,655	12,552	
Total Expenses Per ADA		12,912	12,013	12,474	12,445	12,241	
Operating Income Per ADA		783	526	358	210	311	
Fund Balance as a % of Expenses	6%	7%	9%	9%	9%	10%	

San Leandro Catalyst Collegiate
Multi-year Projection
As of January 2020

Key Assumptions	Year 0 2020-21	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Assumptions
Enrollment Breakdown							
K	-	60	60	60	60	60	
1	-	60	60	60	60	60	
2	-	-	60	60	60	60	
3	-	-	-	60	60	60	
4	-	-	-	-	60	60	
5	-	-	-	-	-	60	
Total Enrolled	**-**	**120**	**180**	**240**	**300**	**360**	
ADA %							
K-3		95.0%	95.0%	95.0%	95.0%	95.0%	
4-6					95.0%	95.0%	
Average ADA %		**95.0%**	**95.0%**	**95.0%**	**95.0%**	**95.0%**	
ADA							
K-3	-	114	171	228	228	228	
4-6	-	-	-	-	57	114	
Total ADA	**-**	**114**	**171**	**228**	**285**	**342**	
Demographic Information							
CALPADS Enrollment (for unduplicated % calc)	-	120	180	240	300	360	
# Unduplicated (CALPADS)	-	82	123	164	205	246	
# Free & Reduced Lunch (CALPADS)	-	76	114	152	190	228	
# ELL (CALPADS)	-	35	53	71	89	107	
New Students	-	120	60	60	60	60	
School Information							
FTE's	0.8	10.0	14.0	20.0	24.0	27.0	
Teachers	-	6	9	13	16	18	
Certificated Pay Increases		3%	3%	3%	3%	3%	
Classified Pay Increases		3%	3%	3%	3%	3%	
Default Expense Inflation Rate		0%	2%	2%	2%	2%	

San Leandro Catalyst Collegiate
Multi-year Projection
As of January 2020

		Year 0 2020-21	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Assumptions
REVENUE								
LCFF Entitlement								
8011	Charter Schools General Purpose Entitlement - State Aid	-	808,504	1,264,562	1,751,534	2,137,531	2,527,753	Per FCMAT LCFF calculator
8012	Education Protection Account Entitlement	-	22,800	34,200	45,600	57,000	68,400	Per FCMAT LCFF calculator
8096	Charter Schools in Lieu of Property Taxes	-	392,844	589,266	785,688	982,110	1,178,532	$3446/AD per FCMAT LCFF calculator
	SUBTOTAL - LCFF Entitlement	-	**1,224,148**	**1,888,028**	**2,582,822**	**3,176,641**	**3,774,685**	
Federal Revenue								
8181	Special Education - Entitlement	-	-	15,000	22,500	30,000	37,500	$125/PY ADA: EDCOE SELPA funding rates
8220	Child Nutrition Programs	-	31,433	47,966	65,233	83,172	101,803	75% of food expense: Estimate based on trends for other Alameda County charter schools
8291	Title I	-	26,670	39,900	53,200	66,500	79,800	$350/FRL: Estimate based on Title funding for other Alameda County charter schools
8292	Title II	-	2,286	3,420	4,560	5,700	6,840	$30/FRL: Estimate based on Title funding for other Alameda County charter schools
8294	Title IV	-	10,000	10,000	10,000	10,000	10,000	Minimum funding for Title IV
	SUBTOTAL - Federal Revenue	-	**70,389**	**116,286**	**155,493**	**195,372**	**235,943**	
Other State Revenue								
8381	Special Education - Entitlement (State	-	61,902	92,853	123,804	154,755	185,706	$543/ADA: EDCOE SELPA funding rates
8520	Child Nutrition - State	-	6,287	9,593	13,047	16,634	20,361	15% of food expense: Estimate based on trends for other Alameda County charter schools
8550	Mandated Cost Reimbursements	-	-	2,077	3,203	4,270	5,247	$18/PY ADA: CDE estimate
8560	State Lottery Revenue	-	23,598	35,397	47,196	58,995	70,794	$153/P-Annual ADA unrestricted; $54/P-Annual restricted; Accrued year 1, paid year 2
	SUBTOTAL - Other State Revenue	-	**91,787**	**139,920**	**187,249**	**234,655**	**282,107**	
Local Revenue								
	SUBTOTAL - Local Revenue	-	-	-	-	-	-	
Fundraising and Grants								
8803	Fundraising	150,000	175,000	-	-	-	-	Silicon Schools ($325K)
	SUBTOTAL - Fundraising and Grants	**150,000**	**175,000**	-	-	-	-	
TOTAL REVENUE		**150,000**	**1,561,323**	**2,144,234**	**2,925,565**	**3,606,668**	**4,292,735**	

San Leandro Catalyst Collegiate
Multi-year Projection
As of January 2020

		Year 0 2020-21	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Assumptions
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Lead Teachers	-	294,860	451,936	615,949	787,138	965,754	Avg. salary at Step 5; see budget narrative
1111	Teacher - Enrichment	-	73,715	75,926	156,408	161,101	165,934	Avg. salary at Step 5; see budget narrative
1148	Learning Specialists (SPED)	-	75,280	77,538	157,420	162,142	167,007	Avg. salary at Step 5; see budget narrative
1150	Teacher - ELD/Literacy	-	-	75,926	78,204	167,969	173,008	Avg. salary at Step 5; see budget narrative
1300	Certificated Supervisor & Administrator Salaries	91,833	110,210	194,678	271,000	355,058	444,508	School Director, Deans
	SUBTOTAL - Certificated Salaries	**91,833**	**554,065**	**876,006**	**1,278,981**	**1,633,407**	**1,916,209**	
Classified Salaries								
2100	Associate Teachers	-	40,320	41,530	84,314	86,844	89,449	
2300	Classified Supervisor & Administrator Salaries	-	119,966	123,565	127,272	131,090	135,023	Office Coordinator, Operations Manager
	SUBTOTAL - Classified Salaries	**-**	**160,286**	**165,095**	**211,586**	**217,934**	**224,472**	
Employee Benefits								
3300	OASDI-Medicare-Alternative	7,025	54,648	79,644	114,028	141,628	163,762	7.65% FICA
3400	Health & Welfare Benefits	6,667	86,400	130,637	201,554	261,214	317,375	$8000/employee contribution to eligible employees
3500	Unemployment Insurance	427	4,270	3,773	5,390	6,468	7,277	
3600	Workers Comp Insurance	1,378	10,715	15,617	22,359	27,770	32,110	1.5% of salary based on quotes for similarly sized schools
3900	Other Employee Benefits	4,592	35,718	52,055	74,528	92,567	107,034	Up to 5% matching contribution to 403b
	SUBTOTAL - Employee Benefits	**20,088**	**191,751**	**281,726**	**417,859**	**529,647**	**627,558**	
Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	-	16,000	12,360	14,853	17,484	20,259	Assumes $4K/new class and $2K/existing class; curricula: SIPPS, Handwriting Without Tears, reading books, etc.
4315	Custodial Supplies	-	1,800	1,836	1,873	1,910	1,948	$150/month
4325	Instructional Materials & Supplies	-	15,000	22,950	31,212	39,795	48,709	$125/student, excluding materials and supplies for creativity and design
4326	Art & Music Supplies	-	5,000	5,100	5,202	5,306	5,412	$5K/year for creativity and design (Idea Lab)
4330	Office Supplies	2,500	5,000	5,100	5,202	5,306	5,412	$2500 startup; $5K thereafter based on similar schools
4335	PE Supplies	-	800	408	416	424	433	$200/new class
4346	Teacher Supplies	-	500	714	1,040	1,273	1,461	$50/FTE
4350	Uniforms	-	3,600	3,672	4,682	5,731	6,819	$30/new student; $15/returning student
4410	Classroom Furniture, Equipment & Supplies	-	20,000	10,200	10,404	10,612	10,824	$5K/new classroom, includes basic classroom furniture (desks, chairs, projector, screen).
4420	Computers: individual items less than $5k	-	23,500	11,628	13,109	21,698	47,690	2 students/Chromebook @ $300/Chromebook; 1 FTE/Chromebook @ $600/Chromebook; teacher replacement every 3 years, student computers every 4 years
4710	Student Food Services	-	41,910	63,954	86,977	110,896	135,737	$550/student
	SUBTOTAL - Books and Supplies	**2,500**	**133,110**	**137,922**	**174,970**	**220,436**	**284,706**	

San Leandro Catalyst Collegiate
Multi-year Projection
As of January 2020

		Year 0 2020-21	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Assumptions
Services & Other Operating Expenses								
5200	Travel & Conferences	-	3,000	4,590	6,763	8,490	9,742	$500/teacher FTE (Lead Teachers, Enrichment, ELD, Learning Specialists)
5300	Dues & Memberships	2,500	1,800	2,754	3,745	4,775	5,845	CCSA membership ($15/student)
5450	Insurance - Other	-	9,840	15,055	20,475	26,106	31,953	$82/student based on JPA quotes
5515	Janitorial, Gardening Services & Supplies	-	12,000	18,360	24,970	31,836	38,968	$100/student, includes grounds, pest, unscheduled maintenance, custodial; per student costs decline as school scales; quotes from similarly-sized Bay Area schools.
5520	Security	-	600	612	624	637	649	$50/month, ADT quote
5535	Utilities - All Utilities	-	34,560	52,877	71,912	91,688	112,227	$.30/sqft per month; 80 sqft per student
5605	Equipment Leases	-	14,400	14,400	14,688	14,982	15,281	$600/month/copier for copier lease, 2 copiers
5611	Prop 39 Related Costs	-	120,000	183,600	249,696	318,362	389,676	CY enrollment X $1000 (~80 sqft/student @$12.50/sqft/yr)
5615	Repairs and Maintenance - Building	-	10,800	16,524	22,473	28,653	35,071	$90/student
5616	Repairs and Maintenance - Computers	-	-	2,400	3,264	4,162	5,094	$14/student
5803	Accounting Fees	-	9,500	9,690	9,884	10,081	10,283	Quotes from auditors for similarly sized schools
5809	Banking Fees	-	360	367	375	382	390	$30/month based on costs for other Bay Area charters
5812	Business Services	-	65,000	89,047	108,039	132,884	157,895	5% of public revenues, decreasing to 4% over time
5824	District Oversight Fees	-	12,241	18,880	25,828	31,766	37,747	1% of LCFF
5830	Field Trips Expenses	-	6,000	9,180	12,485	15,918	19,484	$50/student
5836	Fingerprinting	-	688	306	468	318	244	$75/new staff
5845	Legal Fees	-	5,000	5,100	5,202	5,306	5,412	Estimate from Young, Minney, & Corr
5851	Marketing and Student Recruiting	5,000	5,400	2,754	2,809	2,865	2,923	$45/new student
5857	Payroll Fees	-	3,300	3,366	3,433	3,502	3,572	$275/month
5863	Professional Development	-	10,400	10,400	-	-	-	STEP implementation
5864	Professional Development - Other	10,000	10,000	-	-	-	-	BES follow on support Year 1 and Year 2
5869	Special Education Contract Instructors	-	45,600	69,768	94,884	120,978	148,077	$400/ADA; estimate of contracted speech, OT, psych, etc. based on total expenses for other Alameda County charter schools
5872	SPED SELPA Admin Fee	-	2,476	4,314	5,852	7,390	8,928	4% admin fee for EDCOE SELPA
5875	Staff Recruiting	10,000	10,000	10,200	10,404	10,612	10,824	Teach for America finders fee
5878	Student Assessment	-	5,540	5,416	7,366	9,392	11,495	MAP: $1K set up; $13.50/student; STEP: $1K set-up; $16/student
5880	Student Health Services	-	1,200	1,836	2,497	3,184	3,897	$10/student for vision, hearing
5881	Student Information System	-	8,160	3,305	4,495	5,731	7,014	Powerschool: $6K setup; $18/student
5884	Substitutes	-	13,800	21,114	31,108	39,052	44,813	10 days/teacher FTE; $230/day
5887	Technology Services	-	6,000	6,120	6,242	6,367	6,495	$500/month for on-demand support
5910	Communications - Internet / Website Fees	225	3,225	3,290	3,355	3,422	3,491	Annual website domain @ $25/yr, $200 for website hosting; $250/month internet based on similarly-sized Bay Area schools
5915	Postage and Delivery	-	1,200	1,836	2,497	3,184	3,897	$10/student
5920	Communications - Telephone & Fax	-	720	734	749	764	779	$60/month
	SUBTOTAL - Services & Other Operating Exp.	**27,725**	**432,810**	**588,195**	**756,583**	**942,790**	**1,132,164**	
Depreciation Expense								
	SUBTOTAL - Depreciation Expense	-	-	-	-	-	-	
Other Outflows								
7438	Long term debt - Interest	-	-	5,334	4,055	2,612	1,155	CDE Revolving Loan Interest
	SUBTOTAL - Other Outflows	-	-	**5,334**	**4,055**	**2,612**	**1,155**	
TOTAL EXPENSES		**142,146**	**1,472,022**	**2,054,278**	**2,844,034**	**3,546,825**	**4,186,263**	

San Leandro Catalyst Collegiate
Monthly Cash Forecast
As of January 2020

	2020-21 Actuals & Forecast												
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast
Beginning Cash	-	**147,254**	**145,052**	**129,877**	**117,330**	**104,804**	**88,529**	**75,832**	**63,285**	**48,238**	**35,841**	**23,445**	
REVENUE													
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	150,000	-	-	-	-	-	-	-	-	-	-	-	150,000
TOTAL REVENUE	**150,000**	-	-	-	-	-	-	-	-	-	-	-	**150,000**
EXPENSES													
Certificated Salaries	-	-	9,183	9,183	9,183	9,183	9,183	9,183	9,183	9,183	9,183	9,183	91,833
Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits	1,477	706	1,996	1,868	1,846	1,846	2,017	1,868	1,868	1,717	1,717	1,162	20,088
Books & Supplies	-	227	227	227	227	227	227	227	227	227	227	227	2,500
Services & Other Operating Expenses	1,269	1,269	3,769	1,269	1,269	5,019	1,269	1,269	3,769	1,269	1,269	5,019	27,725
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**2,746**	**2,202**	**15,175**	**12,547**	**12,526**	**16,276**	**12,697**	**12,547**	**15,047**	**12,397**	**12,397**	**15,591**	**142,146**
Operating Cash Inflow (Outflow)	**147,254**	**(2,202)**	**(15,175)**	**(12,547)**	**(12,526)**	**(16,276)**	**(12,697)**	**(12,547)**	**(15,047)**	**(12,397)**	**(12,397)**	**(15,591)**	**7,854**
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	**147,254**	**145,052**	**129,877**	**117,330**	**104,804**	**88,529**	**75,832**	**63,285**	**48,238**	**35,841**	**23,445**	**7,854**	

San Leandro Catalyst Collegiate
Monthly Cash Forecast
As of January 2020

	Remaining Balance
Beginning Cash	
REVENUE	
LCFF Entitlement	-
Federal Revenue	-
Other State Revenue	-
Other Local Revenue	-
Fundraising & Grants	
TOTAL REVENUE	-
EXPENSES	
Certificated Salaries	-
Classified Salaries	-
Employee Benefits	-
Books & Supplies	-
Services & Other Operating Expenses	-
Capital Outlay & Depreciation	-
Other Outflows	-
TOTAL EXPENSES	-
Operating Cash Inflow (Outflow)	-
Revenues - Prior Year Accruals	
Expenses - Prior Year Accruals	
Loans Payable (Long Term)	
Ending Cash	

San Leandro Catalyst Collegiate
Monthly Cash Forecast
As of January 2020

	2021-22 Actuals & Forecast												
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast
Beginning Cash	**7,854**	**226,762**	**112,809**	**8,277**	**265,101**	**142,247**	**18,438**	**203,799**	**84,829**	**114,116**	**133,965**	**186,714**	
REVENUE													
LCFF Entitlement	-	-	-	409,143	-	-	216,243	-	143,477	125,221	108,121	108,121	1,224,148
Federal Revenue	-	-	2,619	2,619	2,619	2,619	2,619	2,619	2,619	2,619	2,619	2,619	70,389
Other State Revenue	-	-	524	524	524	524	524	524	12,904	12,904	12,904	12,904	91,787
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	175,000	-	-	-	-	-	-	-	-	-	-	-	175,000
TOTAL REVENUE	**175,000**	**-**	**3,143**	**412,286**	**3,143**	**3,143**	**219,386**	**3,143**	**159,001**	**140,745**	**123,645**	**123,645**	**1,561,323**
EXPENSES													
Certificated Salaries	9,184	49,535	49,535	49,535	49,535	49,535	49,535	49,535	49,535	49,535	49,535	49,535	554,065
Classified Salaries	9,997	13,663	13,663	13,663	13,663	13,663	13,663	13,663	13,663	13,663	13,663	13,663	160,286
Employee Benefits	12,519	16,413	17,694	16,413	16,199	16,199	17,907	16,413	16,413	15,194	15,194	15,194	191,751
Books & Supplies	7,200	12,636	6,677	25,077	14,677	6,677	6,677	6,677	6,677	6,677	6,677	6,677	133,110
Services & Other Operating Expenses	17,191	21,707	20,107	50,774	31,924	40,878	46,243	35,827	43,427	35,827	35,827	50,197	432,810
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**56,091**	**113,954**	**107,676**	**155,462**	**125,998**	**126,952**	**134,025**	**122,114**	**129,714**	**120,896**	**120,896**	**135,267**	**1,472,022**
Operating Cash Inflow (Outflow)	**118,909**	**(113,954)**	**(104,532)**	**256,825**	**(122,854)**	**(123,809)**	**85,361**	**(118,971)**	**29,287**	**19,849**	**2,749**	**(11,622)**	**89,301**
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	100,000	-	-	-	-	-	100,000	-	-	-	50,000	-	
Ending Cash	**226,762**	**112,809**	**8,277**	**265,101**	**142,247**	**18,438**	**203,799**	**84,829**	**114,116**	**133,965**	**186,714**	**175,093**	

San Leandro Catalyst Collegiate
Monthly Cash Forecast
As of January 2020

	Remaining Balance
Beginning Cash	
REVENUE	
LCFF Entitlement	113,821
Federal Revenue	44,195
Other State Revenue	37,026
Other Local Revenue	-
Fundraising & Grants	-
TOTAL REVENUE	**195,042**
EXPENSES	
Certificated Salaries	-
Classified Salaries	-
Employee Benefits	-
Books & Supplies	20,100
Services & Other Operating Expenses	2,880
Capital Outlay & Depreciation	-
Other Outflows	-
TOTAL EXPENSES	**22,980**
Operating Cash Inflow (Outflow)	**172,062**
Revenues - Prior Year Accruals	
Expenses - Prior Year Accruals	
Loans Payable (Long Term)	
Ending Cash	

San Leandro Catalyst Collegiate
Monthly Cash Forecast
As of January 2020

	2022-23 Actuals & Forecast												
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast
Beginning Cash	**175,093**	**203,803**	**113,005**	**68,917**	**210,596**	**152,018**	**93,795**	**139,777**	**89,375**	**131,031**	**153,513**	**173,475**	
REVENUE													
LCFF Entitlement	-	65,723	89,293	323,962	107,301	107,301	224,231	107,301	204,165	173,238	158,988	158,988	1,888,028
Federal Revenue	-	-	3,997	3,997	17,327	3,997	3,997	17,327	3,997	11,497	17,327	3,997	116,286
Other State Revenue	-	3,095	3,895	6,371	6,371	8,448	6,371	12,270	12,561	12,561	18,460	12,561	139,920
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	**-**	**68,818**	**97,185**	**334,330**	**130,999**	**119,746**	**234,599**	**136,898**	**220,723**	**197,296**	**194,775**	**175,546**	**2,144,234**
EXPENSES													
Certificated Salaries	16,223	78,162	78,162	78,162	78,162	78,162	78,162	78,162	78,162	78,162	78,162	78,162	876,006
Classified Salaries	10,297	14,072	14,072	14,072	14,072	14,072	14,072	14,072	14,072	14,072	14,072	14,072	165,095
Employee Benefits	18,334	24,207	25,339	24,207	24,018	24,018	25,527	24,207	24,207	22,554	22,554	22,554	281,726
Books & Supplies	4,514	11,401	9,647	18,752	15,827	9,647	9,647	9,647	9,647	9,647	9,647	9,647	137,922
Services & Other Operating Expenses	28,286	34,918	39,405	46,597	46,597	64,859	50,378	50,378	52,978	50,378	50,378	68,640	588,195
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	3,186	444	483	391	413	417	-	-	-	-	5,334
TOTAL EXPENSES	**77,654**	**162,760**	**169,811**	**182,234**	**179,160**	**191,150**	**178,200**	**176,883**	**179,066**	**174,814**	**174,814**	**193,076**	**2,054,278**
Operating Cash Inflow (Outflow)	**(77,654)**	**(93,942)**	**(72,626)**	**152,096**	**(48,161)**	**(71,404)**	**56,399**	**(39,985)**	**41,656**	**22,482**	**19,962**	**(17,530)**	**89,956**
Revenues - Prior Year Accruals	129,345	3,143	38,956	-	-	23,598	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(22,980)	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	
Ending Cash	**203,803**	**113,005**	**68,917**	**210,596**	**152,018**	**93,795**	**139,777**	**89,375**	**131,031**	**153,513**	**173,475**	**155,945**	

San Leandro Catalyst Collegiate
Monthly Cash Forecast
As of January 2020

	Remaining Balance
Beginning Cash	
REVENUE	
LCFF Entitlement	167,538
Federal Revenue	28,824
Other State Revenue	36,958
Other Local Revenue	-
Fundraising & Grants	-
TOTAL REVENUE	**233,320**
EXPENSES	
Certificated Salaries	-
Classified Salaries	-
Employee Benefits	-
Books & Supplies	10,249
Services & Other Operating Expenses	4,406
Capital Outlay & Depreciation	-
Other Outflows	-
TOTAL EXPENSES	**14,656**
Operating Cash Inflow (Outflow)	**218,664**
Revenues - Prior Year Accruals	
Expenses - Prior Year Accruals	
Loans Payable (Long Term)	
Ending Cash	

San Leandro Catalyst Collegiate
Monthly Cash Forecast
As of January 2020

	2023-24 Actuals & Forecast												
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast
Beginning Cash	**155,945**	**249,586**	**131,469**	**47,745**	**200,946**	**136,872**	**46,799**	**89,378**	**36,973**	**85,759**	**106,334**	**124,348**	
REVENUE													
LCFF Entitlement	-	101,038	136,394	390,935	165,370	165,370	288,095	165,370	275,491	233,665	216,565	216,565	2,582,822
Federal Revenue	-	-	5,436	5,436	22,376	5,436	5,436	22,376	5,436	16,686	22,376	5,436	155,493
Other State Revenue	-	4,643	5,730	9,444	9,444	12,647	9,444	18,293	15,634	15,634	24,483	15,634	187,249
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	**-**	**105,681**	**147,560**	**405,815**	**197,190**	**183,453**	**302,975**	**206,039**	**296,562**	**265,985**	**263,424**	**237,635**	**2,925,565**
EXPENSES													
Certificated Salaries	16,310	114,788	114,788	114,788	114,788	114,788	114,788	114,788	114,788	114,788	114,788	114,788	1,278,981
Classified Salaries	10,606	18,271	18,271	18,271	18,271	18,271	18,271	18,271	18,271	18,271	18,271	18,271	211,586
Employee Benefits	26,060	35,994	37,611	35,994	35,724	35,724	37,880	35,994	35,994	33,628	33,628	33,628	417,859
Books & Supplies	5,338	13,929	12,755	23,019	20,182	12,755	12,755	12,755	12,755	12,755	12,755	12,755	174,970
Services & Other Operating Expenses	36,783	45,613	48,245	61,562	61,562	81,291	65,968	65,968	65,968	65,968	65,968	85,696	756,583
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	2,527	362	319	279	317	251	-	-	-	-	4,055
TOTAL EXPENSES	**95,097**	**228,595**	**234,197**	**253,997**	**250,846**	**263,109**	**249,979**	**248,027**	**247,776**	**245,410**	**245,410**	**265,139**	**2,844,034**
Operating Cash Inflow (Outflow)	**(95,097)**	**(122,914)**	**(86,637)**	**151,818**	**(53,656)**	**(79,656)**	**52,996**	**(41,988)**	**48,786**	**20,575**	**18,014**	**(27,504)**	**81,530**
Revenues - Prior Year Accruals	203,395	4,797	13,330	11,799	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(14,656)	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	
Ending Cash	**249,586**	**131,469**	**47,745**	**200,946**	**136,872**	**46,799**	**89,378**	**36,973**	**85,759**	**106,334**	**124,348**	**96,844**	

San Leandro Catalyst Collegiate
Monthly Cash Forecast
As of January 2020

	Remaining Balance
Beginning Cash	
REVENUE	
LCFF Entitlement	227,965
Federal Revenue	39,062
Other State Revenue	46,219
Other Local Revenue	-
Fundraising & Grants	-
TOTAL REVENUE	**313,246**
EXPENSES	
Certificated Salaries	-
Classified Salaries	-
Employee Benefits	-
Books & Supplies	10,460
Services & Other Operating Expenses	5,993
Capital Outlay & Depreciation	-
Other Outflows	-
TOTAL EXPENSES	**16,452**
Operating Cash Inflow (Outflow)	**296,793**
Revenues - Prior Year Accruals	
Expenses - Prior Year Accruals	
Loans Payable (Long Term)	
Ending Cash	

Induction Training Scope & Sequence - Draft

San Leandro Catalyst Collegiate Induction Training Scope & Sequence		
Week 1		
What	How	Why
Mission, Vision, & Philosophy	• Whole-group welcome and introductions. • Small-group close reading, annotation, and discussion of mission and vision. • Small-group breakouts to close read and discuss one of our core belief statements with a whole-group synthesis share-out and discussion.	• Ground all staff members in our mission, purpose for existence, and our fundamental beliefs. • Understand the why before diving into the how and what.
Common Language & Beliefs	• Whole-group learning and small-group discussion on shared language we use at San Leandro Catalyst Collegiate. • Discussion on language norms and how language is connected to beliefs and actions.	• Understand how beliefs show up in words, which then results in actions. • Norm on language use and purpose.
Core Values	• Mixture of whole-group and small-group activities and learning experiences to deeply internalize and discuss schoolwide definitions of core values. • In small groups, rehearse and practice teaching habits and skills aligned with our core values to students.	• Build individual and collective understanding and internalization of core values to demonstrate and teach them in classrooms and in school community. • Create alignment between adults on core value look-fors and practices.
Life Maps	• Whole-group share-out of personal life maps.	• Learn about one another and build community through stories.
Personality Inventories	• Individual self-assessment and reflection. • Pair-share on results. • Whole-group discussion on reflections and synthesis.	• Build individual and collective understanding of personality and working style. • Raise awareness on how to work effectively and productively in teams.
High-Performing Teams	• Small-group close reading, annotation, and discussion of key excerpts from *The Five Dysfunctions of a Team* by Patrick Lencioni. • Whole-group synthesis share-out and discussion.	• Address ways to overcome five dysfunctions of a team and apply learnings to our work. • Build a high-performing, cohesive team centered on a shared mission.
Community Walk	• Guided small-group walk by families around the community to learn from and about community members and landmarks.	• Develop and strengthen relationships with community. • Learn about the community we serve.
Danger of a Single Story	• Whole-group learning and small-group discussion on video "Danger of a Single Story."	• Develop and cultivate understanding of equity practices and values at our school.

Community Experience Panel	• Panel composed of community members to share about experiences, history, and hopes for our community.	• Develop and strengthen partnerships with community members. • Listen and learn about the community stakeholders we serve.
Family Experience Panel	• Panel composed of families, inclusive of founding families, to share about experiences, hopes, and dreams for our children.	• Develop and strengthen partnerships with families. • Listen and learn about the families we serve.
Family Engagement & Communication	• Socratic seminar discussion on selected article(s) about family engagement. • Whole-group learning on family communication best practices. • Small-group practice and role play on family communication best practices.	• Understand school's approach to family engagement and communication. • Norm on family communication best practices.
Staff Communication Structures / Organizational Structure	• Whole-group learning on staff communication structures and overview of organizational structure.	• Norm on communication best practices. • Learn about who to ask for what. • Review organizational structure for leadership, communication, and coaching and development.
Technology 101	• Whole-group learning on technology expectations and practices.	• Review and receive staff technology.
Circles	• Whole-group learning on circles as an essential ingredient to the fabric of our school culture and character education program.	• Develop understanding of circles – both family and community – and the role they play in our larger school community and culture. • Initiate circle experience as one of our essential recurring school staff rituals throughout the year.
Community Circle	• Whole-group learning experience on Community Circles on professional development days as a staff.	• Share personal and community highlights, core value reflections and re-commitments, and conflict & relationship work. • Provide adults the opportunity to be human and in relationship with each other by celebrating someone who exemplified one of the CREATE core values, sharing one's re-commitment plan when s/he does not embody one of the CREATE core values, and openly discussing community violations and relationship conflicts.
Week 2		
What	How	Why
Opening Community Circle	• Whole-group learning experience on first day of the week Community Circles as a staff.	• Share a personal highlight from the past week, a professional highlight, a lesson learned (or a risk they took) and acknowledge a team member who embraced a CREATE core value.

		• Share highlights and failures, help each other get comfortable being vulnerable, show support, and encourage teamwork.
Collective Efficacy	• Small-group close reading, annotation, and discussion of collective efficacy. • Whole-group synthesis share-out and discussion.	• Ground all staff members in our mission and purpose for schoolwide expectations and routines. • Understand the why before diving into the how and what.
Core Instructional Taxonomies	• Mixture of whole-group and small-group activities and learning experiences to understand the vision behind school's instructional approach and aligned instructional taxonomies.	• Develop understanding of fundamental instructional techniques for effective teaching in the context of our school.
A Culture of Practice	• Whole-group learning on importance of practice in the process of continuous growth.	• Ground all staff members in our mission and purpose for practice. • Understand the why before diving into the how and what.
Taxonomy Practice: Strong Voice	• Small-group practice and role play on core instructional taxonomies emphasized at our school.	• Internalize and practice basic components of school's core instructional taxonomies.
Taxonomy Practice: What To Do	• Small-group practice and role play on core instructional taxonomies emphasized at our school.	• Internalize and practice basic components of school's core instructional taxonomies.
Schoolwide Expectations	• Mixture of whole-group and small-group activities and learning experiences to deeply internalize and review schoolwide expectations.	• Ground all staff members in our mission and purpose for schoolwide expectations and routines. • Understand the why before diving into the how and what. • Create alignment between adults on schoolwide expectation look-fors and practices.
Schoolwide Expectations, Routines, & Procedures Overview	• Mixture of whole-group and small-group activities and learning experiences to deeply internalize and review schoolwide expectations, responsibilities, routines, and procedures (i.e., arrival, Community Circle, dismissal, lunch, etc.).	• Develop understanding of collective ownership and responsibility for creating and sustaining school culture.
Schoolwide Expectations, Routines, & Procedures Practice	• Small-group and whole-group rehearsal and practice on teaching schoolwide expectations, routines, & procedures (i.e., arrival, Community Circle, dismissal, lunch, etc.). to students.	• Practice schoolwide expectations, routines, & procedures in small groups and as a whole group and identify spaces to tweak.
5 Aspects of Classroom Management	• Mixture of whole-group and small-group activities and learning experiences to cover five aspects of classroom management: discipline,	• Internalize and discuss the five aspects of classroom management.

	management, control, influence, and engagement.	
Classroom Expectations, Routines, & Procedures Overview	• Mixture of whole-group and small-group activities and learning experiences to deeply internalize and review schoolwide expectations, responsibilities, routines, and procedures (i.e., breakfast, Family Circle, bathroom, tardies, etc.).	• Develop understanding of collective ownership and responsibility for creating and sustaining classroom culture.
Practice Perfect Review	• Whole-group learning on process and norms of *Practice Perfect* exercises.	• Ground all staff members in our mission and purpose for practice.
Taxonomy Practice: Explain Everything	• Small-group practice and role play on core instructional taxonomies emphasized at our school.	• Internalize and practice basic components of school's core instructional taxonomies.
Sweating the Small Stuff	• Whole-group learning on schoolwide and classroom expectations. • Small-group practice and role play on maintaining a high bar of excellence.	• Learn that small stuff matters, with regard to academics and behavior. • Internalize and practice identifying and addressing the small stuff and maintaining high expectations.
Taxonomy Practice: 100%	• Small-group practice and role play on core instructional taxonomies emphasized at our school.	• Internalize and practice basic components of school's core instructional taxonomies.
Classroom Expectations, Routines, & Procedures Practice	• Small-group rehearsal and practice on teaching classroom expectations, routines, & procedures (i.e., breakfast, Family Circle, bathroom, tardies, etc.) to students. • Mock classroom set-up for rotational practice.	• Practice classroom expectations, routines, & procedures in small groups and as a whole group and identify spaces to tweak.
Behavior Management Approach & System	• Whole-group learning on behavior management approach and system. • Small-group rehearsal and practice on communicating appropriately (i.e., tone and language) and responding appropriately (i.e., how and when to redirect students).	• Develop shared understanding of the behavior management approach. • Build consistent language and implementation. • Practice appropriate responses and effective redirections that leads to student re-engagement.
Taxonomy Practice: 100% Revisited	• Small-group practice and role play on core instructional taxonomies emphasized at our school.	• Internalize and practice basic components of school's core instructional taxonomies.
Professional Learning Structures	• Whole-group learning on professional learning structures and development program.	• Ground all staff members in our mission and purpose for professional learning. • Understand the why before diving into the how and what.
Grade-Level Team Vision of Excellence	• Grade-level team collaboration time with purpose of drafting vision of excellence statement, goal, norms, and accountability agreements.	• Build a high-performing, cohesive team centered on a shared mission. • Cultivate a professional learning community focused on continuously improving student learning.

Student Information System (SIS) Training	• Whole-group learning on student information system (SIS).	• Learn how to use student information system (SIS) in terms of attendance, tardies, behavior logs, assessments, and grades. • Practice using student information system (SIS) in terms of attendance, tardies, behavior logs, assessments, and grades.
Coaching Introduction Conversations	• One-on-one introduction conversations with designated coach from the school leadership team during teacher work time.	• Develop and build coaching relationships. • Discuss professional learning responsibilities and goals. • Review effective teaching continuum rubric.
Fierce Conversations	• Small-group close reading, annotation, and discussion of mission and vision. • Small-group breakouts to close read and discuss one of our core belief statements with a whole-group synthesis share-out and discussion. • Small-group practice and role play on fierce conversations.	• Ground all staff members in our mission and purpose for fierce conversations. • Norm on and practice communication best practices. • Address ways to address accountability and discomfort with each other and apply learnings to our work.
Community Circle	• Whole-group learning experience on Community Circles on professional development days as a staff.	• Share personal and community highlights, core value reflections and re-commitments, and conflict & relationship work. • Provide adults the opportunity to be human and in relationship with each other by celebrating someone who exemplified one of the CREATE core values, sharing one's re-commitment plan when s/he does not embody one of the CREATE core values.
Week 3		
What	How	Why
Opening Community Circle	• Whole-group learning experience on first day of the week Community Circles as a staff.	• Share a personal highlight from the past week, a professional highlight, a lesson learned (or a risk they took) and acknowledge a team member who embraced a CREATE core value. • Share highlights and failures, help each other get comfortable being vulnerable, show support, and encourage teamwork.
Curriculum & Assessment Overview	• Whole-group learning experience on curricular program and assessments.	• Ground all staff members in our mission and purpose for curricular program and assessments selections. • Understand the why before diving into the how and what.

Assessments Training	• Whole-group learning experience on assessments (i.e., purpose, types, calendar, etc.). • Grade-level team discussion and practice with data analysis tool and protocol.	• Review purpose of assessments, types of assessments, and assessment calendar. • Introduce data analysis tool and practice using it to analyze proxy assessment data. • Receive training on external assessment platforms.
Planning	• Whole-group learning on scope & sequence, unit plans, and lesson plans. • Grade-level team close reading, annotation, and discussion of scope & sequence and standards progression.	• Ground all staff members in our mission and purpose for planning. • Examine scope & sequence, unit plans, and lesson plans.
Unpacking Units	• Whole-group learning on intellectual preparation feedback cycle. • Grade-level team practice on unpacking unit plan for first units.	• Practice method of unpacking and intellectually preparing with grade-level teams.
Special Education Supports	• Mixture of whole-group and small-group activities and learning experiences to learn best practices for supporting students with IEPs. • Grade-level team review of IEPs-at-a-glance for students in special education in the same grade level. • Grade-level collaboration on applying specific supports for students with IEPs in intellectual preparation.	• Ground all staff members in our mission and purpose for special education. • Develop mindset that all teachers are special education teachers. • Review IEPs-at-a-glance for students in special education and plan for differentiated supports aligned to students' IEPs.
Emerging Bilingual Student Supports	• Mixture of whole-group and small-group activities and learning experiences to learn best practices for supporting students identified as Emerging Bilinguals. • Grade-level team review of emerging bilingual biographies for students identified as Emerging Bilinguals in the same grade level. • Grade-level collaboration on applying specific supports for students identified as Emerging Bilinguals in intellectual preparation.	• Ground all staff members in our mission and purpose for language status. • Develop mindset that all teachers are literacy teachers. • Review Emerging Bilingual biographies for students identified as Emerging Bilinguals and plan for differentiated supports aligned to students' language needs.
Mandated Reporting	• Whole-group learning experience on mandated reporting and additional state requirements.	• Ground all staff members in our purpose and procedures for mandated reporting and additional state requirements.
Grade-Level Team Collaboration	• Grade-level team practice on internalizing and intellectually preparing lesson plans.	• Practice method of unpacking and intellectually preparing with grade-level teams.

Lesson Internalization & Practice	• Whole-group and small-group practice and role play on lesson plan execution and instructional delivery.	• Internalize and practice lesson plan execution and instructional delivery to ensure strong delivery when students are in the building.
Operational Excellence	• Whole-group learning on operational excellence at San Leandro Catalyst Collegiate.	• Ground all staff members in our mission and purpose for operations, structures, and systems. • Understand the why before diving into the how and what. • Develop understanding of collective ownership and responsibility for creating and sustaining school culture.
A Year in the Life of a San Leandro Catalyst Collegiate Student	• Whole-group learning on annual calendar.	• Understand the cadence of weekly, monthly, and cyclically recurring events at San Leandro Catalyst Collegiate. • Identify key milestones.
Emergency Readiness	• Whole-group learning on emergency readiness procedures (i.e., CPR, first aid, fire, earthquake, etc.). • Whole-group rehearsal and practice on emergency readiness procedures (i.e., CPR, first aid, fire, earthquake, etc.).	• Practice emergency readiness procedures (i.e., CPR, first aid, fire, earthquake, etc.) as a whole group and identify spaces to tweak.
Togetherness and Organizational Systems	• Whole-group learning on togetherness and organizational systems. • Individual application of organizational systems.	• Discuss ways of sustainability through togetherness. • Apply and practice organizational systems.
Community Circle	• Whole-group learning experience on Community Circles on professional development days as a staff.	• Share personal and community highlights, core value reflections and re-commitments, and conflict & relationship work. • Provide adults the opportunity to be human and in relationship with each other by celebrating someone who exemplified one of the CREATE core values, sharing one's re-commitment plan when s/he does not embody one of the CREATE core values
Week 4		
What	How	Why
Opening Community Circle	• Whole-group learning experience on first day of the week Community Circles as a staff.	• Share a personal highlight from the past week, a professional highlight, a lesson learned (or a risk they took) and acknowledge a team member who embraced a CREATE core value. • Share highlights and failures, help each other get comfortable being

		vulnerable, show support, and encourage teamwork.
Taxonomy Practice: Positive Framing	• Small-group practice and role play on core instructional taxonomies emphasized at our school.	• Internalize and practice basic components of school's core instructional taxonomies.
Taxonomy Practice: Do It Again	• Small-group practice and role play on core instructional taxonomies emphasized at our school.	• Internalize and practice basic components of school's core instructional taxonomies.
A Day in the Life	• Whole-group learning on daily schedule.	• Understand the cadence of the daily schedule at San Leandro Catalyst Collegiate.
Procedure Practice: All	• Whole-group practice and role play on schoolwide procedure, complete with posts, key transition points, language, and timing.	• Internalize and practice schoolwide procedure. • Calibrate on execution.
A Day in the Life	• Whole-group rehearsal and practice on full school day with all schoolwide procedures.	• Internalize and practice schoolwide procedures. • Calibrate on execution • Ensure strong start to the school year for school culture and student learning.
Lesson Execution Fine-Tuning	• Pair practice and role play on lesson plan execution and instructional delivery.	• Practice components of lesson plan execution and instructional delivery individuals need support with.

Assessment Analysis Tool

Assessment: _____ Date: _____

Subject: _____ Grade: _____ Class: _____

Whole-Class Instruction		
Standards: What standards warrant more time for **whole-class instruction**, reteaching, and review?	**Analysis:** What were some potential misconceptions or barriers to student mastery of standards?	**Instructional Plan:** What techniques will you use to address these standards?
Small-Group Instruction		
Standards: What standards warrant more time for **small-group instruction**, reteaching, and review?	**Analysis:** What were some potential misconceptions or barriers to student mastery of standards?	**Instructional Plan:** What techniques will you use to address these standards?
One-on-One Instruction		
Standards: What standards warrant more time for **one-on-one instruction**, reteaching, and review?	**Analysis:** What were some potential misconceptions or barriers to student mastery of standards?	**Instructional Plan:** What techniques will you use to address these standards?

Standards to Address				
Spiral in Homework	Spiral on Catalyst	Do Mini-Lesson	Catalyst with Mini-Lesson	Spiral in Assessments

TNTP Core Teaching Rubric[1]

CULTURE OF LEARNING Are all students engaged in the work of the lesson from start to finish?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions. Very few or no students follow behavioral expectations and/or directions. Students do not execute transitions, routines and procedures in an orderly manner. Students are left without work to do for a significant portion of the class period.	Some students complete instructional tasks, volunteer responses and/or ask appropriate questions. Some students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher. Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	Most students complete instructional tasks, volunteer responses and/or ask appropriate questions. Most students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher. Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.	All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions. All or almost all students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.	All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher. Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.

Core Teacher Skills

Maintaining High Behavior Expectations

- Providing specific, concrete, sequential, and observable directions for behavior and academics.
- Addressing all negative and off-task student behavior immediately and in a way that does not slow or disrupt lesson momentum.
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior.
- Using voice and presence to maintain authority and convey caring for students.
- Investing time in knowing individual students and in forming relationships to best support their learning.
- Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students.

Maximizing Instructional Time

- Using efficient techniques for starting and ending lessons.
- Using efficient routines and procedures.
- Responding to student requests without interrupting instruction.
- Planning for and providing work for students to "say yes to" and using strategies to maintain a quick pace throughout the lesson.

[1] "TNTP Core Teaching Rubric." TNTP, TNTP, tntp.org/publications/view/tntp-core-teaching-rubric-a-tool-for-conducting-classroom-observations#download.

ESSENTIAL CONTENT

Are all students working with content aligned to the appropriate standards for their subject and grade?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals. Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other. Instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. Only some activities students engage in are aligned to the stated or implied learning goal(s). Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s). Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. All activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals. All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	All descriptors for Level 4 are met, and the following evidence is demonstrated: Students make connections between what they are learning and other content across disciplines. Students independently connect lesson content to real-world situations.

Core Teacher Skills

Planning and Delivering Lessons Effectively

- Allocating instructional time to address the most important content for the grade or course.
- Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson.
- Delivering lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments.
- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students.
- Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course.
- Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards.
- Developing and providing accommodations and modifications as needed to ensure all students are able to attain learning goals.
- Considering students' IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable).
- Anticipating common student misunderstandings given the content and ensuring strategies are in place to overcome those misunderstandings.

ACADEMIC OWNERSHIP

Are all students responsible for doing the thinking in this classroom?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work. Very few or no students provide meaningful oral or written evidence to support their thinking. Students respond negatively to their peers' thinking, ideas, or answers. No students or very few students try hard to complete challenging academic work or answer questions.	Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work. Some students provide meaningful oral or written evidence to support their thinking. Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback. Some students try hard to complete challenging academic work and answer questions.	Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own. Most students provide meaningful oral or written evidence to support their thinking. Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates. Most students try hard to complete academic work and answer questions, even if the work is challenging.	All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own. All or almost all students provide meaningful oral or written evidence to support their thinking. Students respond to and build on their peers' thinking, ideas or answers. Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response. All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.	All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students synthesize diverse perspectives or points of view during the lesson. Students independently show enthusiasm and interest in taking on advanced or more challenging content.

Core Teacher Skills

Maintaining High Academic Expectations

- Promoting the persistence of students to get correct, defended responses.
- Using an appropriate tone when responding to student answers.
- Requiring that students use complete sentences, correct grammar and academic language.

Building Thinking Skills

- Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson.
- Posing questions or providing lesson activities that require students to cite evidence to support their thinking.
- Providing opportunities for students to respond to and build on their peers' ideas.
- Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills.
- Providing individualized instruction so that all students can access content and participate in the class

DEMONSTRATION OF LEARNING Do all students demonstrate that they are learning?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals. Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language. Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals. Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.	Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals. Students have few opportunities to express learning through academic writing and/or explanations using academic language. Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals. Students have some opportunities to express learning through academic writing and/or explanations using academic language. Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down. Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.	All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. Students monitor their own progress, identify their own errors and seek additional opportunities for practice.

Core Teacher Skills

Leading Instruction

- Conveying or providing accurate content and all content necessary for students to achieve the learning goal(s).
- Using explanations of content that are clear, coherent and support student understanding of content.
- Differentiating instruction as needed in response to student learning needs, including enrichment and extra support.

Checking for Understanding of Content

- Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g., during direct instruction, before independent practice, at a transition and with an exit ticket at the end of a lesson).
- Developing and/or using informal and formal assessments that yield useable data on students' progress toward grade-level standards.

Responding to Student Misunderstanding

- Providing feedback that affirms correctly understood content and student progress toward the lesson objective and clarifies misunderstood content.
- Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding.

Note to observers: Your goal is to examine what students produce throughout the lesson and to assess the extent to which all students receive the opportunity to demonstrate their learning and the extent to which all students make progress towards learning goals. This includes students' oral responses and written work and should reflect most students, not just a sampling.

TNTP Core Classroom Walkthrough Tool

The TNTP Core Walkthrough Tool is a companion to the full TNTP Core Teaching Rubric and is aligned to the same vital performance areas. This tool can be used alone to guide peer-to-peer feedback, personal reflection and non-evaluative coaching. Observers who have experience with the TNTP Core Teaching Rubric may also use the Walkthrough Tool as a note-taking and feedback resource for all classroom observations.

When you visit a classroom, ask yourself the four Essential Questions and record your notes and/or evidence in the box below. A solid "yes" to an Essential Question merits a "4" rating.

1. Are all students engaged in the work of the lesson from start to finish?	RATING: ___
2. Are all students working with content aligned to the appropriate standards for their subject and grade? What did you see students doing, reading and working with? What work do the grade-level standards call for?	RATING: ___
3. Are all students responsible for doing the thinking in this classroom?	RATING: ___
4. Do all students demonstrate that they are learning?	RATING: ___

Follow-Up Questions

What's keeping you from answering 'yes' to all four Essential Questions above?

Which specific skill or technique will you and the teacher practice and develop over the next cycle?

Formal Observation Form[1]

Teacher's Name: _____ **Date:** _____ **Date of Post-Observation Conference:** _____

INTELLECTUAL PREPARATION			
Component	**Expectation**	**Data and Comments**	**Rating**
Objectives	Lesson objectives are specific, measurable, achievable, and guide the lesson.		☐ Strength ☐ Area of Growth
Catalyst	Catalyst is meaningful and logically related to lesson. Catalyst is completed in five minutes or less.		☐ Strength ☐ Area of Growth
Lesson Opening & Closing	Lesson opens and closes by clearly conveying the purpose and importance of lesson and its relationship to the essential questions/enduring understandings of the unit. Time is allowed for closing procedures (writing HW & returning all class materials).		☐ Strength ☐ Area of Growth
Lesson Preparation and Resources	Lesson materials are neat, organized and prepared for class. Teacher has effective, well-developed and well-managed instructional materials.		☐ Strength ☐ Area of Growth
Assessment of Objective	Students have an opportunity to demonstrate their mastery of the objective with an exit ticket (or collected independent practice activity).		☐ Strength ☐ Area of Growth
Lesson Cycle	Lesson follows a lesson cycle relevant to the content taught and significant time is devoted to giving students the opportunity to practice the objective(s) independently.		☐ Strength ☐ Area of Growth
Depth of Questioning and Response	Students are required to think and solve problems that involve higher order thinking. Students are expected to express their answers verbally (turn & talk or response to whole-class) as well as in writing.		☐ Strength ☐ Area of Growth
Special Needs	Teacher addresses special academic and language needs as appropriate, including use of accommodations and ELD strategies. Knowledge of student IEPs is evident.		☐ Strength ☐ Area of Growth

[1] Modified and obtained from West Denver Preparatory Charter School.

INSTRUCTIONAL DELIVERY AND DEVELOPMENT			
Component	**Expectation**	**Data and Comments**	**Rating**
Pace	Timing of activities is monitored. Lesson moves urgently, but never feels overly rushed. No time is wasted.		☐ Strength ☐ Area of Growth
Checks for Understanding	Teacher uses visual, verbal and written checks for understanding throughout lesson. Teacher adjusts lesson, if necessary, to address misunderstandings.		☐ Strength ☐ Area of Growth
Circulation	Teacher moves around the room extensively and strategically, authentically monitoring student work.		☐ Strength ☐ Area of Growth
Efficient Transitions	Transitions are prompt and smooth demonstrating clear directions and evidence of established routines and procedures.		☐ Strength ☐ Area of Growth
Fostering Effective Communication	Teacher's speech is clear and varied in tone and pace. Directions are clear and age appropriate. Teacher responds appropriately to student' questions / answers in content and tone and encourages future questions / answers.		☐ Strength ☐ Area of Growth
Student Engagement	Teacher uses wait time, redirection, calling on students, cold call, call and response, and other strategies to engage all students. All students are participating in activities and answering questions. Students track the speaker.		☐ Strength ☐ Area of Growth
Academic Instructional Techniques	Teacher effectively and appropriately utilizes instructional techniques to hold students to high academic expectations: • No Opt Out • Stretch It • Break it Down • Right is Right • Ratio		☐ Strength ☐ Area of Growth
Literacy Across the Curriculum	Teacher promotes cultural literacy in content areas through a rich and "thick" curriculum. Literacy strategies and techniques are employed to support students' literacy.		☐ Strength ☐ Area of Growth

CLASSROOM MANAGEMENT AND SCHOOL CULTURE			
Component	**Expectation**	**Data and Comments**	**Rating**
Clear and Consistent Classroom Procedures	Teacher consistently uses and expects classroom and procedures. Teacher clearly conveys high expectations for behavior.		☐ Strength ☐ Area of Growth
Variety of Discipline Strategies for Students	Teacher refocuses and redirects students with looks, physical proximity, stopping speaking, asking for hands up, etc. (100% technique)		☐ Strength ☐ Area of Growth
Discipline Procedures	Teacher consistently and proactively uses discipline procedures, if necessary.		☐ Strength ☐ Area of Growth
Positive Climate	Teacher proactively recognizes and rewards positive behaviors in addition to any negative behaviors.		☐ Strength ☐ Area of Growth
Respect of Peers	Class demonstrates appropriate body language, tone, and language with each other. Students encourage each other to learn.		☐ Strength ☐ Area of Growth
Respect of Teacher	Class demonstrates appropriate body language, tone and language with teacher. Students follow teacher's signals and cues.		☐ Strength ☐ Area of Growth
Professional	Class demonstrates professional attitude towards organization and note-taking. Classroom is neat, clean, and organized.		☐ Strength ☐ Area of Growth
Mindset	Students demonstrate pride in their learning. They believe they are and will be successful and will overcome any setbacks.		☐ Strength ☐ Area of Growth

PROFESSIONALISM AND PERSONAL GROWTH			
Component	**Expectation**	**Data and Comments**	**Rating**
CREATE Core Values	Teacher models CREATE core values in all interactions with students and staff. Calm, positive, and proactive demeanor is the norm.		☐ Strength ☐ Area of Growth
Professional Collaboration	Teacher works respectfully and proactively with colleagues to ensure cross-subject collaboration, solution-oriented problem solving, and positive team culture.		☐ Strength ☐ Area of Growth
Professional Development	Teacher demonstrates core value of continual learning and consistent growth, though active participation in PD sessions, proactive identification of PD resources, peer observations, and incorporation of feedback.		☐ Strength ☐ Area of Growth
Teacher Responsibilities	Teacher is an active teacher to his/her students: consistently communicating respectfully with families, doing one-on-one check-ins, fostering a sense of team in the classroom, and advocating on behalf of students.		☐ Strength ☐ Area of Growth
Reliable Team Member	Teacher is a reliable member of the school team: always punctual for duty; effective collaboration with colleagues; timely submissions of intellectual preparation and other action items; and fulfilment of all curricular responsibilities.		☐ Strength ☐ Area of Growth

OBSERVATION SUMMARY	
Strengths:	
Areas of Focus:	**Necessary Support(s)/Next Steps:**

Post-Observation Tool[1]

Leader Should Bring:	Teacher Should Bring:
• Laptop with Observation Tracker • One-Pager: Post-Observation Tool for Effective Feedback • Pre-Planned Script for Conference (questions, observation evidence, etc.)	• Laptop & school calendar • Curriculum/unit plan, lesson plans, class materials, data/student work

Step 1 Praise	**Praise – Narrative the positive:** **What to say:** • We set a goal last week of _____ and I noticed this week how [you met the goal] by [state concrete positive actions teacher took.]. • What made you successful? How did it feel?
2 Probe	**Probe – Start with a targeted question:** **What to say:** • What is the purpose of _____ [certain area of instruction]? • What was your objective/goal for _____ [the activity, the lesson]?
3 ID Problem & Action Step	**Progress to Concrete Action Step – Add scaffolding as needed:** **What to say:** **Level 1 (Teacher-driven) – Teacher self-identifies the problem:** Yes. What, then, would be the best action step to address that problem? **Level 2 (More support) – Ask scaffolded questions:** How did your lesson try to meet this goal/objective? **Level 3 (More leader guidance) – Present classroom data:** Do you remember what happened in class when ___? [Teacher then IDs what happened] What did that do to the class/learning? **Level 4 – (Leader-driven; only when other levels fail) State the problem directly:** [State what you observed and what action step will be needed to solve the problem.]
4 Practice	**Practice – Role play/simulate how they could have improved current lesson:** **What to say:** • Let's try that. [Immediately jump into role play.] • Let's re-play your lesson and try to apply this. • I'm your student. I say/do ____. How do you respond? **[Level 4:** Model for the teacher, and then have them practice it.]
5 Plan Ahead	**Plan Ahead – Design/revise upcoming lesson plans to implement this action:** **What to Say:** • Where would be a good place to implement this in your upcoming lessons? • **[Teacher works by self or follow these next steps]:** • Let's write out the steps into your [lesson plan, worksheet/activity, signage, etc.]
6 Set Timeline for Follow-Up	**Set Timeline for Follow-up:** **What to Say:** • When would be best to observe your implementation of this? **Levels 3-4:** I'll come in tomorrow and look for this technique. **What to Do – Set Timeline for:** • **Completed Materials:** when teacher will complete revised lesson plan/materials. • **Leader Observation**: when you'll observe the teacher • **(Optional)Teacher Observes Master Teacher**: when they'll observe master teacher implementing the action step; **Video**: when you'll record teacher or master teacher to debrief in upcoming meeting

[1] Bambrick-Santoyo, Paul. *Leverage Leadership 2.0: a Practical Guide to Building Exceptional Schools.* Jossey-Bass, a Wiley Brand, 2018.

Unit Unpacking Protocol: Mathematics[1]

Step	Actions

1. Orient high-level to the unit or module. *(15 min)*	• Read the unit/module overview.
	• In your own words, describe:
	  ○ What are the big ideas in this unit/module?
	  ○ What grade-level standards will be covered?
	  ○ How will students' understanding of the concepts and mastery of the standards be assessed?
	• Read the language of the standards closely.
	  ○ What's the domain? What is required of students in ___ grade? (Check out the progressions, and read one grade below, current grade, and one grade above.)
	  ○ Consider the "big picture" of what students need to know according to the standards – are they mostly conceptual, procedural, or application?

2. Review the unit and culminating assessments for the unit/module. *(15 min)*	• Do the math in the assessment to deepen knowledge and gain perspective.
	• Solve the assessment items aligned to each standard to help you understand what students should know and be able to do to meet the demands of the standards.
	• For each standard, consider the individual teaching points students would need to get there.
	  ○ What objectives do students already know?
	  ○ What objectives do you still need to teach?
	• What connections can you make between the unit/module overview and the assessment? What do you think will be easy/challenging for your students?
	• In your own words, describe:
	  ○ How do the mid- and end-of-unit assessments scaffold toward the culminating assessment?

3. Look at the unit plan and calendar. *(15 min)*	• What's the flow of the unit? • What objectives do you see addressed? Any you need to add (from step 2)? • What do you anticipate students struggling with? • Where can you embed previous standards/objectives that students did not master?

4. Dig into the lessons. *(15 min)*	• Read through a lesson that will be taught as part of upcoming instruction and consider:
	  ○ How do the lesson activities and practice questions drive toward the key understandings in the unit?
	  ○ Are there any gaps?
	  ○ Is the lesson aligned to what students need to master the standard?
	  ○ Is the exit ticket aligned to the lesson?
	  ○ Are students *generally* moving from concrete to pictorial to abstract with concepts?
	• Then, adapt the lesson:

[1] Modified and obtained from Springfield Preparatory Charter School.

	○ What changes would you make given what you know about the lesson and your students? ○ Does anything need to be cut or changed due to time constraints? • Anticipate misconceptions: ○ What misconceptions do you anticipate your students might have, and how will you address them? • Repeat with additional lessons within the module, as time allows.

Unit Unpacking Protocol: English Language Arts/Literacy[2]

Step	Actions

1. Orient high-level to the unit or module. *(15 min)*	• Read the unit/module overview.
	• In your own words, describe:
	  ○ What are the big ideas in this unit/module?
	  ○ What genres of text, writing types, and grade-level standards will be covered?
	  ○ How will students' understanding of the text and mastery of the standards be assessed?

2. Review the unit and culminating assessments for the unit/module. *(15 min)*	• What connections can you make between the unit/module overview, the text(s), and the assessment? What do you think will be easy/challenging for your students? • In your own words, describe: ○ How do the mid- and end-of-unit assessments scaffold toward the culminating assessment?
3. Choose a central text and engage in a "text talk" with your colleagues. *(15 min)*	• Read and annotate the text independently. • Start by discussing the text as an adult, as if you were discussing the text in a book club; then, discuss the text through the lens of a teacher and focus on the key takeaways you'd want student to have after reading the text. • As a group, analyze the qualitative elements of the text (meaning/purpose, language, structure, knowledge demands) and use those to inform where you'd want to "linger" during instruction. • With your colleagues, discuss the types of text dependent questions you'd want to ask about the text, ensuring that they are connected to difficult qualitative portions of the text revealed during the qualitative analysis. • Repeat with additional central texts within the unit/module, as time allows.

4. Dig into the lessons. *(15 min)*	• Read through a lesson that will be taught as part of upcoming instruction and consider:
	  ○ How do the lesson activities and text dependent questions drive toward the key understandings in the text?
	  ○ Are there any gaps? (Think about your students' strengths/needs and your qualitative analysis of the text.)
	• Then, adapt the lesson:
	  ○ What changes would you make given what you know about the text and your students?
	  ○ Does anything need to be cut or changed due to time constraints?
	• Anticipate misconceptions:
	  ○ What misconceptions do you anticipate your students might have, and how will you address them?
	• Repeat with additional lessons within the module, as time allows.

[2] Modified and obtained from Springfield Preparatory Charter School.

Unit Unpacking Protocol: Science[3]

Step	Actions

1. Orient high-level to the unit or module. *(15 min)*	• Read the unit/module overview.
	• In your own words, describe:
	  ○ What are the big ideas in this unit/module?
	  ○ What grade-level standards will be covered?
	  ○ How will students' understanding of the concepts and mastery of the standards be assessed?
	• Read the language of the standards closely.
	  ○ What is(are) the performance expectation(s)? What is required of students in ___ grade? (Check out the progressions, and read one grade below, current grade, and one grade above.)
	  ○ Consider the "big picture" of what students need to know according to the standards. How do the science and engineering practices (SEP), disciplinary core ideas (DCI), and crosscutting concepts (CCC) show up within the performance expectation(s)?

2. Review the unit and culminating assessments for the unit/module. *(15 min)*	• Complete the assessments to deepen knowledge and gain perspective.
	• Solve the assessment items aligned to each standard to help you understand what students should know and be able to do to meet the demands of the standards.
	• For each standard, consider the individual teaching points students would need to get there.
	  ○ What objectives do students already know?
	  ○ What objectives do you still need to teach?
	• What connections can you make between the unit/module overview and the assessment? What do you think will be easy/challenging for your students?
	• In your own words, describe:
	  ○ How do the mid- and end-of-unit assessments scaffold toward the culminating assessment?

3. Look at the unit plan and calendar. *(15 min)*	• What's the flow of the unit? • What objectives do you see addressed? Any you need to add (from step 2)? • What do you anticipate students struggling with? • Where can you embed previous standards/objectives that students did not master?

4. Dig into the lessons. *(15 min)*	• Read through a lesson that will be taught as part of upcoming instruction and consider:
	  ○ How do the lesson activities and practice questions drive toward the key understandings in the unit?
	  ○ Are there any gaps?
	  ○ Is the lesson aligned to what students need to master the standard?
	  ○ Is the exit ticket aligned to the lesson?

[3] Modified and obtained from Springfield Preparatory Charter School.

	○ Are students *generally* moving from concrete to pictorial to abstract with concepts? • Then, adapt the lesson: ○ What changes would you make given what you know about the lesson and your students? ○ Does anything need to be cut or changed due to time constraints? • Anticipate misconceptions: ○ What misconceptions do you anticipate your students might have, and how will you address them? • Repeat with additional lessons within the module, as time allows.

Unit Unpacking Protocol: Social Sciences[4]

Step	Actions

1. Orient high-level to the unit or module. *(15 min)*	• Read the unit/module overview.
	• In your own words, describe:
	  ○ What are the big ideas in this unit/module?
	  ○ What grade-level standards will be covered?
	  ○ How will students' understanding of the concepts/texts and mastery of the standards be assessed?
	  ○ How will students' understanding of the text and mastery of the standards be assessed?

2. Review the unit and culminating assessments for the unit/module. *(15 min)*	• What connections can you make between the unit/module overview, the text(s), and the assessment? What do you think will be easy/challenging for your students? • In your own words, describe: ○ How do the mid- and end-of-unit assessments scaffold toward the culminating assessment?
3. Look at the unit plan and calendar. *(15 min)*	• What's the flow of the unit? • What objectives do you see addressed? Any you need to add (from step 2)? • What do you anticipate students struggling with? • Where can you embed previous standards/objectives that students did not master?

4. Dig into the lessons. *(15 min)*	• Read through a lesson that will be taught as part of upcoming instruction and consider:
	  ○ How do the lesson activities and practice questions drive toward the key understandings in the unit?
	  ○ Are there any gaps?
	  ○ Is the lesson aligned to what students need to master the standard?
	• Then, adapt the lesson:
	  ○ What changes would you make given what you know about the lesson and your students?
	  ○ Does anything need to be cut or changed due to time constraints?
	• Anticipate misconceptions:
	  ○ What misconceptions do you anticipate your students might have, and how will you address them?
	• Repeat with additional lessons within the module, as time allows.

[4] Modified and obtained from Springfield Preparatory Charter School.

Data Analysis Protocol[1]

Step	Actions
1. Getting Started	• The facilitator reminds the group of the norms. • The educator providing the data set gives a very brief statement of the data and avoids explaining what she/he concludes about the data if the data belongs to the group rather than the presenter. *Note: Each of the next 4 steps should be about 10 minutes in length. It can be helpful for the facilitator to take notes.*
2. Describing the Data	• The facilitator asks: "What do you see?" • The group gathers as much information as possible from data. • Group members describe what they see in data, avoiding judgments about quality or interpretations. It is helpful to identify where the observation is being made – e.g., "On page one in the second column, third row..." • If judgments or interpretations do arise, the facilitator should ask the person to describe the evidence on which they are based. • It may be useful to list the group's observations on chart paper. If interpretations come up, they can be listed in another column for later discussion.
3. Interpreting the Data	• The facilitator asks: "What does the data suggest?" Followed by – "What are the assumptions we make about students and their learning?" • During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence. • From the evidence gathered in the preceding section, try to infer: what is being worked on and why? • Think broadly and creatively. Assume that the data, no matter how confusing, makes sense to some people; your job is to see what they may see. • As you listen to each other's interpretations, ask questions that help you better understand each other's perspectives.

4. Implications for Classroom Practice	• The facilitator asks: "What are the implications of this work for teaching and assessment?" This question may be modified, depending on the data.
	• Based on the group's observations and interpretations, discuss any implications this work might have for teaching and assessment in the classroom. In particular, consider the following questions:
	  ○ What steps could be taken next?
	  ○ What strategies might be most effective?
	  ○ What else would you like to see happen? What kinds of assignments or assessments could provide this information?
	  ○ What does this conversation make you think about in terms of your own practice? About teaching and learning in general?
	  ○ What are the implications for equity?

5. Reflecting on the Process	Presenter Reflection: • What did you learn from listening to your colleagues that was interesting or surprising? • What new perspectives did your colleagues provide?

[1] "Atlas Looking at Data – School Reform Initiative." *ATLAS Looking at Data*, School Reform Initiative, www.schoolreforminitiative.org/download/atlas-looking-at-data.

	• How can you make use of your colleagues' perspectives? Group Reflection: • What questions about teaching and assessment did the data raise for you? • Did questions of equity arise? • How can you pursue these questions further? • Are there things you would like to try in your classroom as a result of looking at this data?
6. Debrief the Process	• How well did the process work? • What about the process helped you to see and learn interesting or surprising things? • What could be improved?

Sample Teacher Evaluation Rubric[1]

Teacher's Name: _____ **Grade Level and Subject:** _____ **Date of Evaluation:** _____

INSTRUCTION	Exceeds	Meets	Approaches	Does Not Meet
Establishing Learning Expectations and Student Engagement	• Serves as a model in establishing, demands high expectations for student learning, behavior, and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call. • Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. • 85%-90% of student hands are raised or students are ready to answer immediately when cold called when reviewing taught material. More than 50% of hands raised during new material	• Establishes, communicates, and demands high expectations for student learning, behavior, and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call. • Has developed a classroom culture where 90% of the students are engaged in the learning activity. • 75-85% of hands are raised when reviewing taught material. Approximately 50% of hands are raised during new material.	• Inconsistently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work, and inconsistently uses Right is Right, No Opt Out, and Cold Call, or uses them at inappropriate times. • Has developed a classroom culture where 80% of the students are engaged in the learning activity. • 65%-75% of hands are raised when reviewing taught material. About 35%-45% of hands are raised during new material.	• Does not succeed in establishing, communicating, and/or demanding high expectations for student learning, behavior, and quality of work and does not use Right is Right, No Opt Out, or Cold Call to establish expectations. • Less than 80% of students are engaged in the learning activity. • Less than 65% of hands are raised when reviewing taught material. Less than 35% of hands are raised during new material.
Use of Instructional Strategies	• Uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging. • Always ensures student learning through modeling, guided practice, and independent practice. • Actively seeks and implements new instructional strategies.	• Uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging. • Consistently ensures student learning through modeling, guided practice, and independent practice. • Seeks and implements new instructional strategies.	• Limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging. • Inconsistently uses modeling, guided practice, and independent practice.	• May inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students. • Does not use modeling, guided practice, and independent practice with any regularity.
Pace of Instruction	• Pace of instruction is always highly efficient, engaging, and urgent. • Adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. • Classroom time is considered sacred and is used in a highly efficient manner.	• Pace of instruction is usually efficient, engaging, and urgent. • Usually adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. • Classroom time is clearly for teaching and learning.	• Pace of instruction is inconsistently efficient, engaging, or urgent. • Only occasionally adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson. • Most classroom time is for teaching and learning, but some time is lost in casual behavior.	• Pace of instruction is not efficient, engaging, or urgent. • Does not adjust the pace of instruction according to the needs of the activity and does not vary the pace throughout the lesson. • Classroom time is not always for teaching and learning. Explanation:

[1] "Uncommon Schools (North Star Academy): Resources." TNTP, Uncommon Schools, tntp.org/teacher-talent-toolbox/partner/uncommon-schools-north-star-academy.

INSTRUCTION	Exceeds	Meets	Approaches	Does Not Meet
Reaching the Range of Learners in a Classroom	• Has established a consistent system of classroom procedures and assignments to reach a range of learners. These assignments are attainable to students with difficulties in the subject area and challenging to students who excel in the subject area. • Constantly reflects on student learning to seek new ways to support students on both ends of the learning spectrum.	• Regularly uses classroom assignments to reach a range of learners. These assignments are accommodating to those who have difficulty in the subject and those who excel in the subject area. • Reflects on student learning to support students who have difficulties in the subject area.	• Occasionally has individual assignments geared towards students with difficulties in the subject area and towards students who excel in the subject area, but most of the time, the teacher targets the average learner in the classroom. • Rarely reflects on student learning and sometimes supports students on either end of the learning spectrum.	• Does not use assignments to target different learners, and the teacher only targets the average learner in the classroom. • Does not reflect on student learning and does not support students on either end of the learning spectrum.
Classroom Environment	• Creates and frequently updates attractive bulletin boards and instructional and inspirational signage that supports student learning, including the Blackboard Configuration. • Quality and updated student work is posted inside/ The classroom is well organized, neat and free of clutter. Classroom Binders are consistently well maintained.	• Creates and regularly updates bulletin board boards and visual displays to support student learning, including the Blackboard Configuration. • The classroom is organized and free of clutter.	• Has bulletin boards and visual displays that may be out of date or simply decorative, but the Blackboard Configuration is present. • The classroom is somewhat disorganized or cluttered.	• Does not use bulletin boards and visual displays to support student learning, and/or the Blackboard Configuration is inadequate. • The classroom is disorganized and/or cluttered. • Not a positive learning environment

COMMENTS ON INSTRUCTION	
Strengths:	
Areas of Focus:	**Necessary Support(s)/Next Steps:**

ASSESSMENT	Exceeds	Meets	Approaches	Does Not Meet
Classroom Assessments	• Classroom assessments are models for measuring student learning. • Classroom assessments cover all skill and content material as outlined in the curriculum. • Classroom assessments are aligned with classroom activities and school assessments. • Assessments are given at least every other week.	• Classroom assessments cover all skill and content material as outlined in the curriculum. • Classroom assessments are aligned with classroom activities and school assessments. • Assessments are given with enough frequency to monitor student learning.	• Classroom assessments inconsistently cover the skill and content material as outlined in the curriculum. • Classroom assessments may be inconsistently aligned with classroom activities and school assessments. • Classroom assessments are given infrequently.	• Classroom assessments are not closely linked to the skill and content material as outlined in the curriculum and/or • Classroom assessments are not aligned with classroom activities and school assessments.
Checking for Understanding and Responsiveness to Daily Student Learning	• Adeptly, efficiently and frequently uses a variety of checking for understanding techniques to constantly monitor student learning. • Frequently and consistently uses higher order thinking questions to push student thinking. • Always uses real-time data to adjust instruction. • Unrelentingly focuses on student mastery of specific objectives	• Consistently uses a sampling of checking for understanding techniques to constantly monitor student learning. • Often uses higher order thinking questions to push student thinking. • Usually uses real-time data to adjust instruction. • Usually focuses on student mastery of specific objectives	• Occasionally uses a few checking for understanding techniques to monitor student learning. • Sometimes, but not consistently, uses higher order thinking questions to push student thinking. • Sometimes uses real-time data to adjust instruction. • Inconsistently focuses on student mastery of objectives	• Does not employ techniques to check for understanding and plows ahead without monitoring student understanding. • Does not use higher order thinking questions to push student thinking. • Does not use real-time data to adjust instruction. • Does not focus on student mastery of objectives
Ability to Analyze Assessment Results	• Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs. • Thoroughly plans with detail to address learning needs. • Always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary.	• Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs. • Thoroughly plans to address learning needs post-assessment. • Implements that plan as written and ensures that re-teaching a spiraling happens.	• Does not thoroughly analyze assessment results to understand student progress and learning needs. • Only puts in minimal effort in developing plans to address learning needs post assessment. Lacks detail and thoughtful analysis • Inconsistent in implementing that plan as written so that re-teaching and spiraling does not always happen.	• Little evidence that teacher uses assessment results to understand student progress and learning needs. • Does not plan to address learning needs post-assessment, or the plan is inadequate. • Does not follow through on plan.

ASSESSMENT	Exceeds	Meets	Approaches	Does Not Meet
Appropriateness of Response to Assessment Results	• Provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. • Graded work is returned quickly. • Always takes full responsibility for student failure and constantly works to respond to the students' learning needs. • Uses tutoring strategically to address student learning needs.	• Usually provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. • Graded work is returned within a reasonable amount of time. • Takes full responsibility for student failure and works to respond to the students' learning needs. • Uses tutoring as a way to address needs.	• Inconsistently provides fair, accurate, and/or constructive feedback to students on their progress. • Graded work is returned to students late. • Does not always take full responsibility for student failure, allowing large numbers of students to fail. • Does not use tutoring strategically.	• Does not provide timely, fair, accurate, and constructive feedback to students on their progress. • Graded work is returned very late or not at all, and the teacher does not grade an adequate number of assignments. • Does not always take full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student pass too easily. Blames students for failure
Students' Level of Growth on NSA Assessments	• Students have met or exceeded the San Leandro Catalyst Collegiate goal of 75 percent over 75% proficiency on the latest San Leandro Catalyst Collegiate assessment in the areas for which the teacher is responsible.	• Students have scored between 65 and 74 percent over 75% proficiency on the latest San Leandro Catalyst Collegiate Assessment in the areas for which the teacher is responsible.	• Students have scored between 45% and 64% over seventh –five percent proficiency on the latest San Leandro Catalyst Collegiate Assessment in the areas for which the teacher is responsible.	• Students have scored below 45% percent correct on the latest San Leandro Catalyst Collegiate Assessment in the areas for which the teacher is responsible.

COMMENTS ON ASSESSMENT	
Strengths:	
Areas of Focus:	**Necessary Support(s)/Next Steps:**

CURRICULUM	Exceeds	Meets	Approaches	Does Not Meet
Intellectual Preparation	• Intellectual preparation for teacher's content area earned "Advanced" on the Intellectual Preparation Rubric.	• Intellectual preparation for teacher's content area earned "Proficient" on the Intellectual Preparation Rubric.	• Intellectual preparation for teacher's content area was "Working Towards"" on the Intellectual Preparation Rubric.	• Intellectual preparation for teacher's content area earned "Needs Improvement" on the Intellectual Preparation Rubric. • Feedback was not incorporated.
Lesson Design	• Lessons are clearly aligned with the objectives that are outlined in the curriculum. • All mastery objectives are student-centered, measurable, attainable, and challenging. • Lessons are highly detailed, with scripted questions, anticipated challenges, and interspersed checking for understanding. • Goals and objectives are always being satisfied through the lesson's activities. • All activities and objectives are well-aligned	• Lessons are aligned with the content and skill objectives that are outlined in the curriculum. • Most mastery objectives meet all of the following criteria: student-centered, measurable, attainable, and challenging. • Lessons are detailed, with some scripted questions, and interspersed checking for understanding. • Goals and objectives are frequently being satisfied through the lesson's activities. • Activities and objectives are well-aligned	• Lessons are inconsistently aligned with the content and skill objectives that are outlined in the curriculum. • Mastery objectives consistently fail to meet one of the following criteria: student-centered, measurable, attainable, and challenging. • Lessons have a basic outline of activities with no scripted questions or interspersed checking for understanding. • Goals and objectives are inconsistently being satisfied through the lesson's activities. • Activities are not always aligned with objectives	• Lessons are regularly not aligned with the content and skill objectives that are outlined in the curriculum. • Mastery objectives consistently fail to meet one of the following criteria: student-centered, measurable, attainable, and challenging. • Lessons are superficial and incomplete. • Goals and objectives are not being satisfied through the lesson's activities. • Activities and objectives are not aligned
Lesson Materials	• All student materials are always rigorous, attractive, error-free, and conducive to high-quality work.	• Most student materials are rigorous, attractive, error-free, and conducive to high-quality work.	• Student materials are inconsistently rigorous, attractive, error-free, and conducive to high-quality work.	• Student materials consistently fail to meet more than one of the following criteria: rigor, attractiveness, error-free, and conducive to high-quality work.
Modification of Material for Students with Special Needs	• Always makes necessary curriculum modifications for students with special needs, communicating frequently with the learning specialist. • Assumes full responsibility for student achievement and seeks innovative ways to support them.	• Usually makes necessary curriculum modifications for students with special needs, communicating regularly with the learning specialist(s). • Assumes full responsibility for supporting these students.	• Inconsistently makes curriculum modifications for students with special needs and inconsistently communicates with the learning specialist(s). • Does not always assume full responsibility for supporting these students.	• Does not make necessary curriculum modifications for students with special needs and/or does not communicate with the learning specialist(s). • Fails to assume full responsibility for supporting these students.

COMMENTS ON CURRICULUM	
Strengths:	
Areas of Focus:	**Necessary Support(s)/Next Steps:**

Classroom Management	Exceeds	Meets	Approaches	Does Not Meet
Classroom Tone: Strong Voice and Positive Framing	• The tone of classroom is always efficient, respectful and positive. • Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. • Always builds compliance through economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.	• The general tone of the classroom is efficient, respectful and positive. • Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. • Often builds compliance through economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.	• The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity. • Sometimes narrates negative student behaviors OR inconsistently uses praise, challenge or aspiration to motivate students. • Rarely builds compliance through economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.	• The general tone of classroom is inefficient and/or negative. • Does not use positive framing and does not work to motivate students. • Does not use economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.
Alignment with School Culture	• School rules, values, and behaviors are clearly enforced and emphasized. • Implements a multitude of management strategies so well that the class appears to have few if any management problems.	• School rules, values, and behaviors are mostly enforced and emphasized. • Implements several management strategies well so that the class has minimal management problems.	• School rules, values, and behaviors are enforced and emphasized but with mixed effectiveness. • Implements management strategies but with mixed effectiveness. Student behaviors can distract learning.	• Does not enforce or emphasize school rules, values, and behaviors. • Management strategies are generally not employed or employed ineffectively. • Classroom learning suffers from a lack of management.
Classroom Procedures and What to Do	• There is always a prompt start, smooth finish to class. • The classroom runs like clockwork, and students seem routinized to all procedures. • Hallway transitions are a model of silent efficiency. • Gives What to do directions that are specific, concrete, sequential, and observable. • Always narrates compliance instead of narrating what not to do.	• There is usually a prompt start, a smooth finish to class. • The classroom runs efficiently, and students seem routinized to all procedures. • Hallway transitions are smooth, silent and efficient. • Gives What to Do directions that are specific, concrete, sequential, and observable, but sometimes the directions need to be rephrased. • Usually narrates compliance instead of narrating what not to do.	• The class may not have a prompt start or a smooth finish. • Some classroom routines are efficient, while others are not, causing a lack of flow in the classroom. • Hallway transitions are not consistently silent and efficient. • Sometimes gives directions that are not specific, concrete, sequential and/or observable. • Sometimes narrates what not to do.	• The classroom does not have a prompt start or a smooth finish. • There are no clear routines OR routines are poorly executed, causing a lack of flow in the class. • Hallway transitions are inefficient and/or noisy. • Gives directions that are vague and difficult to follow/understand. • Often narrates what not to do.

Classroom Management	Exceeds	Meets	Approaches	Does Not Meet
Level of On Task Behavior and 100%	• In a lesson, all students are on task at all times, and there are no side conversations. • The teacher always notices and addresses off-task behavior. • If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction.	• In a lesson, nearly all students are on task at all times, and there are few, if any side conversations. • The teacher usually notices and addresses off-task behavior. • If a student moves off task, teacher immediately addresses the student frequently using the least invasive form of intervention.	• In a lesson, 80% of students are consistently on task. • The teacher does not always notice AND/OR address off-task behavior • The teacher does not consistently use the least invasive form of intervention.	• In a lesson, fewer than 80% of students are on task. • The teacher usually does not notice off-task behavior AND/OR address off task behavior. • The teacher does not use the least invasive form of intervention, and much class time is wasted with efforts to refocus the class.
Ability to Refocus a Class and Do It Again	• Always recognizes the need to refocus a class. • Successfully uses Do It Again when appropriate, and moments of Do It Again are always positive and end in success. • There is little recognizable need for Do It Again because there is 100% compliance.	• Usually recognizes the need to refocus a class. • Successfully uses Do It Again when appropriate, and moments of Do It Again are usually positive and end in success. • There is only an occasional need for Do it Again because compliance is happening consistently.	• Inconsistently recognizes the need to refocus a class and may allow problems to escalate. • Does not always use Do It Again when appropriate, and/or moments of Do It Again do not always end in success.	• Demonstrates an inability to recognize when a class needs to be refocused and/or lets problems escalate. • Use of Do It Again escalates problems rather than refocuses students.
Dealing with Challenging Situations and Students	• Always deals appropriately with challenging situations and students without derailing the learning process. • Deftly applies elements of strong voice to address challenges. • Does not ever engage in student excuses/distractions during correction of student misbehavior. • Students nearly always respond to correction respectfully and with compliance. • Always knows when and how to diffuse situations with students and/or when to involve school leaders.	• Normally deals in an appropriate way with challenging situations and students. • Applies elements of strong voice to address challenges. • Rarely engages student excuses/distractions during correction of student misbehavior. • Students usually respond to correction respectfully and with compliance. • Usually knows when and how to diffuse these situations and/or when to involve school leaders.	• Does not consistently deal in an appropriate way with challenging situations and students. • Inconsistently applies elements of strong voice and students do not comply. • Sometimes engages in student excuses/distractions during correction of student behavior. • Inconsistently respond to correction respectfully and with compliance. • Does not always know when and how to diffuse these situations, sometimes escalating problems. The teacher may be too reliant on or does not utilize school leaders.	• Has difficulty dealing with challenging situations and students AND/OR does not deal with them appropriately. • Does not apply elements of strong voice and students do not respond respectively and/or do not comply. • Often engages in student excuses/distractions during correction of student behavior. • Students do not respond respectfully and/or with compliance, resulting in escalated problems which cause an unsafe or off-task learning environment. • Over-reliant on or does not involve school leaders at appropriate times.

CLASSROOM MANAGEMENT	Exceeds	Meets	Approaches	Does Not Meet
Relationships with Students	• Creates a climate of caring in the classroom by addressing students in a respectful and positive manner. • Positive relationships with students support learning in the classroom. • Demonstrates open concern and develops a sense of responsibility for students' academic and personal growth. Teacher demonstrates that s/he will not give up on students.	• Addresses students in a respectful and professional manner. • Positive relationships with students usually support learning in the classroom. • Willing to go above and beyond to help students.	• Does not consistently address students in a professional manner • Fails to establish positive relationships with students that support learning.	• Does not address students in a professional manner. • Relationships with students are inappropriate. Explanation:

COMMENTS ON CLASSROOM MANAGEMENT	
Strengths:	
Areas of Focus:	**Necessary Support(s)/Next Steps:**

PROFESSIONALISM	Exceeds	Meets	Approaches	Does Not Meet
Relationships with Families	• Communicates regularly and often with families to inform them of the instructional program, as well as shares observations about the emotional and social development of the students. • Makes frequent, usually pro-active phone calls, keeping parents informed of successes and struggles. • Returns all phone calls from families within 24 hours.	• Communicates frequently with families to inform them of the instructional program and student progress. • Makes regular, sometimes pro-active phone calls, keeping parents informed of successes and struggles. • Returns most phone calls from families within 24 hours.	• Communicates sporadically with families to inform parents of the instructional program and student progress. • Makes infrequent phone calls, keeping parents informed of successes and struggles OR phone calls are usually reactive. • Does not consistently return phone calls from families within 24 hours.	• Makes little or no attempt to inform families of student progress. • Rarely makes phone calls to parents. • Does not regularly return phone calls to parents.
Relationships with Colleagues/ School	• Relationships with colleagues are extremely positive, collaborative, and generous. • Assumes leadership among colleagues, often supporting them and engaging in professional exchange. • Exerts a positive influence on the entire staff.	• Relationships with colleagues are positive and collaborative. • Regularly engages in professional exchange with colleagues. • Upbeat, positive and does not complain often.	• Relationships with colleagues are uneven, and collaboration is not consistently evident. • Occasionally engages in professional exchange with colleagues. • Can be negative and or complain about school, job, and kids.	• Relationships with colleagues negatively affect the working environment, and collaboration is not evident. • Rarely engages in professional exchange with colleagues. • Complains frequently and is negative about the school/job/kids.
Additional Contributions and Responsibilities	• Puts in an extraordinary amount of time and effort to contribute to student and school success. • Independently assumes additional responsibilities when necessary and demonstrates leadership. • Always willing to lead and /or pitch in with events or other school needs.	• Puts in extra time and effort to contribute to student and school success. • Often assumes additional responsibilities when necessary, especially when asked. • Willing to pitch in and help with events or school needs.	• Puts in sufficient time and effort to contribute to student and/or school success. • Occasionally assumes additional responsibilities.	• Puts in minimal time and effort to contribute to student and school success. • Does not assume additional responsibilities.
Timeliness (School Day, Classes, Meetings)	• Always punctual for the school day, scheduled classes/pick-up times, and/or meetings.	• Usually punctual for the school day, scheduled classes/pick-up times, and/or meetings.	• Inconsistently punctual for the school day, scheduled classes/pick-up times, and/or meetings.	• Rarely on time for the school day, scheduled classes/pick-up times, and/or meetings.
Urgency	• Always communicates a tangible sense of urgency in tone, movement, intensity, enthusiasm and preparation.	• Mostly communicates a sense of urgency (tone, movement, intensity, enthusiasm and preparation).	• Inconsistently communicates a sense of urgency (tone, movement, intensity, enthusiasm and preparation).	• Fails to communicate a sense of urgency (tone, movement, intensity, enthusiasm and preparation).

PROFESSIONALISM	Exceeds	Meets	Approaches	Does Not Meet
Ability to Meet Deadlines	• Always meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections.	• Usually meets deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections.	• Inconsistently meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections which may inconvenience self, colleagues, and/or leaders.	• Consistently does not make deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections, which inconveniences self, colleagues, and/or leaders.
Professional Dress and Attitude	• Dress always models professional attire. • Attitude is positive and respectful of students, families, colleagues, and school leaders. • Always positive during staff meetings and participates actively.	• Dress is professional. • Attitude is respectful of students, families, colleagues, and school leaders. • Professional during staff meetings and participates often.	• Dress is mostly professional. • Attitude is inconsistently professional with students, families, colleagues, and/or school leaders. • Sometimes disengaged in staff meetings and/or participates infrequently.	• Dress is not professional. • Attitude is negative, inappropriate, and/or disrespectful to students, families, colleagues, and leaders. • Usually disengaged in staff meetings and does not participate frequently.

PROFESSIONAL DEVELOPMENT	Exceeds	Meets	Approaches	Does Not Meet
Professional Development Participation and Implementation	• Has a leadership presence in professional development workshops. • Actively seeks out and implements professional development strategies in his/her classroom. • Successfully and quickly implements strategies presented in workshops in lesson plans and presents evidence in video. • Actively supports other teachers in their developed expertise.	• Actively participates in professional development workshops. • Actively seeks out and implements professional development strategies in his/her classroom. • Successfully implements strategies presented in workshops in lesson plans and presents evidence in video	• Sometimes participates actively in professional development workshops. • Occasionally seeks out and implements professional development strategies in his/her classroom. • Sometimes implements strategies presented in workshops but does so inconsistently in lesson plans and/or video.	• Not an active participant in professional development workshops. • Does not take steps to seek out or utilize professional development strategies. • Rarely implements new strategies presented in workshops.
Openness to Feedback	• Consistently seeks leader's support at appropriate times. • Eagerly reflects upon and responds to feedback with openness and a "good to great" attitude. • Immediately implements feedback from school leaders and instructional leaders.	• Frequently seeks leader's support at appropriate times. • Reflects upon and responds to feedback with openness. • Implements feedback from school leaders and instructional leaders.	• Seeks leader's support infrequently, or not at appropriate times • Inconsistently reflects upon and responds to feedback OR does not always have an open attitude. • Does not implement feedback from school leaders or instructional leaders in a timely or consistent manner.	• Does not seek leader's support at necessary times. • Does not reflect upon or respond to feedback AND does not accept feedback with openness. • Does not implement feedback from school leaders or instructional leaders.

COMMENTS ON PROFESSIONALISM & PROFESSIONAL DEVELOPMENT	
Strengths:	
Areas of Focus:	**Necessary Support(s)/Next Steps:**

Teacher Response Form for Evaluation

After reading my evaluation…

I am pleased about:

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I plan to work on the following goals:

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I have questions about or could use assistance with:

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Teacher Signature	Date	School Leader Signature	Date

Sample School Director Evaluation Rubric[1]

School Director's Name: _____ **Date of Evaluation:** _____

School Director Evaluation Rubric to be used with the updated *Moving Leadership Standards Into Everyday Work: Descriptions of Practice.*

STANDARD 1: Development and Implementation of a Shared Vision Education leaders facilitated the development and implementation of a shared vision of learning and growth of all students.				
	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
ELEMENT 1A: Student-Centered Vision Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.				
ELEMENT 1B: Developed Shared Vision Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.				
ELEMENT 1C: Vision Planning and Implementation Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.				

COMMENTS ON DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
Strengths:
Areas for Growth and Action Plans:

[1] "California Professional Standards for Educational Leaders ..." California Professional Standards for Educational Leaders (CPSEL) Updated Tri-Fold Version, WestEd, www.wested.org/resources/california-professional-standards-for-educational-leaders-cpsel-2/.

STANDARD 2: Instructional Leadership Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.				
	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
ELEMENT 2A: Professional Learning Culture Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.				
ELEMENT 2B: Curriculum and Instruction Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.				
ELEMENT 2C: Assessment and Accountability Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.				

COMMENTS ON INSTRUCTIONAL LEADERSHIP
Strengths:
Areas for Growth and Action Plans:

STANDARD 3: Management and Learning Environment Education leaders manage the organization to cultivate a safe and productive learning and working environment.				
	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
ELEMENT 3A: Operations and Facilities Leaders provide and oversee a functional, safe, and clean learning environment.				
ELEMENT 3B: Plans and Procedures Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.				
ELEMENT 3C: Climate Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.				
ELEMENT 3D: Fiscal and Human Resources Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.				

COMMENTS ON MANAGEMENT AND LEARNING ENVIRONMENT
Strengths:
Areas for Growth and Action Plans:

STANDARD 4: Family and Community Engagement Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.				
	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
ELEMENT 4A: Parent and Family Engagement Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.				
ELEMENT 4B: Community Partnerships Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.				
ELEMENT 4C: Community Resources and Services Leaders leverage and integrate community resources and services to meet the varied needs of all students.				

COMMENTS ON FAMILY AND COMMUNITY ENGAGEMENT
Strengths:
Areas for Growth and Action Plans:

STANDARD 5: Ethics and Integrity Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.				
	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
ELEMENT 5A: Reflective Practice Leaders act upon a personal code of ethics that requires continuous reflection and learning.				
ELEMENT 5B: Ethical Decision-Making Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.				
ELEMENT 5C: Ethical Action Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students.				

COMMENTS ON ETHICS AND INTEGRITY
Strengths:
Areas for Growth and Action Plans:

STANDARD 6: External Context and Policy Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.				
	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
ELEMENT 6A: Understanding and Communicating Policy Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.				
ELEMENT 6B: Professional Influence Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.				
ELEMENT 6C: Policy Engagement Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.				

COMMENTS ON EXTERNAL CONTEXT AND POLICY
Strengths:
Areas for Growth and Action Plans:

School Director Response Form for Evaluation

After reading my evaluation…

I am pleased about:

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I plan to work on the following goals:

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I have questions about or could use assistance with:

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School Director Signature	Date	Board Chair Signature	Date

Restorative Conference Framework[1]

Step	Actions
1. Open the lines of communication.	• How is your day going? • Thank you for agreeing to meet with me. I wanted to talk with you about _____. • When I heard/saw _____, I felt _____ because I _____.
2. Allow the student to explain the situation from his/her perspective.	• What happened? • Tell me more about _____. • What were you thinking at the time? What were you feeling?
3. Identify what led up to the incident and any root causes.	• It sounds like you felt _____. What made you feel _____? • What was going on that led up to this situation? What else may have contributed to this situation? • Has this happened before?
4. Identify the impact.	• What have you thought about since? How do you feel about the situation now? • How did this situation affect you and in what ways? • Who else do you think has been affected/upset/ harmed by your actions? In what way? • What role do you think you played in this situation?
5. Address needs and repair harm.	• What can you do to make things better/fix this/make things right? • What do you need to help you do that? • What end result would you like to see? • What could you do to make sure this doesn't happen again? • How could you have approached the situation differently? What would you do differently in the future? • Obviously _____ is pretty upset. Do you have any ideas on how you can make it up to him/her or help him/her feel better? If you were him/her, what do you think you would need?
6. Create an agreement.	• Based on our conversation, I heard that you will _____. I will also _____. • Does that seem like something we can agree on? • Let's write down what we've agreed to so that we know the next steps to move us forward. Let's check in again on _____ to see how everything is going. • Thank you for talking with me. I appreciate your willingness to discuss this situation and work through the issues.
***If consequences beyond repairing harm are required, seek to place responsibility on the student to identify a consequence as part of the agreement.**	• Based on our conversation about how to make things right, what do you think is a fair consequence for your behavior? Why do you think that is a fair consequence? • How would you feel about _____ a consequence? • As a consequence for this incident, you can either _____ or _____. Can you agree to that?

[1] Chicago Public Schools: Restorative Practices Guide and Toolkit. Chicago Public Schools, 2014.