

CHARTER PETITION

RENAISSANCE LEADERSHIP ACADEMY

P.O. Box 1625

ALAMEDA, CALIFORNIA 94501

SUBMITTED TO AUSD DECEMBER 21, 2007

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QUALIFICATIONS OF LEAD PETITIONERS

Mandy Tham

Mandy Tham earned her B.A. in English with a teaching minor in Spanish from CSU Hayward (1971). Mrs. Tham holds a California Clear Multiple Subject Teaching Credential (2013) and a California Clear Administrative Services Credential (2013). Additionally, she has earned an M.S. in Mathematics Education from CSU East Bay (1991), and an M.A. in Educational Administration from St. Mary's College, Moraga (1995). She graduated from both programs with Honors.

Mandy Tham has been an educator for twenty years. Mrs. Tham has been an adjunct professor (curriculum and instruction of mathematics in elementary school) and supervisor in the Teacher Education Department of CSU East Bay since 2002. She was the principal of St. Barnabas School (1995-1997), St. Raymond School (1997-2001) and St. Joseph Elementary School (2005-2006). She worked with Roosevelt Middle School Demonstration Program and served as a mathematics coach for Carter, King Estates, and Lowell Middle Schools in Oakland (2002 and 2004).

As an administrator, Mrs. Tham initiated a before-school Honors Math class for junior high students, incorporated technology across the curriculum for all middle school students, instituted the cycle to develop site-specific curriculum guides, textbook evaluation and adoption, and revised both curriculum and instruction, resulting in significant academic improvement as demonstrated in SAT-9s. Additionally, she implemented the SST model to develop and implement action plans for at-risk students. She led the W.A.S.C. Self-Study at St. Barnabas in 1996 that resulted in a six-year accreditation, and has served on five WASC teams at Catholic schools throughout the Diocese of Oakland.

Mrs. Tham taught at St. Joseph Elementary School in Alameda from 1987-1995. She was the fourth grade self-contained teacher, the departmentalized mathematics teacher for fifth and sixth grades before becoming the mathematics teacher for grades 5 through Algebra. She was the mathematics curriculum coordinator, mathematics chairperson / liaison with the St. Joseph-Notre Dame High School mathematics department, as well as serving on the Diocese of Oakland School Department's mathematics curriculum development team. Additionally, she co-chaired the W.A.S.C. Self-Study and Elementary Blue Ribbon Schools site nomination process, for which St. Joseph received a six-year WASC clear accreditation and national recognition as a Blue Ribbon School.

Julie Thomas

Julie Thomas earned her B. A. in Italian Language and Culture from U. C. Davis (1986). Ms. Thomas holds a California Clear Single Subject Teaching Credential, English (2008) and a California Clear Multiple Subjects Teaching Credential (2008). Additionally, Ms. Thomas received an M.A. in Educational Leadership from California State University Hayward (1994).

Julie Thomas has been an educator for seventeen years. Ms. Thomas was the principal of St. Theresa School (1996-2000) and the principal of St. Isidore School (2003-2006). Additionally, she worked as a consultant for k-12 website sponsored by William Bennett (2000-2001).

As an administrator, Ms. Thomas created both an elective program and an honor's algebra program. Additionally, she designed and implemented the full day kindergarten program, organized and implemented curriculum development, staff development, and school improvement programs. She led the WASC Self-Study Team at St Theresa School (1996) and St Joseph Elementary School (2002). Both schools received six-year clear accreditation. Ms. Thomas has served on five WASC teams at Catholic schools throughout the Diocese of Oakland.

Ms. Thomas taught at St. Joseph Elementary School in Alameda from 1988-1993. She was both a self-contained sixth grade and departmentalized English/Language Arts teacher for fifth and sixth grades before becoming the English/Language Arts teacher for grades five through eight. Ms. Thomas was the Language Arts curriculum coordinator, where she used her expertise in writing across the curriculum. She chaired curriculum development for Language Arts for the Diocese of Oakland School Department. Additionally, she co-developed diocesan Young Authors' fair, a showcase of student work for students in grades k-8.

Ms. Thomas taught English, grades nine through twelve, and was the Admissions Director at St. Joseph-Notre Dame High School from 1993-1995. She returned to St. Joseph Elementary School from 2001-2003 to teach middle school writing, serve as Vice Principal and lead the WASC Self-Study team.

ACKNOWLEDGEMENTS

Renaissance Leadership Academy acknowledges Charter School Development Center for its assistance in the development of this charter petition. We specifically wish to acknowledge:

- Mile Denniston for developing Renaissance Leadership Academy's budget and for his assistance with the development of the charter.
- Jill Wells for her assistance in the development of this charter petition.

Additionally, Renaissance Leadership Academy wishes to acknowledge the educators and other professionals who have lent their expertise to the development of this charter petition. We specifically wish to acknowledge the following:

Shemra Atkinson earned a BA from San Jose State University and having spent 3 years in Mexico City, she is fluent in spoken Spanish. Shemra has worked for seven years in a Catholic school (K-12) and church administering all aspects of the finances and accounting including preparing budgets, processing and maintaining payroll and related tax returns, creating monthly accruals and journal entries, preparing reconciliations and financial statements as well as administering and processing all benefits including health, flexible spending (sec 125) and 403Bs.

Prior to working in the non-profit sector, Shemra spent four years as the Accounting and Human Resources Manager at a start-up company, Promontory Communications, where she successfully orchestrated with the CFO their merge with Nortel Networks in 2000. At Nortel Networks, Shemra spent one year as a Cost Accountant and Financial Analyst before moving her career and family to Alameda. Shemra has eleven years of experience organizing and managing all levels of accounting, from day-to-day operations to end-of-year financial statements. In addition, Shemra has ten years of experience in payroll and human resources. As a college student, Shemra worked as an independent contractor with Lockheed Martin, Westinghouse, Loral, Fujitsu and Pacific Bell as a Technical Illustrator and Desktop Publisher.

Cathy Bucher earned a bachelor's degree in human development from The University of California, Davis. She holds California teaching credentials in both general and special education, including the CLAD, as well as a Master's in Education all earned from Sacramento State University. Cathy has taught middle grades for eighteen years since 1989. She has recently

become active in home schooling communities and with the Nonviolent Communication movement.

Jana Chabre holds three California teaching credentials—Multiple Subject, Reading Specialist, and CLAD. Jana has taught pre-school through eighth grade, both general education and Spanish instruction.

Rosemary Chengson earned her B.A. from the University of California, Berkeley with a Double Major in Medical Physics and Physical Education, 1986. Additionally, she earned Master of Business Administration: William E. Simon Graduate School of Business Administration, University of Rochester, 1993. Rosemary has almost 15 years experience as a financial and policy analyst in the public sector. She currently works at the University of California's Office of the President, in the immediate office of the executive vice president for business operations. For two years she served as the treasurer on an all volunteer board of directors for a local non-profit and volunteered for 6 months as a teacher's aid in a Saturday morning program designed to provide additional learning opportunities for immigrant children. She has also volunteered as a tutor of spoken and written English for adults.

Cathy Toomey Dunn earned a bachelor's degree in English with a minor in Philosophy from the University of Santa Clara. She holds a California Multiple Subjects Teaching Credential from California State University, Hayward, a Credential for Special Education and a Credential for teaching the Learning Handicapped from the University of San Francisco, and a Masters in Teaching the Learning Disabled from the University of San Francisco. Cathy has been a regular and special education teacher for the San Francisco Unified School District since 1968; a Curriculum Consultant for the Archdiocese of San Francisco; Head Teacher at Slingerland Multi-sensory Structured Language Summer School; and currently she serves as Fieldwork Supervisor for the Mild/Moderate Credential Program for the University of San Francisco.

Susan Linney earned her bachelor's degree in Music Education from The Wooster College (Ohio) and holds a California Teaching Credential for Music from California State University at Hayward. Susan has taught all levels, K-12, including public and private school, classroom instruction as well as choral conducting since 1980. Despite her love of students of all ages, her past several years have been focused on kindergarten in several schools.

Judi Raymer holds a bachelor's degree from Holy Names University in Speech Pathology and Education and a General Elementary Teaching

Credential. Judi has taught pre-school and other primary grades and predominantly Kindergarten in urban schools beginning in 1965.

Denise K. Top graduated from Golden Gate University School of Law with JURIS DOCTOR and was admitted to the California Bar and the Northern, Southern and Eastern U.S. District Courts in 2005. Honors and Activities at Golden Gate University include: Recipient, CALI Excellence for the Future Award, Appellate Advocacy, Spring 2004; Witkin Award for Academic Excellence, Community Property, Fall 2003. Member, 2003-2004 and Editor, 2004-2005, Golden Gate University Law Review. Author: "How The Rise of Federal Bureaucratic Powers Challenge The Role of Courts in Adjudicating Claims of Injury Induced By Prescription Drugs," 34 GOLDEN GATE UNIVERSITY L. REV. 393-425 (2004). Denise has been practicing law since 2005. Her areas of specialty are general civil and trial practice in all state and federal courts with an emphasis on insurance defense, insurance coverage, business litigation, employment law, psychological injury, sexual harassment, personal injury, appellate law, landslide and subsidence law, and premise liability.

Jennifer Walwark has been in education and administration since 1991. She holds a bachelor's degree in psychology from The University of California, Davis and a California Multiple Subject teaching credential from St. Mary's College, Moraga. Jennifer completed her Masters degree in Private School Administration from The University of San Francisco.

LEGAL AFFIRMATIONS

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Renaissance Leadership Academy to be located in Alameda is true to the best of my knowledge and belief; I also certify that this application 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, Renaissance Leadership Academy:

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
2. Shall not charge tuition.
3. Shall not base admission to Renaissance Leadership Academy on the pupil's place of residence, or of his or her parent or guardian, within the state.
4. Shall admit all students who wish to attend the school, and who submit a timely application.
5. If the school receives a greater number of applications than there are spaces for students, each applicant will be given equal chance of admission through a random public lottery process. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5.
6. Shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following:
 - Disability
 - Gender
 - Nationality
 - Race
 - Ethnicity
 - Religion
 - Sexual orientation
 - Association with a person or group with one or more of the above actual or perceived characteristics.

7. If a pupil is expelled or leaves Renaissance Leadership Academy without graduating or completing the school year for any reason, Renaissance Leadership Academy shall notify the superintendent of the school district of the pupil's last known address within thirty 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.

Renaissance Leadership Academy will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Authorized Representative's Signature

Date

Renaissance Leadership Academy

“Learn, Live, Lead”

A Community-Centered, Alternative Education For the Leaders of a Better Tomorrow

Executive Summary

The students of today are the leaders of tomorrow. Every student has leadership potential, and Renaissance Leadership Academy seeks to help each student actualize his/her personal best and identify that leadership potential. Our school welcomes students in grades Kindergarten through eight, and we are especially accommodating to students who have not been successful in a traditional learning environment. Our goal for each student to achieve his/her personal best is supported by our entire educational plan that features these three critical components: an individual educational plan, a Student Success Plan (SSP) for each and every student; the professional learning community of educators; and multiple modes of assessment.

The individual educational plan, the Student Success Plan or SSP, for each individual student ensures students will be closely monitored on their academic as well as social and character development. Teachers, parents/guardians and each student use the SSP to track the student’s individual achievement and benchmarks for improvement in curricular areas as well as behavior. Accommodations and recommendations will be tailored and implemented to meet each student’s learning needs and learning styles.

In addition to the SSP for every student, the faculty and staff work collaboratively for the benefit of each student. In facilitating professional learning communities, every teacher and staff member take responsibility for the success of every student in the school community. Teachers and staff meet frequently in order to develop a curriculum based on how learning best occurs, analyze assessment information, and create a learning community where everyone supports the work and contributes to the success of each individual as well as the community at large.

The third major distinctive component of the Renaissance Leadership Academy is the multiple modes of assessment that will be used to track student achievement. The STAR testing will only be one of the assessment tools utilized to show authentic student achievement and help students reach their personal best in all areas of academics and social behavior and to develop their leadership potential.