



**ROSES**  
**IN CONCRETE**

**COMMUNITY SCHOOL**

**HEAD OF SCHOOL**

**POSITION STATEMENT**

**BEGINS JULY 1, 2018**

4551 STEELE Street  
OAKLAND, CA 94619

## **ARE YOU OUR NEXT HEAD OF SCHOOL?**

The Roses in Concrete Community School seeks a Head of School who will be the culture-keeper, a team-builder, and a Warrior-Scholar who leads by example. Can you embody the school's mission and vision while greeting students in the hallway, coaching teachers in the classroom, talking with parents, working with community partners or meeting with potential donors? Do you have the leadership skills, determination and commitment to work with our community to create a lab school where we double down on hope, build self-love and create a future for children from underserved communities? Can you ensure the school's financial sustainability through effective administrative and fiscal management so that we can deliver the resources our community needs and develop a culture and rigorous academic environment that both cultivate and sustain young Warrior-Scholars?

## **OUR MISSION**

*The Roses in Concrete Community School ("Roses") is a K-8 school in East Oakland, California, founded on the belief that schools should emphasize knowledge of self, character, and intellectual growth to prepare students to fundamentally impact the global society while learning to live, learn, work and thrive in their own communities. We are committed to justice and interculturality to build a world where many worlds can coexist.*

Our principal goal is to develop youth committed to lives characterized by self-discipline, integrity, love and hope in the pursuit of justice and equity for *all* communities. Rather than continually investing in models that try to save the "deserving few" who can escape from these communities, our school cultivates Warrior-Scholars who understand the importance of developing careers and returning to vulnerable communities like East Oakland, to invest and serve as community leaders. By creating a sustainable community, centered around a school that gives students and families love, security, nourishment, care, and education, we can create a model of success and revitalization that reverses decades of disinvestment.

## **THE ROSES IN CONCRETE COMMUNITY SCHOOL**

Led by the vision of founder and internationally respected urban educator, Jeff Duncan-Andrade, the founding Board of Directors crafted a petition to establish a K-8 charter school to serve the predominantly African-American and Latino/a population of East Oakland, California. On October 8, 2014, the Oakland Unified School District unanimously approved the petition to open the *Roses in Concrete Community School*. August 24, 2015 was our first day of school. We opened with 200 students in grades K-4 and 32 faculty/staff.

The school was built on the foundation of using the "5R's" to respond to the hierarchy of our students' needs: *Resources, Relationships, Relevancy, Rigor and Responsibility*. In 2015-16, our inaugural year, we focused on establishing the first layer of the 5R's by assessing what resources and relationships were needed, and adapting a culturally-responsive program and setting an aspirational tone for our students around leadership and responsibility. We spent considerable time and financial resources offering a full meal program (breakfast, lunch, snack, dinner), free afterschool academic support and arts program, and making our facilities safe for students.

Now in our third year, we continue to renovate the nearly 7-acre school site and build our enrollment. This fall (August 2017), we anticipate an enrollment of 340 students in grades K-6 served by 15 faculty, 10 staff, and 12 instructional aides. This year also marks the beginning of our middle school program.

Roses' impact on urban education and underserved communities extends beyond its 340 students, due to 5 unique initiatives:

1. We have created laboratory school agreements with San Francisco State University, Stanford University, University of California-Berkeley, and Mills College, to prepare future educators to work effectively with deep urban students through student teaching and apprenticeship programs. We innovate around people (faculty/staff/students) and culturally sustaining pedagogies. We host a steady stream of leading educators from around the world who come to observe our best practices.
2. We use a platform and feedback system (Teaching Excellence Network—TEN) that aligns the voices of our educators, students and families to build a community-responsive school dedicated to building strong relationships, creating relevance for students and families and fostering parent, student and staff responsibility necessary to create an environment focused on agency and social justice.
3. We have established a visual/performing arts program that follows California standards at a professional-caliber and includes a rich cultural component.
4. We are building a dual-language/dual-culture program which is unique for a school that is 50% African American and 50% Latino/a. Our Warrior-Scholars will emerge bilingual and bi-literate and bicultural—grounded in the Raza and Black experience in the U.S. and the diaspora throughout the Western Hemisphere.
5. We are building a strong culturally-responsive program that integrates social justice issues with STEM

## **THE COMMUNITY**

Located at 4551 Steele Street in Oakland, CA, our school serves families from deep East Oakland, but also as far away as Berkeley, Alameda and San Leandro. Nearly 75% of our students are considered to be from high-needs populations and qualify for free or reduced lunch programs.

### **Students**

Our students describe themselves as smart, competitive and “hyphy.” They are creative and diverse, expressing themselves in a multitude of different ways—with varying abilities and skills. They are singers, dancers, drummers, musicians, visual artists, and athletes. They see Roses as a second home, a place where they can let down their guard, be honest, vulnerable and know that their friends “got your back” and can share with their teachers. They are cautious but real, and yearn for the opportunity to be around warm, kid-friendly, and trustworthy adult role models who care about them, see the best in them, and inspire “critical” hope. Our students want a Head who inspires and connects.

Of the approximately 340 students in grades K-6, roughly 50% are African American and 50% Latino/a. One-third of our students are bilingual Spanish/English, one-third are

emerging bilingual and one-third are non-Spanish speakers. In our second year, of our 275 students, 51 were English Learners (EL). Although there is no achievement gap between our Latino and African American students, both groups scored lower than their White and Asian counterparts district, state and nationwide on SBAC-type assessments.

**Faculty/Staff:**

Nearly 95% of our faculty/staff share the same backgrounds as our students. Over 75% of our teachers are African American and Latino/a. As educators of color, they understand the urgency of a quality education for students of color. They understand the need for critically conscious pedagogy and social justice teaching.

Furthermore, many are nationally recognized for their pedagogy. One of our kindergarten teachers received the Alameda County Bilingual Teacher of the Year award in 2012 and is a linchpin in Roses' dual language/dual culture program. Our upper-level lead teacher received the National Award for Culturally Responsive Teaching in 2013 and guides the program and the school's Maker Space. The teaching staff describes their workspace as a "small community feel" where every teacher knows *every* child in the grade level because of our unique dual-immersion setup.

The staff seeks a visionary leader who is able to imagine and implement structures for curriculum mapping, scope/sequence, school discipline policies, professional development and instructional support (i.e. coaches, constructive evaluations and observations, etc.). A brief introduction to the Faculty/staff is [here](#).

**Parent Community:** Our community includes a diverse pool of highly committed parents who are eager to make meaningful contributions with skills that remain largely untapped by Oakland schools, including community organizing, social activism, translation services and academic research. There are numerous families that chose Roses because they were looking for an autonomous educational space led by, and for, people of color that would hold up the best of traditions of resistance and social justice in our communities. In the words of one of our parents, "We are attracted to a school where our culture and history is honored and where our children feel loved and supported for who they are. We expect teachers that model cultural and community responsiveness. We seek a relationship with school that engages us as legitimate partners and essential contributors to achieving a vision of educational equity and achievement for all children in our community."

**Board:** The Board is chaired by Roses' Founder, Jeff Duncan-Andrade, internationally renowned for his leading edge research on effective pedagogy in urban education. While the Board's main responsibilities are to oversee the financial sustainability of the school and to hire/evaluate the Head, this highly committed and supportive board is accustomed to pitching in wherever needed. During the start up period, founding Board members collaborated to draft the original charter petition, develop long-range facility plans, work with the community to update the Local Control Accountability Plan required by the state, and raise millions of dollars to supplement state funding. The founding/start-up Board is now transitioning from providing operational support to providing long-range strategic

planning support. A brief introduction to the current 13 board members is posted on the school's [website](#).

### **ARE YOU UP TO THE CHALLENGE?**

How would you turn challenges into opportunities to lead the Roses community through its next phase of growth from “start up” to “solid”? Some of the challenges and opportunities are described below with respect to our core values of the “5R’s” of *Resources, Relationships, Relevancy, Rigor and Responsibility*?

#### **Resources**

This core program strategy recognizes that students cannot learn if their basic needs are not met. Our goal is to attract sufficient financial and human resources to fulfill our mission and to ensure that the basic needs of our students’ and families are met (i.e., food, clothing, shelter, and safety).

#### Challenges and Opportunities

- *Engagement.* Resource management is a reflection of priorities. How will we engage regularly with families, children and our broader community to understand their needs and concerns in order to provide needed resources, appropriately? How do we balance decisiveness with inclusive inquiry and shared leadership?
- *Communication.* Communication is essential to effective and inclusive management of resources. How do we ensure that resource allocation is clear, reasonable, consistent and transparent to the participants and that communications are timely and engender a team culture?
- *Faculty.* We have hired many talented educators of color but retention has been a challenge. How do we recruit, motivate, develop and retain a community of fine urban educators who can teach/model the skills, tools and character our students need to be bilingual-bicultural Warrior-Scholars?
- *Facilities.* Although our current site is spacious, we will reach maximum capacity by the Fall of 2019. How do we appropriately allocate space to program needs while ensuring that the school facilities are safe, and community-responsive?
- *Support Services.* We have developed relationships with numerous service providers and donors. How can we leverage these relationships to create a more robust set of student and family supports?
- *Financial sustainability.* How will we ensure the long-term sustainability of Roses? How can we strengthen fundraising, partnerships, and work towards the creation of an endowment?

#### **Relationships**

This core program strategy addresses the need for love and belonging. Our goal is that students feel included and cared for and can identify at least one adult on campus that they can go to for immediate support. Actions include: looping, intensive involvement in student/community lives during and after school hours, nurturing culturally and community-responsive educators, and working towards our goal of being community-led and community-owned. At Roses we strive to embrace mess and conflict to find resolutions

with heart. We seek a culture of love, trust, respect and inclusiveness that allows all stakeholders to feel seen and heard.

### Challenges and Opportunities

- *Student relationships.* At Roses we never forget that children are the most important members of our community. How will we advance our “kid-friendly” culture, promote interaction with students in the classroom and through various student activities, in order to have a keen awareness of student success and well-being?
- *Community building.* We must communicate the mission and vision of the school to the community in a way that welcomes participation and cultivates trust. This includes providing interpretation/translation for all school communications and events. How will we continue to create positive opportunities (i.e., opportunities for shared decision-making) for students, staff and families to interact with Roses’ administration.
- *Faculty/staff team building.* How do we nurture a team culture where talented, dedicated and experienced educators work in a supportive and cooperative environment and where school priorities, directions and standards are collectively determined, clearly communicated and executed? How do we build staff morale, wellness and retention?
- *Community partnerships.* Roses is a community school that draws on many partnerships to support its mission. How can we best maintain and expand these partnerships with other institutions? How can we cultivate and maintain a positive relationship with neighbors and broader community by staying abreast of issues, concerns and opinions, responding in a timely manner, and communicating relevant school information?
- *Board-staff relationships.* Our founder/Board chair, Jeff Duncan-Andrade, is a strong leader and visionary. How do we encourage the Head to challenge the founder when necessary and avoid making Roses a “one man show”? How do we empower the Head to share his/her expertise and points of view with the school staff, Board and community.
- *Teaching Excellence Network.* Roses’ founder is one of the founders of the Teaching Excellence Network (TEN), of which Roses is an active participant. How will we ensure that students and families understand the importance of their participation at academic assessments and TEN surveys? What are the most effective feedback methods for sharing data to bring the community together around shared goals and metrics?

### **Relevance**

Roses is committed to a culturally-responsive and intellectually challenging curriculum and pedagogy steeped in social justice education that support students’ self-esteem as they understand and articulate their own value and cultural history.

### Challenges and Opportunities

- *Curriculum.* We are working towards school-wide alignment in a culturally-responsive curriculum. What content and process for professional development will best support classroom teachers, instructional aides and other support staff, to grow in their knowledge of culturally-responsive curriculum design? How can we allocate planning time by grade level, subject area, and in collaboration with our arts department to achieve a school-wide alignment in curriculum?

- *Arts Education.* How do we advance our visual and performing arts programs as a core feature of providing a culturally-responsive education given our limited resources and many competing priorities?
- *School culture.* How can we prioritize professional development for staff focused on school culture to implement a whole school approach to positive behavior systems?
- *Student input.* We are committed to developing student leadership. How do we weigh and implement student representatives' suggestions for more hands-on learning opportunities, field trips and project deadlines spread out through the academic year?

## **Rigor**

While Roses has a social justice mission, we recognize that our mission will not be achieved without attention to rigor. We are committed to developing, leading, maintaining and holding staff and students accountable to Roses' community agreements and high standards of performance. Our end goal is that our Warrior-Scholars will feel comfortable and confident in any rigorous academic environment.

## Challenges and Opportunities

- *Teaching Practice.* How do we best develop Roses' staff to improve professional teaching practices to provide a rigorous and socially just education? How do we break down "silos" and develop a collaborative teaching community to set academic priorities and rigor? Can we implement processes that involve collaboration, planning, modeling, co-teaching and feedback?
- *Curriculum Development.* We are working to create more cohesive elementary and middle school programs, with priority on the dual-language/immersion and STEM programs. What combination of curriculum mapping, clarifying scope/sequence, setting professional development goals, and other strategies will best achieve this goal? How do we communicate about our dual-language/immersion and STEM programs and social justice focus with the community so everyone will be on the same page?
- *Class Schedules.* How can we create and implement class schedules that maximize learning time aligned with school goals, and minimize the disruptions and behavioral incidents that frequently occur during transitions and unstructured play times?
- *Metrics and Dashboards.* The Roses Board seeks to establish meaningful metrics and dashboards that monitor student progress, impact on families and financial health of the school. We envision summary reports that include data about program impact on behavior, student/family wellness, as well as the more classic data such as attendance, disciplinary actions, and student academic improvement. What processes will move us forward to encourage parent buy-in of a school-wide assessment inventory and calendar to monitor student progress; collecting and analyzing data to identify student learning assets and needs; and communicating this information in dashboards to inform instruction and increase student learning?

## **Responsibility**

Responsibility at Roses encompasses the conduct of the Warrior-Scholar and addresses children's need for self-actualization. Our goal is that our graduates will embody the spirit of the Warrior-Scholar, understand social justice, the importance of education and then

return to the community. Staff, Board and community stakeholders model responsibility in our stewardship of the school and commitment to community.

### Challenges and Opportunities

- *Restorative Justice and Discipline.* How do we create and implement a Restorative Justice framework that embodies the school mission, addresses the needs of the community, and serves as a model for other urban schools by empowering teachers and staff to handle student discipline in a socially just and consistent manner? What is the best way to communicate this framework to families? How do we implement an effective restorative justice procedure within the bounds of the Ed code's requirements for suspension forms and truancy letters, etc.?
- *Youth Empowerment.* We strive to empower our students to realize their potential as Warrior-Scholars. How can we strengthen service learning, youth participatory action research, peer mentoring, and other structures to help students build a sense of agency in transforming their communities.
- *Accountability.* How do we ensure that Roses meets the highest standards of responsibility for compliance with all reporting deadlines for all relevant legal, tax and regulatory policies, codes and budgetary practices across all jurisdictions: federal, state, district, county and city? How do we create a high-functioning administrative team and efficient school operations to ensure the school's sustainability and increase staff retention?

### **THE IDEAL HEAD OF SCHOOL**

We are seeking an extraordinary individual who embodies and executes our school mission of growing Warrior-Scholars—warriors who fight for equity and justice by inculcating a strong sense of self and core personal values, and scholars who pursue truth and understanding through high academic rigor. This individual must be strong, forthright, decisive, caring, fair, willing to listen and able to resolve conflicts with high integrity and moral character. We are seeking an astute administrator who can ensure that our school operates smoothly, students feel sure-footed within consistent boundaries, and teachers can focus on the classroom.

The ideal Head of School will create a school culture whereby the students are seen for their individual potential, the faculty is supported in curricular and professional development, the parent community is actively engaged, and major decisions are clearly discussed and communicated with all key stakeholders. This visionary leader is highly visible and actively involved in all aspects of school life.

### **Qualifications that we envision in our ideal Head of School:**

- Demonstrated leadership, organizational and management skills to support the instructional growth and development of teachers and support staff so they can provide a culturally-responsive and rigorous curriculum aligned with the vision and mission of the school. (Successful experience in leading a K-8 school that serves a community similar to East Oakland is preferred.)
- Proven experience in recruiting, motivating, developing and retaining urban educators.



- Proven direct experience in bilingual education and prior success in serving bilingual and emerging bilingual students.
- Powerful communication skills, empathy and ability to listen deeply and respond thoughtfully in a timely manner with prior success in modeling, fostering and communicating the mission and vision of a school so as to welcome participation and cultivate trust among the school community.
- Relevant experience working with immigrant communities and in start-up or late start-up schools is preferred.
- Life experience that reflects the socioeconomic, cultural, racial/ethnic background of our student, faculty/staff.
- Warmth and empathy to interact with students in order to have a keen awareness of student success and well-being.

## **RESPONSIBILITIES AND DUTIES**

**Curriculum.** Development and oversight of an academically rigorous bilingual/bicultural program and curriculum for a predominantly Black and Latino/a student body. Duties include:

- Developing curriculum maps, scope/sequence for this culturally-responsive, STEM-focused curriculum with the faculty/staff, and clearly communicated to the families and the board.
- Ensuring that curriculum goals and instructional practices are clearly articulated to classroom teachers, that staff/faculty are supported in meeting these goals by specific and fair deadlines, and that these goals and instructional practices are shared via classroom newsletters and school-wide newsletters.

**Personnel.** Clear and consistent leadership, administration and management of faculty and staff, including recruitment, professional development/support, evaluation and retention.

Duties include:

- Ensuring clarity and consistency in job descriptions, reporting structures and personnel policies.
- Maintaining a school-wide professional development calendar and supporting the implementation of effective ongoing professional learning opportunities for teachers and instructional aids based on identified needs aligned to Roses' mission/vision.
- Ensuring that behavioral standards for students and adults are clearly defined and consistently followed to maintain a safe, healthy and empowering school environment.

**Administrative oversight.** Establishment of effective systems and operations to provide regular feedback and monitor progress school-wide, including student performance, program impact, operations efficiency, and financial sustainability. Duties include:

- Ensuring that Roses complies with all legal, tax and regulatory policies and codes and organizational standards.

- Establishing policies and procedures that encompass student character, behavior, and achievement; faculty and staff accountability and professionalism; and high-functioning administration/operations, and ensuring that they are communicated clearly and applied consistently school-wide.
- Setting, modeling and enforcing accountable professional practices and standards for the faculty/staff.
- Regularly updating employee, family, and volunteer handbooks in collaboration with school leadership and Board.
- Developing, maintaining and implementing the school's emergency plan in collaboration with the leadership team and sharing this with the Board.
- Working with the Board to prepare the application to renew the K-8 charter. (2019-2020)
- Attending Board meetings and providing regular updates to the Board on resource levels, program impact, financial status and any concerns.

**Resource management.** Prudent stewardship and enhancement of school financial and physical assets for the school's long-term sustainability. Duties include:

- Working with the Board's Finance Chair and CFO to set annual and multi-year school budgets to be approved by the Board, and monitoring monthly financials against budget to ensure the school's financial sustainability.
- Seeking community input to make resource allocation decisions in conjunction with the Board.
- Partnering with the Board to build an endowment to ensure the school's financial sustainability.

**Community building.** Cultivation of a lab school culture for emerging educators while collaborating with all community members and a broad range of stakeholders Duties include:

- Building a collaborative school community and managing it through its next phase of growth in accordance to our charter and long-term plans.
- Developing and nurturing partnerships with universities, philanthropic entities, Oakland Unified School District, regulatory agencies, non-profit agencies and community members.

**Visibility.** Enhance visibility of s and the role of the Head in the community. Duties include:

- Calendaring, overseeing and attending all school-wide events such as assemblies, plays, arts performances, science fairs, etc. that celebrate students, families and staff.
- Representing in public settings with partners, funders, policymakers and community members.

**Performance Monitoring and Improvement.** Establishment of metrics and dashboards that will inform the entire school community about program impact and student performance, and drive improvement. Duties include:

- Leading a process to determine relevant metrics for monitoring school performance.
- Using data from the Teaching Excellence Network to develop dashboards.
- Developing processes for communicating results to the Board, staff, students, and community and engaging in strategic conversations about performance improvement.

### **MINIMUM QUALIFICATIONS**

- Bachelor's degree (Masters or Doctorate preferred)
- Fluent in English and Spanish, or a willingness to learn Spanish.
- Tier 1 Preliminary Administrative Service credential
- Minimum of 10 years teaching experience in the classroom or 5 years in the classroom in combination with classroom support experiences such as curriculum coach, professional developer, small group tutoring, etc.
- Three years of recent experience leading classroom teachers, either in the classroom or working with classroom teachers.
- Three years of recent administrative experience with proven organizational and management skills in a school setting.
- Three years of prior success in leading a K-8 school that serves a community similar to East Oakland.

**APPLICATION PROCESS: Interested candidates should email the following to [Headsearch@rosesinconcrete.org](mailto:Headsearch@rosesinconcrete.org):**

1. Cover letter
2. Resume
3. Please select two of the challenges/opportunities listed in the "Are you up to the challenge" section (pp 5-8) and share your reflections, previous experience, and possible approaches to the issue(s).

**For more information about our school see our website: [rosesinconcrete.org](http://rosesinconcrete.org).**

### **SALARY & BENEFITS**

This position offers competitive salary and benefits commensurate with experience.

As an equal opportunity employer, the Roses in Concrete Community School does not discriminate in its hiring of employees on the basis of race, color, sex, sexual orientation, religion, creed, national origin, citizenship, marital or veteran status, age, or disability. We actively seek diversity among our faculty and administration as well as among our students.