



TO: Board of Education
FROM: Antwan Wilson, Superintendent
Silke Bradford, Ed.D., Director-Quality Diverse Providers

Legislative File
File ID No.: 14-2274
Introduction Date: 10/22/14
Enactment No.: _____
Enactment Date: _____
By: _____

DATE: January 14, 2015

RE: **Decision - Aspire Berkley Maynard Academy - Petition and Proposed Charter - Grades K-8 (Renewal)**

ACTION REQUESTED:

Approve Aspire Berkley Maynard Academy charter renewal because the charter school has met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605(b)(5), which governs charter school renewals. The findings outlined in this report provide evidence that petitioners have met the standards and expectations for charter renewal, and that the petitioners are therefore demonstrably likely to successfully implement the program as set forth in the petition.

BACKGROUND:

I. School Description and Key Program Elements:

Opening Year	2005	Grades	K-8
Current Term	2010-2015	Attendance Area	Sankofa
Renewal Date	July 1, 2015	Board District	1
New Term	2015-2020	CMO	Aspire Public Schools
Program Improvement	Not in PI		

The following graph illustrates that Aspire Berkley Maynard Academy (BMA) enrollment numbers have stayed consistent during the term of the charter, never fluctuating by more than 2% from year to year (CDE Downloadable Data Files). The school currently has a waiting list of 172 students (OCS Enrollment Update 2014-15).

Total Enrollment Over Time

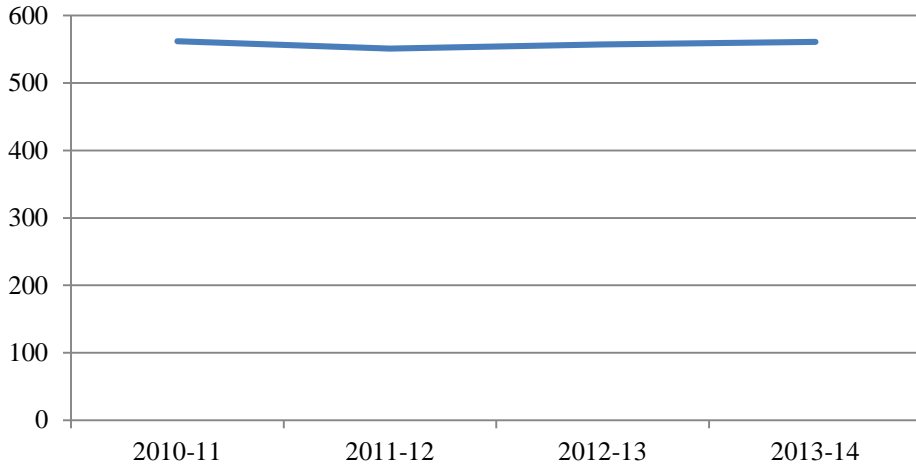


Figure 1. Source: CDE Downloadable Data Files

A comparison between BMA’s and the District’s enrollment demographics are as follows:

Enrollment by Ethnicity, 2013-2014

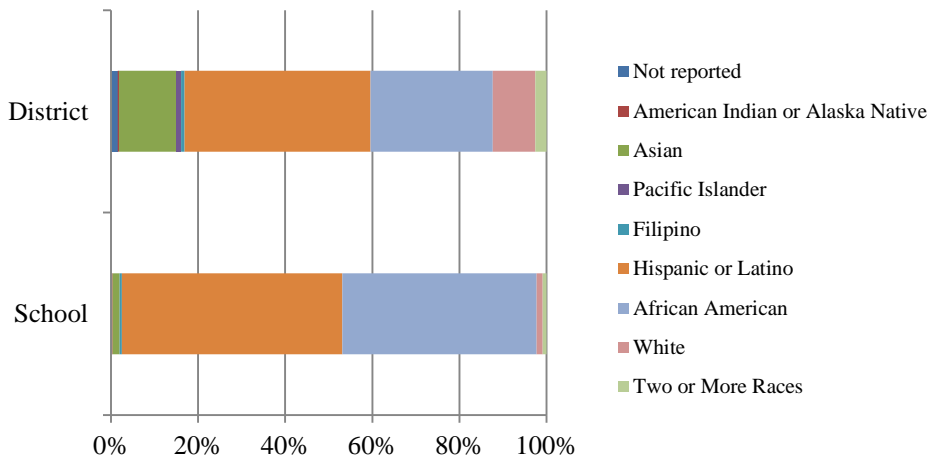


Figure 2. Source: CDE Downloadable Data Files

BMA’s detailed demographic data overtime is represented in the chart below. The student population is approximately 95% African American and Hispanic combined (CDE Downloadable Data Files). Although the percentage of African American families has declined during the term, the current numbers are more closely aligned with the population of the District as a whole.

	2010-11	2011-12	2012-13	2013-14
Total Enrollment	562	551	557	561
Gender				
Male	284	272	271	269
	50.53%	49.36%	48.65%	47.95%
Female	278	279	286	292
	49.47%	50.64%	51.35%	52.05%
Ethnicity				
African American	334	289	273	250
	59.43%	52.45%	49.01%	44.56%
Asian/Pacific Islander	8	10	11	9
	1.42%	1.81%	1.97%	1.60%
Latino	207	240	262	284
	36.83%	43.56%	47.04%	50.62%
Other	10	8	3	10
	1.78%	1.45%	0.54%	1.78%
White	3	4	8	8
	0.53%	0.73%	1.44%	1.43%
English Learners	*	104	105	124
		18.87%	18.85%	22.10%
FRPM	398	445	433	452
	70.82%	80.76%	77.74%	80.57%

Table 1. Source: CDE Downloadable Data Files

Program Summary:

School Mission: (Excerpt from the EXISTING, approved charter petition)

“The School’s mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by providing students a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious, self-motivated, competent and lifelong learners, the School will prepare them not only for college but also for the 21st Century world.”

School Mission: (Excerpt from the NEW charter petition)

” The Charter School’s mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The Charter School seeks to achieve this mission by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities. The Charter School will strive to ensure that students are prepared for college and for the 21st Century world and workplace by helping them develop important basic skills, thinking skills, and life skills.”

Program’s Distinguishing Features: (Excerpt from the EXISTING, approved charter petition)

“Structures to support student learning, including: small school size and class sizes for a more personalized environment; longer school day, longer school year, and block scheduling to create more time to learn; single-sex classrooms at some grade levels; and opportunity for teachers and students to build relationships over time through looping”

Program’s Distinguishing Features: (Excerpt from the NEW charter petition)

“In order to prepare students to succeed in college, Aspire’s educational program has drawn on the Center for Educational Policy Research’s study *Standards for Success*. This research gathered information about the required skills to succeed in college from more than 400 staff and faculty members at research universities. It believes college students need “critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks.” Aspire has interwoven these habits into its core curriculum, which The Charter School follows. With the adoption of the CCSS, The Charter School program will be more tightly aligned to our college readiness goal.

An ideal learning environment includes *rigorous caring* and *caring rigor*. It is a place where students feel supported and safe enough to take on the complex and challenging work similar to what they will face on their own in college.”

GOVERNING LAW:

Under the California Charter Schools Act, authorizers are required to apply the “standards and criteria” set forth for the review and approval or denial of a charter school petition. The following excerpt is taken from section 47605 of the California Charter Schools Act (**bold emphasis added**):

A school district governing board **shall grant** a charter for the operation of a school under this part **if it is satisfied that granting the charter is consistent with sound educational practice**.

The governing board of the school district **shall not deny** a petition for the establishment of a charter school **unless it makes written factual findings**, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an **unsound educational program** for the pupils to be enrolled in the charter school.
- (2) The petitioners are **demonstrably unlikely to successfully implement the program** set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a).
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).
- (5) The petition does not contain **reasonably comprehensive descriptions** of all of the [required charter elements.]

II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

The Charter Schools Act establishes a prerequisite for charter renewal (AB1137) in which a charter school must meet **AT LEAST ONE CRITERIA** so that charter renewal **may be considered**.

STATUTORY RENEWAL THRESHOLD	Y/N
1. API Growth Target:	
Did school attain API Growth Target in prior year?	NA
Did school attain API Growth Target in two of last three years?	Y
Did school attain API Growth Target in the aggregate of the prior three years?	NA
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	NA
Is the school ranked 4 or higher on API in two of last three years?	Y
3. API Similar Schools Rank:	
Is the school ranked 4 or higher on API Similar Schools in prior year?	NA
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	Y
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Y

API Growth Target and AYP Criteria Performance

BMA did meet API growth targets between 2010-2013, though they did not meet AYP in 2011-2013 Please reference Table 5 and the accompanying narrative for a detailed description of the AYP shortcomings.

	2010-11	2011-12	2012-13	Weighted Average
API				
Growth API	841	851	833	842
Growth Target Met?	Yes	Yes	Yes	
AYP				
AYP Met?	Yes	No	No	
Number of AYP Criteria Met	21 of 21	16 of 21	14 of 21	
PI Status	Not in PI	Not in PI	Not in PI	

Table 2. Source: CDE Downloadable Data Files

Growth API

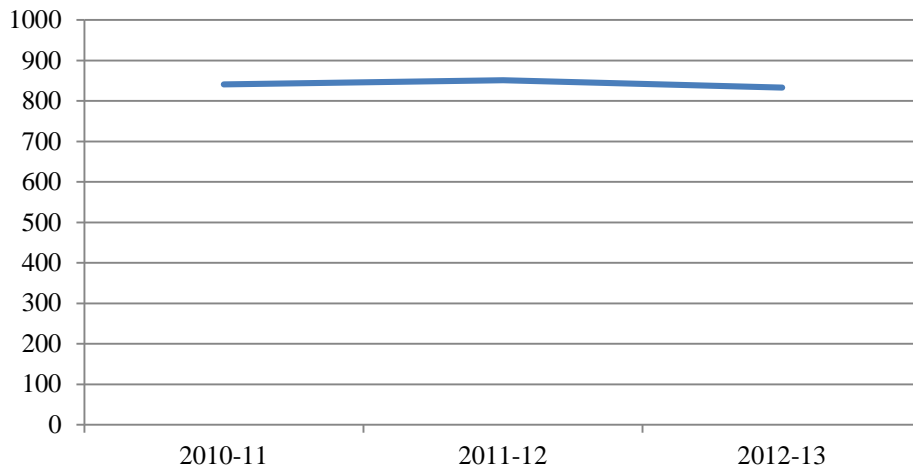


Figure 3. Source: CDE Downloadable Data Files

API Rankings

The table below shows the most recent CDE school rankings for BMA. The school has consistently achieved the highest Similar Schools Rank, and has maintained a Statewide Rank above the statutory requirements.

	Statewide Rank	Similar Schools Rank
2011	7	10
2012	7	10
2013	7	10

Table 3. Source: CDE Downloadable Data Files

API Performance for District/Charter Schools Within Walking Distance

The graph below illustrates the three year weighted API performance of BMA (black bar) and schools in the surrounding neighborhood. BMA outperforms the community school (red bar), but underperforms one charter school (green bar), within walking distance of the site. It’s important to note that the charter school that outperforms BMA is not a similar school, and BMA has a higher similar schools ranking than this school as well. This list was generated by taking all schools within a 1.1 mile radius of BMA (the range was extended for BMA because of a lack of schools within one mile of the school). The walking time as calculated by Google Maps can be seen in the chart below the graph.

Walking Distance API Comparison

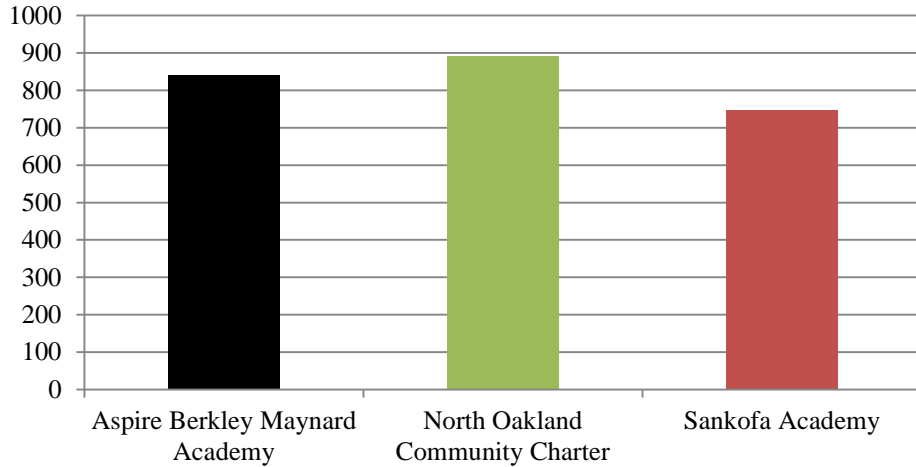
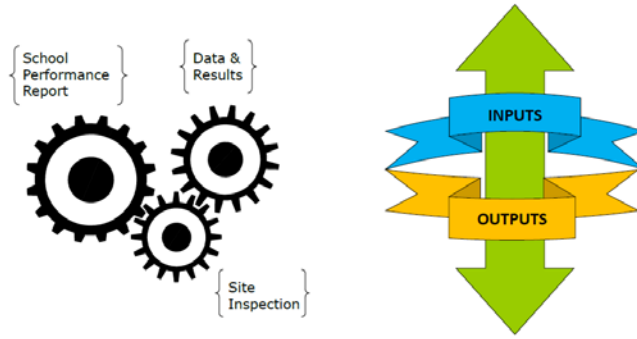


Figure 4. Source: CDE Downloadable Data Files

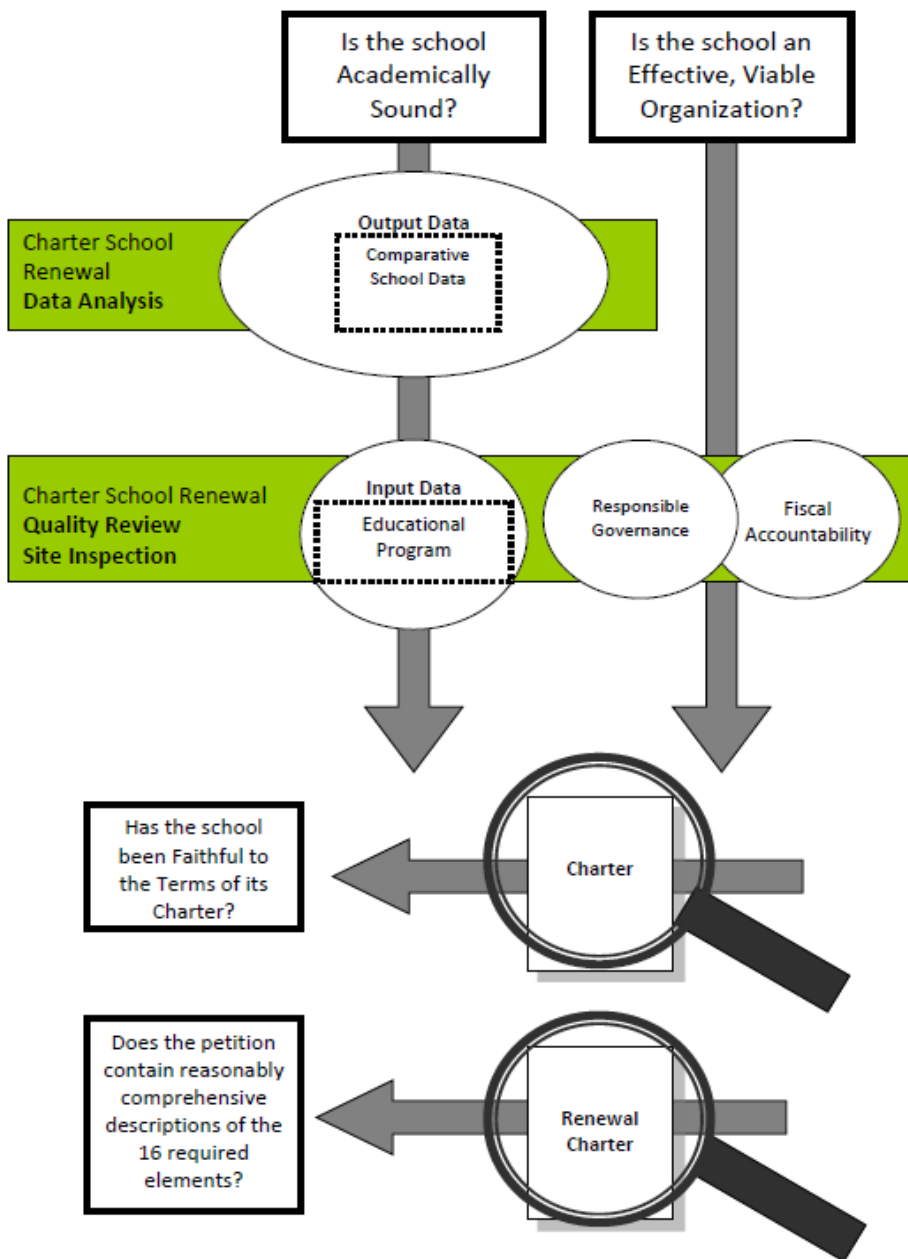
School	Distance	Walking Distance	Walking Time	API
Aspire Berkley Maynard Academy	0	0	0	842
North Oakland Community Charter	0.932534	1.2	23	891
Sankofa Academy	1.088485	1.2	26	746

Table 4. Source: CDE Downloadable Data Files

Staff evaluation of charter schools for purposes of renewal involves the following effort to triangulate the evidence base in support of a recommendation of approval or denial of the charter renewal request:



ANALYZING A CHARTER SCHOOL’S PERFORMANCE FOR THE PURPOSES OF RENEWAL:



PLEASE NOTE:

This report is not exhaustive. Many areas would benefit from greater depth of coverage and many aspects of the evaluation set forth here warrant further discussion and elaboration. The intent is to provide adequate evidence upon which to base a charter renewal decision, while lending credence to the overall staff recommendation.

Renewal Standard I: Is the school academically sound?

The following is an analysis of the extent to which the school has met its measurable pupil outcomes as stated in the charter petition.

	Measurable Pupil Outcomes	Instrument	Target	2013-2014 Progress																																				
1	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Developmental Reading Assessment (Independent Level) (K-8)	<p>2x a year <u>Proficiency Goal</u></p> <p>K – Level 6 1st – Level 20 2nd – Level 30 3rd – Level 38 4th – Level 40 5th – Level 50 6th – Level 60 7th – Level 70 8th – Level 80</p> <p><u>Annual Goal</u></p> <p>10-11 60% 11-12 65% 12-13 70% 13-14 75% 14-15 80%</p>	<table border="1"> <thead> <tr> <th colspan="3">DRA Results</th> </tr> <tr> <th>Grade</th> <th>Fall 2013</th> <th>Winter 2013</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>n/a</td> <td>74%</td> </tr> <tr> <td>1st</td> <td>51%</td> <td>56%</td> </tr> <tr> <td>2nd</td> <td>33%</td> <td>68%</td> </tr> <tr> <td>3rd</td> <td>19%</td> <td>23%</td> </tr> <tr> <td>4th</td> <td>7%</td> <td>17%</td> </tr> <tr> <td>5th</td> <td>31%</td> <td>40%</td> </tr> <tr> <td>6th</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>7th</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>8th</td> <td>n/a</td> <td>n/a</td> </tr> </tbody> </table>	DRA Results			Grade	Fall 2013	Winter 2013	K	n/a	74%	1st	51%	56%	2nd	33%	68%	3rd	19%	23%	4th	7%	17%	5th	31%	40%	6th	n/a	n/a	7th	n/a	n/a	8th	n/a	n/a			
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2	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend interpret and evaluate ideas. Students will	Aspire’s standards-based reading assessment (2-8)	<p>3x a year <u>Proficiency Goal</u></p> <p>80% correct</p> <p><u>Annual Goal</u></p> <p>10-11 55% 11-12 60% 12-13 65% 13-14 70% 14-15 75%</p>	<table border="1"> <thead> <tr> <th colspan="4">Aspire’s Reading Benchmark</th> </tr> <tr> <th>Grade</th> <th>Fall 2013</th> <th>Winter 2013</th> <th>Spring 2014</th> </tr> </thead> <tbody> <tr> <td>2nd</td> <td>37%</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>3rd</td> <td>50%</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>4th</td> <td>41%</td> <td>47%</td> <td>n/a</td> </tr> <tr> <td>5th</td> <td>53%</td> <td>61%</td> <td>55%</td> </tr> <tr> <td>6th</td> <td>47%</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>7th</td> <td>59%</td> <td>64%</td> <td>n/a</td> </tr> <tr> <td>8th</td> <td>49%</td> <td>53%</td> <td>n/a</td> </tr> </tbody> </table> <p>The data is inconsistent here because CSTs were not given in 2013-14 and BMA focused on using the DRA as a means for assessing reading.</p>	Aspire’s Reading Benchmark				Grade	Fall 2013	Winter 2013	Spring 2014	2nd	37%	n/a	n/a	3rd	50%	n/a	n/a	4th	41%	47%	n/a	5th	53%	61%	55%	6th	47%	n/a	n/a	7th	59%	64%	n/a	8th	49%	53%	n/a
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3	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Aspire's standards-based multiple choice writing assessment (2-5)	<p>2x a year</p> <p><u>Proficiency Goal</u></p> <p>90% correct</p> <p><u>Annual Goal</u></p> <p>09-10 50%</p> <p>10-11 60%</p> <p>11-12 65%</p> <p>12-13 70%</p> <p>13-14 75%</p>	The Writing Module Pre-test was not given this past year. The Writing Snapshot was administered instead.																		
4	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Aspire's standards-based writing assessment (2-8)	<p>2x a year</p> <p><u>Proficiency Goal</u></p> <p>3 out of a 4 point rubric</p> <p><u>Annual Goal</u></p> <p>10-11 55%</p> <p>11-12 60%</p> <p>12-13 65%</p> <p>13-14 70%</p> <p>14-15 75%</p>	<table border="1"> <thead> <tr> <th colspan="2">Aspire's Writing Snapshot</th> </tr> <tr> <th>Grade</th> <th>Winter 2013</th> </tr> </thead> <tbody> <tr> <td>2nd</td> <td>14%</td> </tr> <tr> <td>3rd</td> <td>51%</td> </tr> <tr> <td>4th</td> <td>64%</td> </tr> <tr> <td>5th</td> <td>18%</td> </tr> <tr> <td>6th</td> <td>n/a</td> </tr> <tr> <td>7th</td> <td>48%</td> </tr> <tr> <td>8th</td> <td>41%</td> </tr> </tbody> </table>	Aspire's Writing Snapshot		Grade	Winter 2013	2nd	14%	3rd	51%	4th	64%	5th	18%	6th	n/a	7th	48%	8th	41%
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5	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the	California Standards Test (2-8)	<p>1x a year</p> <p><u>Proficiency Goal</u></p> <p>Proficiency</p> <p><u>Annual Goal</u></p> <p>10-11 60%</p> <p>11-12 65%</p> <p>12-13 70%</p>	<table border="1"> <thead> <tr> <th colspan="2">CST 2012-13, ELA Results</th> </tr> <tr> <th>Grade</th> <th>% Proficient/Advanced</th> </tr> </thead> <tbody> <tr> <td>2nd</td> <td>77%</td> </tr> <tr> <td>3rd</td> <td>44%</td> </tr> <tr> <td>4th</td> <td>67%</td> </tr> </tbody> </table>	CST 2012-13, ELA Results		Grade	% Proficient/Advanced	2nd	77%	3rd	44%	4th	67%								
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6	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Standards-based report card (K-8)	3x a year <u>Proficiency Goal</u> 3 out of 4 <u>Annual Goal</u> 10-11 65% 11-12 70% 12-13 75% 13-14 80% 14-15 85%	<p style="text-align: center;">Standard-based Report Cards</p> <table border="1"> <tr> <td>1st Quarter</td> <td>October 16th</td> </tr> <tr> <td>2nd Quarter</td> <td>January 15th</td> </tr> <tr> <td>3rd Quarter</td> <td>April 9th</td> </tr> <tr> <td>4th Quarter</td> <td>June 19th</td> </tr> </table> <p style="text-align: center;"><u>Report Card Grading Explanation:</u></p> <p>The report card lists the standards for each of the subject areas the student is learning: Language Arts, Math, Science, Social Studies, Behavior, Performing Arts, and PE. The standard names what your child should know or be able to do well by the <u>end</u> of the year.</p> <p>By looking at the student’s work, the teacher has determined whether he/she is on track to reach the standard by the end of the year. If the student can already go beyond what the standard describes, the student received a 4. If he/she has mastered the standard, he/she received a 3. If he/she still has not mastered the standard, but is near reaching it, he/she received a 2. If he/she is far below where he/she should be to reach the standard at the end of the year, he/she received a 1.</p> <p>Currently, Aspire does not have a merged system that can readily calculate this in grades K-8th. We are working to change this.</p>	1 st Quarter	October 16 th	2 nd Quarter	January 15 th	3 rd Quarter	April 9 th	4 th Quarter	June 19 th
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7	Students will be expected to demonstrate understanding of	Project-based assessments (K-8)	One per unit <u>Proficiency Goal</u> Mastery based	In June, we conduct a school-wide science fair, in which students demonstrate understanding of scientific concepts and ideas through real-world applications.								

	<p>scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.</p>		<p>on unit specific rubric/passing score on test <u>Annual Goal</u> 10-11 75% 11-12 80% 12-13 85% 13-14 90% 14-15 95%</p>	<p>Each unit of middle school-level science instruction is inquiry based, and we use FOSS kits at the elementary level to guide our instruction. All of our instruction is in alignment with the California state standards.</p>								
8	<p>Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.</p>	Standards-based report card (K-8)	<p>3x a year <u>Proficiency Goal</u> 3 out of 4 on all standards <u>Annual Goal</u> 10-11 75% 11-12 80% 12-13 85% 13-14 90% 14-15 95%</p>	<p style="text-align: center;"><u>Standard-based Report Cards</u></p> <table border="1" data-bbox="976 940 1369 1094"> <tr> <td>1st Quarter</td> <td>October 16th</td> </tr> <tr> <td>2nd Quarter</td> <td>January 15th</td> </tr> <tr> <td>3rd Quarter</td> <td>April 9th</td> </tr> <tr> <td>4th Quarter</td> <td>June 19th</td> </tr> </table> <p style="text-align: center;"><u>Report Card Grading Explanation:</u></p> <p>The report card lists the standards for each of the subject areas the student is learning: Language Arts, Math, Science, Social Studies, Behavior, Performing Arts, and PE. The standard names what your child should know or be able to do well by the <u>end</u> of the year.</p> <p>By looking at the student’s work, the teacher has determined whether he/she is on track to reach the standard by the end of the year. If the student can already go beyond what the standard describes, the student received a 4. If he/she has mastered the standard, he/she received a 3. If he/she still has not mastered the standard, but is near reaching it, he/she received a 2. If he/she is far below where he/she should be to reach the standard at the end of the year, he/she received a 1.</p>	1 st Quarter	October 16 th	2 nd Quarter	January 15 th	3 rd Quarter	April 9 th	4 th Quarter	June 19 th
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Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.

California Standards Test (5 and 8)

1x a year
Proficiency Goal
Proficiency
Annual Goal
10-11 40%
11-12 50%
12-13 60%
13-14 70%
14-15 80%

CST 2013-Science Results	
Grade	% Proficient/Advanced
5th	25%
8th	71%

10

Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students

Aspire's standards-based math assessment (K-8)

3x a year
Proficiency Goal
90% correct
Annual Goal
10-11 50%
11-12 60%
12-13 70%
13-14 80%
14-15 90%

Aspire's Math Benchmark/Interims			
Grade	Fall 2013	Winter 2013	Spring 2014
K	42%	64%	88%
1st	43%	72%	92%
2nd	37%	n/a	n/a
3rd	45%	60%	75%
4th	33%	42%	55%
5th	34%	48%	64%
6th	62%	72%	67%
7th	73%	66%	42%
Alg. 1	63%	50%	37%

	will be expected to be competent in symbolic reasoning and in constructing logical arguments.											
11	<p>Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics.</p> <p>Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.</p>	Math Assessment Collaborative problem solving assessment (2-8)	<p>3x a year <u>Proficiency Goal</u></p> <p>90% correct <u>Annual Goal</u></p> <p>10-11 60% 11-12 70% 12-13 75% 13-14 80% 14-15 85%</p>	This is not explicitly offered and is tested in the Aspire Math Benchmark above.								
12	<p>Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics.</p> <p>Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in</p>	Standards-based report card (K-8)	<p>3x a year <u>Proficiency Goal</u></p> <p>3 out of 4 on all standards <u>Annual Goal</u></p> <p>10-11 65% 11-12 70% 12-13 75% 13-14 80% 14-15 85%</p>	<p>Standard-based Report Cards</p> <table border="1"> <tr> <td>1st Quarter</td> <td>October 16th</td> </tr> <tr> <td>2nd Quarter</td> <td>January 15th</td> </tr> <tr> <td>3rd Quarter</td> <td>April 9th</td> </tr> <tr> <td>4th Quarter</td> <td>June 19th</td> </tr> </table> <p><u>Report Card Grading Explanation:</u></p> <p>The report card lists the standards for each of the subject areas the student is learning: Language Arts, Math, Science, Social Studies, Behavior, Performing Arts, and PE. The standard names what your child should know or be able to do well by the <u>end</u> of the year.</p> <p>By looking at the student’s work, the teacher has determined whether he/she is on track to reach the standard by the end of the year. If the student can already go beyond what the standard describes, the</p>	1 st Quarter	October 16 th	2 nd Quarter	January 15 th	3 rd Quarter	April 9 th	4 th Quarter	June 19 th
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	constructing logical arguments.			<p>student received a 4. If he/she has mastered the standard, he/she received a 3. If he/she still has not mastered the standard, but is near reaching it, he/she received a 2. If he/she is far below where he/she should be to reach the standard at the end of the year, he/she received a 1.</p> <p>Currently, Aspire does not have a merged system that can readily calculate this in grades K-8th. We are working to change this.</p>																		
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14	<p>Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and</p>	End of Unit Assessments (see social science units)	<p>1 per unit</p> <p><u>Proficiency Goal</u></p> <p>Master based on unit specific rubric</p> <p><u>Annual Goal</u></p> <p>10-11 75%</p> <p>11-12 80%</p> <p>12-13 85%</p> <p>13-14 90%</p> <p>14-15 95%</p>	<p>All of our instruction is in alignment with the California state standards. This year, we will be partnering with Generation Citizen to work with our 7th and 8th graders.</p> <p>Generation Citizen provides students with an effective action civics education. Through Democracy Coaches, they obtain the knowledge and skills necessary to participate in our democracy as active citizens. At the end of the semester, we will send student representatives to Cal for a regional Civics Day to share their work.</p>																		

	act responsibly as world citizens.											
15	Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.	California Standards Test (6-8)	<p>1x a year <u>Proficiency Goal</u> Proficiency <u>Annual Goal</u></p> <p>10-11 50% 11-12 50% 12-13 60% 13-14 70% 14-15 80%</p>	<table border="1"> <thead> <tr> <th colspan="2">CST 2013- Social Science Results</th> </tr> <tr> <th>Grade</th> <th>% Proficient/Advanced</th> </tr> </thead> <tbody> <tr> <td>8th</td> <td>60%</td> </tr> </tbody> </table>	CST 2013- Social Science Results		Grade	% Proficient/Advanced	8th	60%		
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17	Students will demonstrate skills of cooperation, assertiveness, responsibility, empathy, and self-control.	Attendance rate	3x a year <u>Annual Goal</u> 95% ADA	Attendance Rate 2013-14: P1-96.6% P2-96.3%
18	Students will demonstrate skills of cooperation, assertiveness, responsibility, empathy, and self-control.	Office referrals	3x a year <u>Annual Goal</u> Reduce by 50%	Kinder: 17 office referrals First: 38 office referrals Second: 81 office referrals Third: 83 office referrals Fourth: 118 office referrals Fifth: 16 office referrals Sixth: 317 office referrals Seventh: 154 office referrals Eighth: 160 office referrals

MPO Summary	Total
Met	1
Substantial Progress	0
Not Met	7
No Data	10

Substantial Progress Thresholds

In determining whether a MPO has “not been met,” *yet* there has been “substantial progress” towards fulfillment of the goal, the following was taken into consideration:

- 1) Was the MPO ambitious/rigorous?
If Yes then,
- 2) Did half of the grade levels or more, meet, or come within 5-10% of meeting, the goal?

2013 STAR Testing Performance Disaggregated By Student Demographics

The table and graphs below provides an overview of ELA and Math CST performance disaggregated by race, socioeconomic status, English Learner status, and students with disabilities. Groups considered statistically significant (i.e. 50 or more students) are highlighted in red as having not met the Adequate Yearly Progress (AYP) goals as set by the state of California, or green if the school has met the AYP goal.

2013	ELA				Math			
School Groups	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria
Schoolwide	422	262	62.1%	No	423	276	65.2%	No
Black or African American	214	126	58.9%	No	214	129	60.3%	No
Hispanic or Latino	191	124	64.9%	No	191	134	70.2%	Yes
Socioeconomically Disadvantaged	328	195	59.5%	No	328	219	66.8%	Yes
English Learners	115	67	58.3%	No	116	84	72.4%	Yes
Students with Disabilities	34	11	32.4%	--	35	17	48.6%	--

Table 5. Source: CDE Downloadable Data Files

BMA did not meet any of its AYP ELA performance criteria for any subgroups or schoolwide for 2013. BMA met all AYP goals in 2010-2011. The leadership team attributes this decline to the change in site leadership, coupled with a high turnover in teachers; particularly master teachers moving on to new roles (Renewal Site Visit-Leadership Interview).

In order to address ELA performance, BMA's "...first course of action is to norm around the administration of the DRA and its use as a diagnostic, formative assessment to drive instruction. Teachers will be coached & observed around their guided reading instruction, with a focus on support for our English Language Learners in small group and whole class settings." (Performance Report p. 5) BMA has also identified writing as a major focus for the 2014-15 school year. Teachers noted that professional development has focused on the work of Lucy Calkins in order to support writing instruction. BMA is also working collectively towards an annual goal of becoming more "vertically aligned in our writing instruction" (Renewal Site Visit- Teacher Interview). Additionally, the student ambassadors pointed out the various writing samples that were posted outside each classroom on our tour of the campus.

BMA also noted in their performance report (p.7) that "During the last school year of testing, we noticed a significant drop in our API with regards to our African American scholars. This disproportionality is a focus for our RtI team this year as we try to identify specific scholars who are consistently underperforming in order to ensure the appropriate supports are in place for them. This includes math and reading intervention out of class and progress monitoring in conjunction with teacher support in class."

CST At or Above Proficient 2013

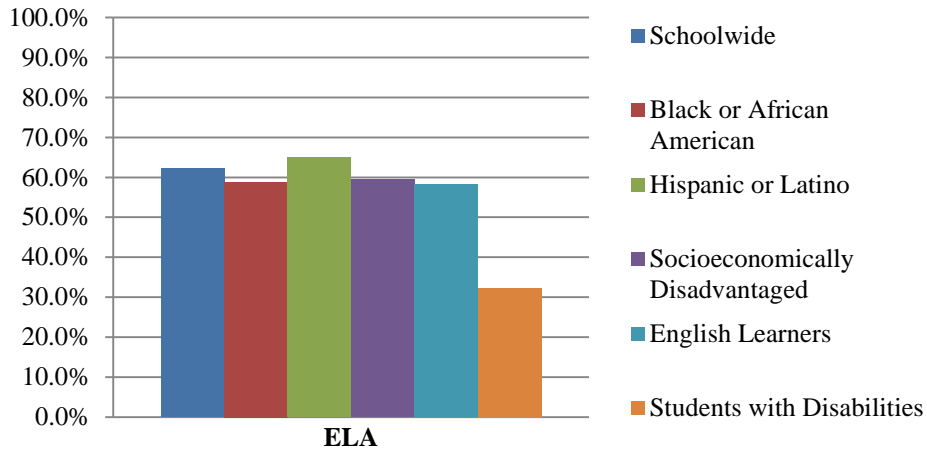


Figure 5. Source: CDE Downloadable Data Files

CST At or Above Proficient 2013

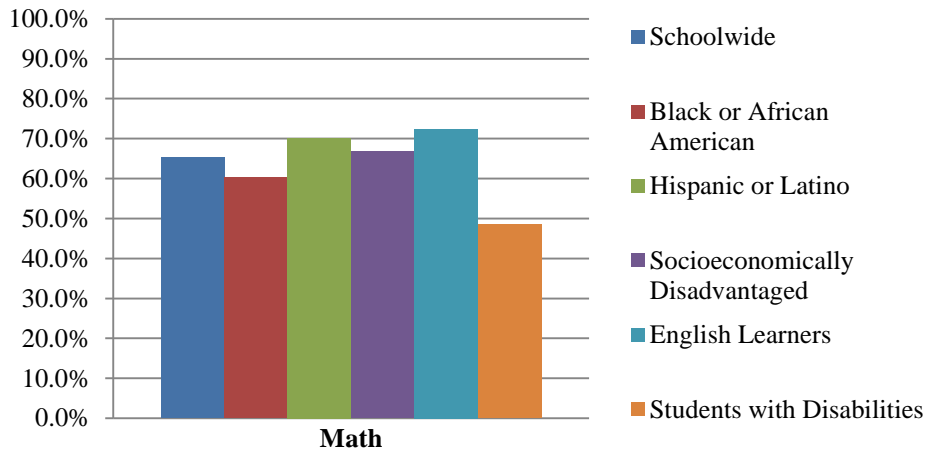


Figure 6. Source: CDE Downloadable Data Files

CST Performance Over Time

The table and graph below show that BMA has had a steady percentage of 60%+ students scoring at or above grade level (proficient or advanced) on the ELA and Math CSTs.

CST At or Above Proficient Over Time

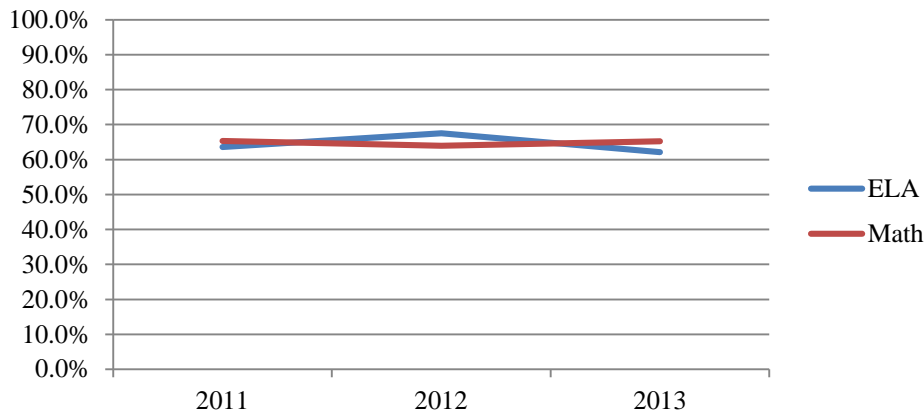


Figure 7. Source: CDE Downloadable Data Files

API Comparison Schools Data (Performance Over Time)

Two sets of comparison schools were selected to accommodate BMA's K-8 grade configuration: a set of K-5 schools and a set of 6-8 schools. Schools marked with one asterisk serve K-8 and those marked with two asterisks serve 5-8. The comparison school sets were created by selecting schools with similar free and reduced lunch populations. Four schools were selected that had a lower percentage and four were selected that had a higher percentage. The sets include both community and charter schools. Alternative education and continuation schools were excluded from consideration.

K-5 Schools	
School	% FREP
Fruitvale Elementary	77.57%
Fred T. Korematsu Discovery Academy	78.33%
Burckhalter Elementary	79.29%
Laurel Elementary	80.40%
Aspire Berkley Maynard Academy*	80.57%
Emerson Elementary	82.39%
Lighthouse Community Charter*	84.06%
Vincent Academy	84.33%
Manzanita Community	86.29%

Table 6. Source: CDE Downloadable Data Files

6-8 Schools	
School	% FREP
Montera Middle	51.22%
Claremont Middle	61.61%
Edna Brewer Middle	70.01%

KIPP Bridge Charter**	70.87%
Aspire Berkley Maynard Academy*	80.57%
Greenleaf Elementary	83.94%
Lighthouse Community Charter*	84.06%
Bret Harte Middle	85.87%
West Oakland Middle	88.32%

Table 7. Source: CDE Downloadable Data Files

The chart below provides an overview of the API scores of BMA and the comparison schools set over time, with the last column representing the weighted average API score from 2010-2013. BMA's average API score is higher than all of the K-5 comparison schools, and higher than all but one of the 6-8 comparison schools. Although BMA's performance is consistently mid-800's, it did dip in the 2012-2013 year.

K-5 Schools				
School	2010-11	2011-12	2012-13	Weighted Average
Aspire Berkley Maynard Academy*	841	851	833	842
Laurel Elementary	829	828	798	818
Lighthouse Community Charter*	798	805	796	800
Burckhalter Elementary	842	808	769	798
Fred T. Korematsu Discovery Academy	788	734	743	753
Fruitvale Elementary	754	741	703	734
Vincent Academy	-	-	727	-
Emerson Elementary	714	758	696	722
Manzanita Community	721	725	693	712

Table 8. Source: CDE Downloadable Data Files

6-8 Schools				
School	2010-11	2011-12	2012-13	Weighted Average
KIPP Bridge Charter*	911	901	905	906
Aspire Berkley Maynard Academy*	841	851	833	842
Greenleaf Elementary	823	813	818	818
Montera Middle	809	809	789	802
Lighthouse Community Charter*	798	805	796	800
Edna Brewer Middle	812	811	773	799
Claremont Middle	720	679	713	705
Bret Harte Middle	662	670	666	666
West Oakland Middle	574	552	575	568

Table 9. Source: CDE Downloadable Data Files

The tables below further break down CST performance over time by subject (ELA and Math) in relation to comparison schools' rates of achieving at or above grade level (proficient or advanced).

K-5 Schools % Proficient or Advanced ELA				
School	2010-2011	2011-2012	2012-2013	Average
Aspire Berkley Maynard Academy*	63.6%	67.5%	62.1%	64.4%
Laurel Elementary	58.3%	60.2%	51.4%	56.6%
Lighthouse Community Charter*	53.2%	54.9%	49.9%	52.7%
Burckhalter Elementary	55.2%	54.8%	44.8%	51.6%
Fruitvale Elementary	51.2%	48.2%	43.3%	47.6%
Emerson Elementary	40.0%	49.7%	34.6%	41.4%

Fred T. Korematsu Discovery Academy	40.4%	42.4%	36.6%	39.8%
Manzanita Community	28.3%	32.0%	24.6%	28.3%
Vincent Academy	-	-	26.7%	26.7%

Table 10. Source: CDE Downloadable Data Files

K-5 Schools % Proficient or Advanced Math				
School	2010-2011	2011-2012	2012-2013	Average
Laurel Elementary	73.3%	68.2%	59.5%	67.0%
Aspire Berkley Maynard Academy*	65.3%	63.9%	65.2%	64.8%
Lighthouse Community Charter*	64.7%	66.0%	61.1%	63.9%
Burckhalter Elementary	74.0%	60.3%	51.4%	61.9%
Fruitvale Elementary	63.7%	58.0%	59.4%	60.4%
Manzanita Community	61.1%	60.1%	46.2%	55.8%
Fred T. Korematsu Discovery Academy	61.5%	54.6%	49.8%	55.3%
Vincent Academy	-	-	46.7%	46.7%
Emerson Elementary	46.0%	50.3%	37.2%	44.5%

Table 11. Source: CDE Downloadable Data Files

6-8 Schools % Proficient or Advanced ELA				
School	2010-2011	2011-2012	2012-2013	Average
KIPP Bridge Charter**	75.0%	73.2%	70.7%	73.0%
Aspire Berkley Maynard Academy*	63.6%	67.5%	62.1%	64.4%
Montera Middle	60.5%	63.3%	58.7%	60.8%
Edna Brewer Middle	60.3%	60.9%	57.7%	59.6%
Lighthouse Community Charter*	53.2%	54.9%	49.9%	52.7%
Greenleaf Elementary	53.0%	48.9%	48.6%	50.2%
Claremont Middle	45.7%	43.0%	46.1%	44.9%
Bret Harte Middle	36.4%	40.0%	35.4%	37.3%
West Oakland Middle	20.8%	14.7%	15.5%	17.0%

Table 12. Source: CDE Downloadable Data Files

6-8 Schools % Proficient or Advanced Math				
School	2010-2011	2011-2012	2012-2013	Average
KIPP Bridge Charter**	81.5%	86.6%	85.2%	84.4%
Greenleaf Elementary	77.5%	77.4%	72.1%	75.7%
Aspire Berkley Maynard Academy*	65.3%	63.9%	65.2%	64.8%
Lighthouse Community Charter*	64.7%	66.0%	61.1%	63.9%
Edna Brewer Middle	54.4%	57.8%	36.4%	49.5%
Montera Middle	48.9%	48.5%	40.9%	46.1%
Claremont Middle	31.8%	25.8%	27.6%	28.4%
Bret Harte Middle	27.4%	22.7%	26.3%	25.5%
West Oakland Middle	9.8%	5.1%	6.3%	7.1%

Table 13. Source: CDE Downloadable Data Files

Financial Reporting Data:

BMA’s ADA has increased over the charter term and their enrollment numbers have remained steady.

FY	P1 ADA	Cumulative Attendance %	P1 Enrollment in December	EFB per Audit - June 30	
2010-11	528.15	94.52%	554	\$	611,871.00
2011-12	533.08	95.38%	567	\$	722,106.00
2012-13	538.68	95.68%	567	\$	1,004,073.00
2013-14	540.56	95.96%	560	* \$	1,699,205.00
2014-15	544.05	96.78%	561	** \$	1,363,418.00

Data based on 3rd statistical, ending 11/14/14

Note:

- * Projected EFB based on 13/14 unaudited actuals; audit report not available until December 15, 2014
- ** Projected EFB based on 14/15 budget adoption data reported in June 2014

Renewal Approval Summary

The quality of the school’s educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on 09/24/14 and 09/25/14 by the Office of Charter Schools Staff. See Attachment I for the school’s comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- Achieved a California Similar Schools Ranking of 10/10 during the entire charter term
- High community interest and demand as evidenced by waiting lists every year/at each grade level
- Very high level of parent satisfaction with the school (Parent Survey: 2.88 on a 3 point scale)
- Robust data analysis platform
- Effective use of the College Ready Teaching Framework for teacher evaluation that informs professional development offerings

Challenges:

- Increasing the level/effectiveness of services to English Learners
- Eliminating the achievement gap experienced by African American students
- Decreasing faculty attrition

Renewal Standard I:

Based on an analysis of Aspire Berkley Maynard Academy’s performance outcomes, an evaluation of its educational program over the past four years, and improvement plans contained in the “Performance Report” (Appendix I of petition) the school is deemed **academically sound** for the purposes of renewal.

The school has met or made substantial progress towards meeting some of its Measurable Pupil Outcomes identified in its charter.

Renewal Standard II: Is the school an effective, viable organization?

The effectiveness and viability of Aspire Berkley Maynard Academy has been evaluated, in part, through a two-day Site Inspection conducted on 09/24/13 and 09/25/13 by the Office of Charter Schools Staff. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- Aspire CMO provides effective support to the school in the following areas:
 - Governance
 - Fiscal Management/Budgeting
 - Human Resources/Staffing
 - Annual Survey of Parents

Challenges:

- None

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of Aspire Berkley Maynard Academy Fiscal Accountability and Governance over its recent charter term included:

- Evaluation of annual financial audits
- Resolution of parent/community complaints
- Timeliness of mandated reporting requirements
- Financial controls and budgeting process
- Effective use of resources
- Consistency and strength of Governing Board oversight
- In good standing with parents and within the community

Renewal Standard II:

Based on this analysis, Aspire Berkley Maynard Academy is deemed an effective, viable organization for the purposes of charter renewal.

Renewal Standard III: Has the school been faithful to the terms of its charter?

Through the Charter School Renewal Quality Review (CSRQR) process, as well as a review of the school's performance and operations throughout the term of its charter, an evaluation of the extent to which the school has been faithful to the terms of its charter has been assessed along the following:

- Adherence to Proposed Educational Program
- Pursuit of Measurable Pupil Outcomes
- Compliance with Regulatory Elements

Staff has reviewed the school's records on file with the District and deemed that **Aspire Berkley Maynard Academy** has sufficiently adhered to its proposed educational program, has sufficiently pursued its measurable pupil outcomes as stated in its charter, and has been compliant in all material aspects of its regulatory elements under its charter term.

Renewal Standard III:

Based on review of the school's records and performance, **Aspire Berkley Academy** is deemed to have been **faithful to the terms of its charter.**

Renewal Standard IV: Does the charter petition contain reasonably comprehensive descriptions of the required elements?

SIXTEEN ELEMENTS TABLE

Statutory Reference: E.C. §§ 47605(b)(5)(A) to (P).

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a “reasonably comprehensive” description of the 16 elements related to a school’s operation. Please see the results of this analysis contained in the following table.

Element	Evaluation Reference	Inadequate	Reasonably Comprehensive	Statutory Reference
Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs.	<i>Section I., bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(A)
Measurable pupil outcomes	<i>Section II.D.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(B)
Method by which pupil progress is to be measured	<i>Section II.E.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(C)
Governance structure	<i>Section III.A.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(D)
Qualifications to be met by individuals employed at the school	<i>Section III.C.1.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(E)
Procedures for ensuring health & safety of students	<i>Section III.B.2., bullet 1</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(F)
Means for achieving racial and ethnic balance	<i>Section III.B.1., bullet 1</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(G)
Admission requirements, if applicable	<i>Section III.B.1., bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(H)
Manner for conducting annual, independent audits	<i>Section III.D.1., bullet 7</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(I)
Suspension and expulsion procedures	<i>Section III.B.2., bullet 2</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(J)
Manner for covering STRS, PERS, or Social Security	<i>Section III.C.3., bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(K)
Attendance alternatives for pupils residing within the district	<i>Section III.B.2., Bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(L)
Employee rights of return, if any	<i>Section III.C.3., bullet</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(M)

	<i>4</i>			
Dispute resolution procedure for school-authorizer issues	<i>Section III.B.2., Bullet 4</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(N)
Statement regarding exclusive employer status of the school	<i>Section III.C.3., bullet 5</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(O)
Procedures for school closure	<i>Section III.B.2., Bullet 5</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(P)

Renewal Standard IV:

Petition as submitted, with appendices, contains reasonably comprehensive descriptions of all required elements set forth in charter law.

Renewal Charter Term

Below is a summary of the plans presented in the new petition and performance report for Aspire Berkley Maynard Academy.

New Program Elements

“Other areas that make Berkley Maynard distinctive include: longer school day, longer school year, ROPES (Rite of Passage Experience) exhibitions, Leadership Retreat for fifth graders, family engagement, college trips, instructional coaching and feedback, data-driven, student-focused RtI model, community-wide Saturday Schools twice a year, an afterschool program, homework help, and extra-curricular offerings including Student Council, Girls on the Run, Chess Club, a school wide Buddy Reading program, and Middle School Electives such as Guitar, Basketball, & Community Art.” (p.1)

Plans for Improvement

The school identified the following areas of growth and plans for improvement in the performance report:

1) Overall School Effectiveness Improvement Plans

- “One of the main priorities for improvement at BMA is providing excellent reading and writing instruction. This includes differentiating for our English Language Learners and students who are below or far below grade level. Another one of the main priorities for improvement at BMA is teacher retention.”

2) Student Achievement Improvement Plans

- “Although we scored very well as a school, especially with regards to mathematics, we still have a large need for ensuring that our African American scholars are growing at a proportional rate with regards to both reading and mathematics. Our equity focus this year in professional development will look at scholars traditionally underserved in our school and classrooms and determine ways in which to support and monitor their growth.”
- “During the last school year of testing, we noticed a significant drop in our API with regards to our African American scholars. This disproportionality is a focus for our RtI team this year as we try to identify specific scholars who are consistently underperforming in order to ensure the appropriate supports are in place for them. This includes math and reading intervention out of class and progress monitoring in conjunction with teacher support in class.”
- “Although our English Learners of less than 5 years are acquiring English Proficiency, our long term English Learners have not met their goals for acquiring English Proficiency. Our Response to Intervention team will identify these students and supporting teachers through reading intervention and in class supports for these students. With these targeted interventions, we expect that our long term ELLs will acquire an English proficiency target of 65%.”

3) Use of Data Improvement Plans

- “The use of assessment with regards to the shifts in curriculum is an area of focus for our school. We are shifting to interims and performance tasks in mathematics which will require progress monitoring and data analysis prior to these assessments. Our Teacher Leader who works as a Data Driver, in conjunction with leadership team, is providing professional development to help teachers check for understanding within lessons, progress monitor between assessments, and use this Common Core-aligned data to drive instruction.”

4) Instructional Improvement Plans

- “As a school, we have begun team conversations around raising the level of academic discourse. Several teachers went to Kate Kinsella’s vocabulary professional development last year and have been implementing, and sharing with teams, her methods of promoting academic discourse with high level vocabulary.”
- “Every teacher who is new to Aspire and BMA has an expert coach that observes them weekly, debriefs lessons and pedagogy and creates action plans to improve practice. Each teacher, new and returning, also has an administrator (principal or dean) who provides specific grade level support through observations and debriefs biweekly. Our more senior teachers are taking on leadership roles that aid in the alignment and support of our new teachers.”

Revised Measurable Pupil Outcomes (MPOs)

The revised MPOs are in alignment with state priorities (LCFF) and the introduction of the new statewide standardized testing measurements (SBAC).

RECOMMENDATION:

It is the recommendation of staff, based on its thorough analysis of the charter school’s performance, to **approve** the charter renewal petition for **Aspire Berkley Maynard Academy, as revised per Attachment II**, because the charter school has sufficiently **met** the standards and expectations set forth in the OUSD Charter Renewal Standards, as well as the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals.

This **approval** is for the charter program and operation in its entirety as proposed and revised herein. Any subsequent material revision of the provision of this charter may be made only with the approval of the District as charter authorizer (*Education Code §47607(a)(1)*). Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605 (*Education Code §47607(a)(2)*).

This report recommends that the Oakland Unified School District Board of Education **approve** the charter renewal petition for **Aspire Berkley Maynard Academy** for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2015 and expire on June 30, 2020. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

Because the charter is a legally binding performance contract, exact language is important. Therefore, this report recommends that the charter’s text be amended as indicated in the attachment to this report. With these amendments, the charter contains reasonably comprehensive descriptions of all of the required charter elements.

This report recommends that the Board of Education approve the **Aspire Berkley Maynard Academy** petition for charter renewal, under the California Charter Schools Act, and incorporating the text amendments attached to this report. Staff recommends this approval based on factual findings, specific to this particular charter school and renewal petition. Be it here acknowledged, pursuant to the charter petition text submitted by the petitioner, that if renewal is granted the petitioner opts to receive funding directly from the state.

A charter may be revoked by the authority that granted the charter if the authority finds that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in its charter (*Education Code §47607(c)(1)*). The Board of Education’s approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA **ATTACHMENT II: CHARTER TEXT REVISIONS**

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

Making Consistent Judgments

In the complex context of school review, it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses and any that exist do not diminish the students' experience. Although an evaluation of **(5)** represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its provision without significant adjustment, and that there is compelling evidence that this provision can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this provision is *excellent*.
- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of **(4)** may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this provision can be sustained at a level that positively impact student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The Quality Indicator (QI) for this provision is *proficient*.
- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of **(3)** will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some of strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The QI for the provision provided is *underdeveloped*.
- An evaluation of **(2)** applies to schools where provisions are characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The Quality Indicator (QI) for this provision is *inadequate*.
- An evaluation of **(1)** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated *unsatisfactory* will require

significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this provision can be sustained or implemented by the school to positively impact student experiences. The Quality Indicator (QI) for this provision is *unsatisfactory*.

Criteria 1: Improving Student Achievement

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
1.1	Demonstrates high expectations for student achievement	5	<ul style="list-style-type: none"> • Identified achievement gaps (African American) and implementing culturally responsive PD focus • Other focus areas for improvement include EL instruction and school wide writing focus • Ambitious MPO targets
1.2	Provides a challenging and coherent curriculum for each individual student	4	<ul style="list-style-type: none"> • Administrators, lead team, RtI, and coaches meet regularly and plan support for teacher in curriculum development, unit planning, and lesson planning. • Improving RTI and EL supports
1.3	Implements and directs learning experiences (consistent with the school’s purpose and charter) that actively engage students	5	<ul style="list-style-type: none"> • 11/15 classes had strong objectives, materials/resources, and a high level of student engagement • “My older son went to a traditional school and its totally different. If you need the help they give you the 1:1 help- at a district school everybody has to do it on their own. At BMA they pull them aside afterschool or during recess.”
1.4	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	5	<ul style="list-style-type: none"> • Book room- check out manipulatives, book sets, FOSS kits etc. • New teachers supplies budget \$400 + \$250

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
			for office depot/returning teachers have the \$250
1.5	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	4	<ul style="list-style-type: none"> • Parents and students expressed feeling safe and encouraged. • 10/15 classrooms observed had effective behavior expectations and responses to behavior
1.6	Productively engages parental and community involvement as a part of the school's student support system	5	<ul style="list-style-type: none"> • Parents are very active in school decision making • Community engagement/support dean garners parent and community involvement through multiple programs (squash, reading partners, scouts programs etc.)
1.7	Shares its vision among the school community and demonstrates its mission in daily action and practice	5	<ul style="list-style-type: none"> • College-going mission is clear and consistent amount students, families and staff
1.8	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process	5	<ul style="list-style-type: none"> • PowerSchool and student led conferences engage students/families • Teachers available in person, email and via text

Criteria 2: Strong Leadership

The leaders of a charter school are stewards of the charter’s mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	4	<ul style="list-style-type: none"> • Establishing a Family Teacher Organization with the help of Family Liason staff person
2.2	Consistently puts into practice the educational program outlined in its charter.	5	<ul style="list-style-type: none"> • College for Certain culture is pervasive • Providing an education better than one students would have otherwise received is evidenced by the 10/10 similar schools ranking
2.3	Generates and sustains a school culture conducive to staff professional growth	5	<ul style="list-style-type: none"> • Aspire growing educators pd once per month (3 hours) focused on writing • Staff meetings (once a week) with equity focus (twice a week), pd on scoring and administering reading assessments, k-8 vertical alignment and looking and writing trends • New teacher training while staff meetings are taking place (Thur afterschool) and another on sustainability • Optional PD related to behavior and keeping students in the classroom with community sharing • Common core PD summer intensive for full week (two different trainings available) • New teacher training during the summer for an intensive week working with coaches and veteran teachers • Teachers are able to go to outside PD (Kinsella, Caulkins, etc.) • Anytime you need admin support to

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
			provide observation and feedback
2.4	Actively monitors and evaluates the success of the school’s program	5	<ul style="list-style-type: none"> • Robust data collection and analysis; regular cycles of inquiry
2.5	Provides regular, public reports on the school’s progress towards achieving its goals to the school community and to the school’s authorizer	5	<ul style="list-style-type: none"> • Progress reports provided bi-weekly for middle schoolers and quarterly for elementary students • Submits reports in a timely fashion to Office of Charter School
2.6	Treats all individuals with fairness, dignity and respect	5	<ul style="list-style-type: none"> • Students and families expressed enjoying coming to the school and interacting with staff
2.7	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate	5	<ul style="list-style-type: none"> • Home Office effectively supports schools in maintaining compliance
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	5	<ul style="list-style-type: none"> • Principal was an effective teacher at BMA promoted to this leadership position
2.9	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4	<ul style="list-style-type: none"> • Events, such as our Saturday School, Fall Festival, Multicultural Festival, Oratorical Festival, & Promotion, help to honor and celebrate diversity of the school community • Culturally responsive PD focus to aid in addressing achievement gap
2.10	Engages community involvement in the school	4	<ul style="list-style-type: none"> • Two times per year, students, teachers, and family members meet for student led conferences. • Families express that staff has an open door policy

Criteria 3: A Focus on Continuous Improvement

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	5	<ul style="list-style-type: none"> • Godzilla platform makes data collection and analysis efficient and effective
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction	5	<ul style="list-style-type: none"> • Periodic PDs looking at DRA data, writing data (on demand writing samples) and normed to look at trends, behavior data, (whole staff PD) and create action steps • Team level data analysis to inform lessons moving forward • Data driver role- a teacher/stipend position in charge of executing PDs regarding collecting data in class using tools like edusoft- she acts as a liason between school and Home office to disseminate data related info • Cycles of inquiry in grade levels Math- we are all using a similar curr , as well as in writing • Common assessments- math stepping stones has built in assessments, Lucy Caulkins has different rubrics that all teachers are using • Aspire wide benchmark assessments (ELA and Math) •
3.3	Establishes both long and short term goals and plans for accomplishing the school’s mission as stated in its charter	5	<ul style="list-style-type: none"> • Goals related to closing achievement gap and increasing student achievement and critical thought is evident in PD and strategic plan foci
3.4	Uses student assessment results to improve curriculum and instruction	5	<ul style="list-style-type: none"> • See 3.2

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	5	<ul style="list-style-type: none"> • Working with business manager so we can have resources to all K-8 teachers including elective teachers • Strategic planning over the summer to use funding to hire TOSA for assisting with test admin and classroom coverage • Grants for transition to common core specifically, encouraging grant writing with donors choose • Needs based budgeting brought to grade level leads so they could let us know what is needed (not everyone gets the same amount)

Criteria 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools. Governing Board establishes structures that ensure the long-term viability, stability, and consistency of the program through student outcomes.

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.1	Ensure that policies and practices are implemented in a fair and consistent manner	5	<ul style="list-style-type: none"> • Students and families are clear on how to seek support for specific issues/areas of concern • Teachers understand the levels of support offered at site and CMO level
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	5	<ul style="list-style-type: none"> • Effective Board and Home Office management team
4.3	Seek input from impacted stakeholders	5	<ul style="list-style-type: none"> • Family and Teacher Org and parent surveys
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	5	<ul style="list-style-type: none"> • Focus on culture and role in engaging parents and in instruction
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	5	<ul style="list-style-type: none"> • Submits all reports in a timely manner
4.6	Establishes and maintains a safe environment for students, staff, and community stakeholders	5	<ul style="list-style-type: none"> • All stakeholders express feeling safe and having multiple staff persons to address any problems that may arise
4.7	Consistently engages in timely reporting or required information to the District, the County, and the State	5	
4.8	Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders	4	<ul style="list-style-type: none"> • The combination of site and CMO leadership, coupled with parent input, seems to work as well as a distributed leadership model can as a CMO is at a distance by virtue of the structure
4.9	Maintains effective and active control of the charter school	4	<ul style="list-style-type: none"> • Board is attuned to finance and performance of network of schools; difficult to gauge level of individual site knowledge

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.10	Abstains from any decision involving a potential or actual conflicts of interest	5	<ul style="list-style-type: none"> • Clear policy; no evidence of conflicts
4.11	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school’s recruitment and retention plan, and as defined by statute and regulation	5	
4.12	Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations	5	<ul style="list-style-type: none"> • Multiple BMA faculty members have been promoted within the school and the organization
4.13	Implements an accountability process for the school’s academic results and operates with a clear set of goals for the school, and has developed a set of tools for understanding progress towards meeting those goals	5	<ul style="list-style-type: none"> • Home Office monitors school performance and has weekly check-ins with site leaders
4.14	Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.	5	<ul style="list-style-type: none"> • Parents feel valued and consulted on what problems they need remedied

Criteria 5: Fiscal Accountability

A charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>	<i>Comments</i>
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school’s educational program and ensure financial stability and sustainability	5	
5.2	Conducts an annual financial audit which is made public	5	<ul style="list-style-type: none"> • Audit package covers all schools plus home office
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	5	<ul style="list-style-type: none"> • CMO has strong fiscal management; attempts to leverage resources to support all schools in network fairly
5.4	Ensures financial resources are directly related to the school’s purpose: student achievement of learning goals	5	

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>	<i>Comments</i>
5.5	Managing cash flow	5	
5.6	Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget.	5	

**Oakland Unified School District
Office of Charter Schools
CHARTER TEXT REVISIONS –
ASPIRE BERKLEY MAYNARD**

APPENDIX I - REQUIRED CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools a revised charter (red-line and final copy) to include all revisions outlined below in one hard copy and one electronic copy in *WORD* format on a CD or via email of no later than **5:00 PM on WEDNESDAY, APRIL 15, 2015**. Please see the Required Text Revisions one-page document for full instructions.

Charter Text	Text Reference	Revision
<u>Measurable Pupil Outcome</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“In accordance with Cal. Ed. Code §47605(b)(5)(A)(ii), ASPIRE BERKLEY MAYNARD shall include a description of annual goals 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.</i></p> <p><i>ASPIRE BERKLEY MAYNARD’S pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:”</i></p> <p><i>[ASPIRE BERKLEY MAYNARDto insert pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii)].</i></p>
<u>Measurable Pupil Outcome</u>	Page ()	<p><i>“In accordance with SB 1290, ASPIRE BERKLEY MAYNARD pupil outcomes will be set related to increases in pupil academic achievement both school wide 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 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.</i></p> <p><i>ASPIRE BERKLEY MAYNARD’S pupil outcomes, related to increases in pupil academic achievement both school wide 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, shall be aligned with state</i></p>

		<p>priorities, as described in subdivision (d) of Section 52060, are as follows:”</p> <p><i>[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].</i></p>
<u>Measurable Pupil Outcome</u>	Page ()	<p><u>“By June 30, 2016, and annually thereafter:</u> <u>“ASPIRE BERKLEY MAYNARD shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):</u></p> <ul style="list-style-type: none"> • <i>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 the charter school will make as a result of the review and assessment.</i> • <i>Listing 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.”</i>
<u>Measurable Pupil Outcome</u>	Page ()	<p><i>By September 1, 2015, ASPIRE BERKLEY MAYNARD shall also provide updated Measurable Pupil Outcomes that align with goals and actions established pursuant to the Local Control Accountability Plan requirements, based on the template provided by the State Board of Education.</i></p>

<u>Measurable Pupil Outcome</u>	Page ()	<p><i>“Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:</i></p> <ul style="list-style-type: none"> • <i>The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.</i> • <i>The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.</i> • <i>The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”</i>
<u>Elective Offerings</u>	Page ()	<i>“In Year 1 and (list any other applicable years), the elective offerings will be limited due to staffing.”</i>
<u>Measurable Pupil Outcome</u>	Page ()	<i>Adoption of the Collective MPOs in the Spring of 2015 will be fulfilled.</i>
<u>Governance</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE BERKLEY MAYNARD will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.”</i></p>
<u>Student Admissions Policies and Procedures</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE BERKLEY MAYNARD will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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).</i></p> <p><i>As part of the Fall Information Update, ASPIRE BERKLEY MAYNARD will notify the District in writing of the</i></p>

		<i>application deadline and proposed lottery date. ASPIRE BERKLEY MAYNARD will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.”</i>
<u>Student Admissions Policies and Procedures</u>		<u>Add the following text and remove any text to the contrary:</u> “Any and all modifications to the enrollment preferences and procedures described in the petition require formal approval by the authorizer as this will be considered a material revision of the charter petition.”
<u>Public Records</u>	Page ()	<u>Add the following text and remove any text to the contrary:</u> <i>“ASPIRE BERKLEY MAYNARD acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including ASPIRE BERKLEY MAYNARD to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at ASPIRE BERKLEY MAYNARD and of the District. ASPIRE BERKLEY MAYNARD further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that ASPIRE BERKLEY MAYNARD does not have that ASPIRE BERKLEY MAYNARD needs in order to meet its obligations, the District shall provide the same to ASPIRE BERKLEY MAYNARD in a reasonably timely manner upon request.”</i>
<u>Reporting and Accountability</u>	Page ()	<u>Add the following text and remove any text to the contrary:</u> <i>“If ASPIRE BERKLEY MAYNARD does not test (i.e., STAR) with the District, ASPIRE BERKLEY MAYNARD hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.</i> <i>Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”</i>
<u>External Reporting</u>	Page ()	<u>Add the following text and remove any text to the contrary:</u>

		<p><i>“ASPIRE BERKLEY MAYNARD will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.”</i></p>
<u>Governance Structure of the School</u>	Pages ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE BERKLEY MAYNARD, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. ASPIRE BERKLEY MAYNARD acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of ASPIRE BERKLEY MAYNARD, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ASPIRE BERKLEY MAYNARD by law or charter provisions.”</i></p>
<u>Governance Structure</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Members of ASPIRE BERKLEY MAYNARD’s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.</i></p> <p><i>ASPIRE BERKLEY MAYNARD and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”</i></p>
<u>Addressing Parent Complaints</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>ASPIRE BERKLEY MAYNARD will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. ASPIRE BERKLEY MAYNARD will not, at any time, refer complaints to the District.</i></p> <p><i>The complaint procedures will 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</i></p>

		<p><i>making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.</i></p> <p><i>ASPIRE BERKLEY MAYNARD will designate at least one 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 ASPIRE BERKLEY MAYNARD alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ASPIRE BERKLEY MAYNARD will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.</i></p> <p><i>ASPIRE BERKLEY MAYNARD 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.</i></p> <p><i>ASPIRE BERKLEY MAYNARD 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.”</i></p>
<u>Health and Safety Procedures</u>	Page()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE BERKLEY MAYNARD shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.”</i></p>
<u>Dispute Resolutions Procedures</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The staff and Governing Board members of ASPIRE BERKLEY MAYNARD agree to attempt to resolve all disputes between the District and ASPIRE BERKLEY MAYNARD</i></p>

regarding this charter pursuant to the terms of this section. Both 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 ASPIRE BERKLEY MAYNARD, 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) 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. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with [Education Code section 47607\(c\)](#), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. 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, by facsimile, 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; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
ASPIRE BERKLEY MAYNARD

To Director, Office of Charter Schools:
Educational Center at Tilden
4551 Steele Street, Room 9
Oakland, California 94619

(2) 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 Response shall be deemed received (a) if

		<p><i>personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery;</i> <i>(b) if by facsimile, upon electronic confirmation of receipt; or</i> <i>(c) if by mail, two (2) business days after deposit in the U.S. Mail. 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.</i></p> <p><i>(3) 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 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 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed...</i></p> <p><i>(4) 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</i></p>
<p><u>Suspension and Expulsion</u></p>	<p>Pages ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE BERKLEY MAYNARD shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves ASPIRE BERKLEY MAYNARD without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. ASPIRE BERKLEY MAYNARD 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 Education Code Section 47605(d)(3).”</i></p> <p><i>“ASPIRE BERKLEY MAYNARD shall define any student dismissal under the Charter School’s disciplinary procedure, or termination of a student’s right to attend the Charter School under its disciplinary procedure, as an “expulsion” under the Education Code.”</i></p>
<p><u>Suspension and Expulsion: Due</u></p>	<p>Pages ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p>

<p><u>Process for Students with Disabilities</u></p>		<p><i>“In the case of a special education student, or a student who receives 504 accommodations, ASPIRE BERKLEY MAYNARD 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 charter administrator 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.”</i></p>
<p><u>Independent Fiscal Audits</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“To the extent that ASPIRE BERKLEY MAYNARD is a recipient of federal funds, including federal Title I, Part A funds, ASPIRE BERKLEY MAYNARD has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. ASPIRE BERKLEY MAYNARD agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:</i></p> <ul style="list-style-type: none"> • <i>Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.</i> • <i>Develop jointly with, and distribute to, parents of participating children, a school-parent compact.</i> • <i>Hold an annual Title I meeting for parents of participating Title I students.</i>

		<ul style="list-style-type: none"> • <i>Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.</i> <p><i>ASPIRE BERKLEY MAYNARD also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”</i></p>
<u>Facilities</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If ASPIRE BERKLEY MAYNARD 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 Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal 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 ASPIRE BERKLEY MAYNARD moves or expands to another facility during the term of this charter, ASPIRE BERKLEY MAYNARD 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 Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. ASPIRE BERKLEY MAYNARD 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 are not subject to the Dispute Resolution Process.”</i></p>
<u>District Fee for Oversight</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The District may charge for the actual costs of supervisory oversight of ASPIRE BERKLEY MAYNARD not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if ASPIRE BERKLEY MAYNARD is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.”</i></p>
<u>Miscellaneous Charter-Related</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p>

<u>Issues</u>		<p><i>“ASPIRE BERKLEY MAYNARD must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools...”</i></p>
<u>Miscellaneous Charter-Related Issues</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The District may revoke the charter of ASPIRE BERKLEY MAYNARD in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.</i></p>
<u>Impact on Charter Authorizer</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p>In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;</p> <ul style="list-style-type: none"> ○ September 1 – Final Unaudited Financial Report for Prior Year ○ December 1 – Final Audited Financial Report for Prior Year ○ December 1 – First Interim Financial Report for Current Year ○ March 1 – Second Interim Financial Report for Current Year ○ June 15 – Preliminary Budget for Subsequent Year
<u>Impact on Charter Authorizer</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE BERKLEY MAYNARD agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:</i></p> <ul style="list-style-type: none"> ● <i>ASPIRE BERKLEY MAYNARD is subject to District oversight.</i> ● <i>The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of ASPIRE BERKLEY MAYNARD.</i> ● <i>The District is authorized to revoke this charter for, among other reasons, the failure of ASPIRE BERKLEY MAYNARD to meet generally accepted</i>

accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit ASPIRE BERKLEY MAYNARD books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the charter,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of school financial information,*
- *The school's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

ASPIRE BERKLEY MAYNARD shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to ASPIRE BERKLEY MAYNARD. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to ASPIRE BERKLEY MAYNARD operations is received by the District, the ASPIRE BERKLEY MAYNARD shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ASPIRE BERKLEY MAYNARD by law or charter provisions."

