

# Bodies involved in the Call for Quality Schools Process



**Site-based Committee** (Phase One): body convened within each Intensive Support School setting undergoing Call for Quality Schools. The function of this body is to they elevate students and community need and to evaluate proposals submitted through the Call for Quality Schools Process.

The composition of 10-15 members will include at least two of the following; parents of current students, staff of the school, current secondary students, community-based partners, and community members. Committee may also include prospective parents and prospective secondary students. Committee selection will occur through a “Letter of Interest” process.

**Proposal Writing Team** (Phase One): body convened from within an Intensive Support School or among individuals outside of the school, including individuals representing a charter school operator. The function of this body is to generate a school design proposal consistent with on guidelines and rubric set forth in the current year’s Call for Quality Schools.

The composition of a Proposal Writing Team may include community members, teachers and other educators, parents of current or prospective students, students, and other interested parties. Proposal Writing Teams will be required under any guidelines of the Call for Quality School to implement substantial engagement with parents, students, and community members associated with the Intensive Support School in order to inform and develop their proposal, and provide evidence of this engagement.

**Academic Review Board** (Phase One): body established by the Superintendent on an annual basis, whose function is to contribute to the ongoing review of charter school petitions as part of the District’s authorizing obligations, as well as review Proposals submitted under the Call for Quality Schools process.

The composition of the Academic Review Board shall include senior leadership within the District who possess expertise in areas of school culture and climate, curriculum and instruction, language development, special education, family engagement, school leadership, including representation of successful principals in Oakland, as well as other areas of relevant content and expertise.

**Development Plan Implementation Team** (Phase Two): body set forth in these regulations that is charged with participating in year-long Program Development Process where they detail an implementation plan for Intensive Support Schools.

**Design Community** (Phase Two): body convened by the Development Plan Implementation Team, whose function is to provide monthly feedback and input to the Development Plan Implementation Team in their development of a detailed implementation plan.

The Design Community is an informal, broad cross-section of stakeholders, comprised of representative parents, staff, community members and students.

**Site Governance Team** (Phase Three): body, set forth in the Site Governance Policy that represents the School Site council that will provides ongoing monitoring and oversight of the implementation of the Intensive Support School’s School Quality Improvement Plan for five years.