



TO: Board of Education

Legislative File

FROM: Anthony Smith, Ph.D., Superintendent
Gail Greely, Coordinator, Office of Charter Schools

Marion Sentes

File ID No.: 10-3050

Introduction Date: 12/14/2010

Enactment No.: _____

Enactment Date: _____

By: _____

DATE: March 9, 2011

RE: Lighthouse Community Charter School
Charter Renewal Request

ACTION REQUESTED:

Approve the Lighthouse Community Charter School for charter renewal **as revised**, 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, which governs charter school renewals. The approved charter is amended from the filed petition to incorporate the included text revisions, conditions and deadlines below.

BACKGROUND:

I. School Description and Key Program Elements:

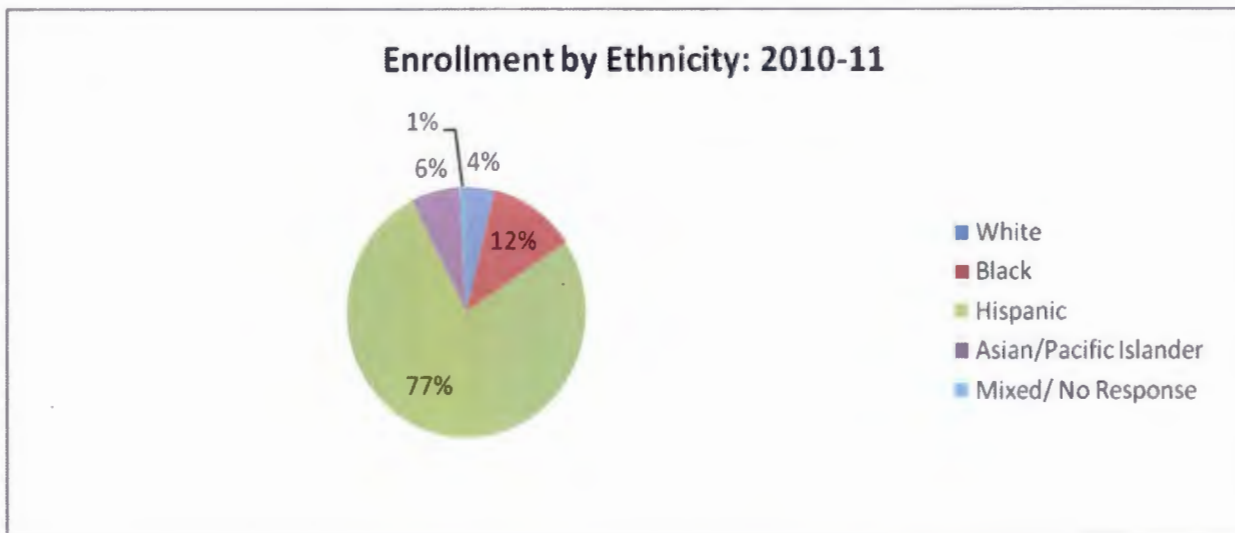
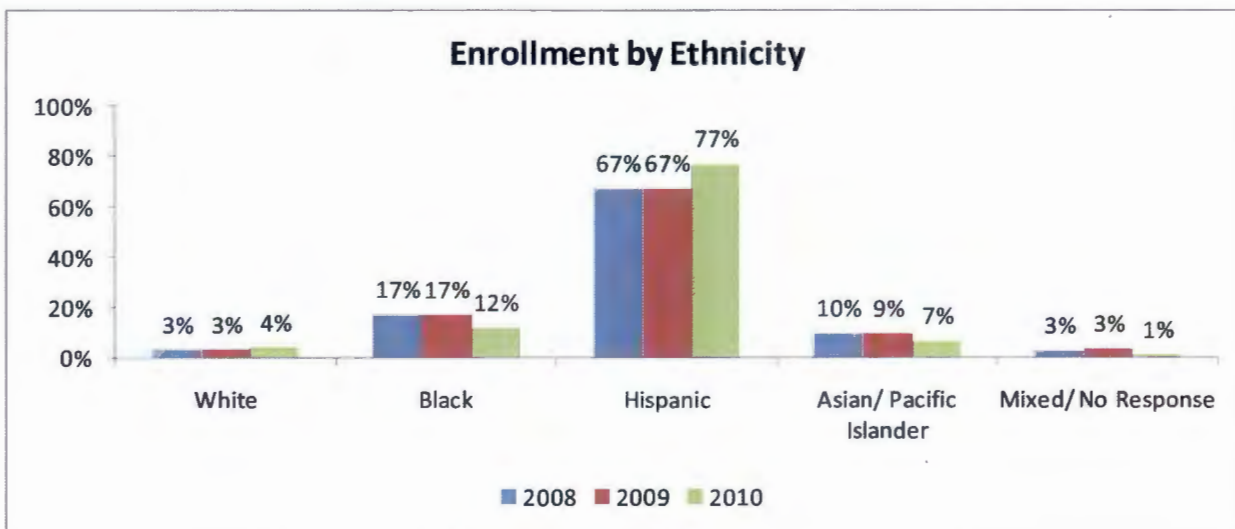
Opening Year	2001	Grades	K-8
Term Approval	2006	Attendance Area	Brookfield / East Oakland
Renewal Date	6/30/2011	Board District	7
Term	Second	Funding	Direct-Funded

The school is currently in Program Improvement Year 4.

The following table describes their enrollment growth and projection:

YEAR	2006-07	2007-08	2008-09	2009-10	2010-11
GRADES	K-8	K-8	K-8	K-8	K-8
ENROLL	364	416	432	464	475

The school's enrollment demographics are as follows:



	2009-10	2010-11
Free & Reduced Lunch *	82%	85%
Special Education	8%	7%
English Language Learners	75%	73%

* NOTE: Schools have reported the Free & Reduced Lunch percentages upon request, which are reported here.

Program Summary:

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

The mission of the Lighthouse Community Charter School (LCCHS) is to prepare a diverse, K-8 student population for higher education or the career of their choice by equipping each child with the skills, knowledge, and habits of mind to become a self-motivated, competent, lifelong learner.

Program's Distinguishing Features:

For each student to reach his or her fullest potential, LCCHS believes:

1. All students must be held to clearly articulated, high expectations for achievement.
2. Every student must be actively motivated to learn and actively engaged in their learning.
3. The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every student.
4. Teachers must be deeply involved in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

The following represents an EXCERPT of the program description set forth in the school's Charter Renewal Performance Report:

Lighthouse curriculum is strategically aligned with state and national standards, linking specific content matter to big ideas, so that depth leads to breadth. By focusing on one area of study for an extended period of time, the curriculum promotes universal access to the curriculum, deep understanding of content matter, long-term retention of the material, and the development of higher order thinking skills. Indeed, research confirms that such forms of focused, project-based learning help support the diverse needs and multiple intelligences of all learners, thereby enhancing student interest, increasing student engagement, and improving student achievement.

Another Lighthouse curricular component is the integration of fieldwork and experts. These practices help students relate their learning to a real experience, extend their connections within their community and evaluate their work against professional standards.

The products of curriculum often serve as authentic assessments of student content knowledge and process skills. For example, in an art class students showcase their final work not only in a school gallery, but also ideally in a professional setting outside of school. Moreover, through presentations of these products in EXPOs, portfolios, and ILP meetings, students are motivated to take responsibility for the substance, form, craft, and impact of their work.

Key aspects of our core curriculum are outlined below.

- *Learning Investigations* – The primary vehicle for science and social studies content is through the learning investigation. Learning investigations are designed around a compelling topic, framed with guiding questions, and use a variety of inquiry-based approaches to develop students' mastery of the grade level learning targets. In addition, learning targets related to literacy, character development, and craftsmanship are embedded in the investigation and/or expedition.
- *Literacy* – We believe our primary task is to develop each and every student's ability to be an independent reader and writer. We use a balanced literacy approach, with instruction occurring both in and outside of the learning expedition. Reading and writing is infused within the learning investigation and across the content areas, enabling students to make meaning through purposeful reading connected to their investigation and write with a specific purpose, topic, and audience. In addition, reading and writing may be developed outside of the learning investigation. This reading and writing instruction enables guided reading instruction across a variety of reading levels, differentiated reading intervention, and the development of independent, life-long readers. It is our belief that this type of literacy instruction best enables us to meet the needs of all learners.
- *Numeracy* – At Lighthouse, mathematics instruction provides a balance of conceptual understanding and mathematical fluency. Content and skills are taught not once, but spiraled so that students have multiple opportunities to develop, expand, and revisit key concepts. In addition, we believe that as mathematicians, students must be able to problem-solve and communicate their mathematical thinking. Math is integrated into investigations where appropriate (e.g. data analysis) to insure that students connect mathematics to a genuine real world application, but is most often taught during a specific math time.
- *Arts* – At Lighthouse, we believe that the arts are essential to achieving our mission and providing an equitable learning experience for our students. The arts are integrated into our investigations, as well as taught in isolation to develop critical concepts and skills.
- *Fitness and Wellness* – At Lighthouse we believe that the whole child must be developed to achieve our mission of college or a career of choice. Therefore, Lighthouse students are supported in improving their physical fitness and making informed choices about their personal wellness.

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.]

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.

LCCS: SB 1137 CRITERIA FOR RENEWAL	Y/N
1. API Growth Target:	
Did school attain API Growth Target in prior year?	N
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?	Y
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	Y
Is the school ranked 4 or higher on API in two of last three year?	Y
3. API Similar Schools Rank:	
Is the school ranked 4 or higher on API Similar Schools in prior year?	Y
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

STANDARDS AND CRITERIA

OUSD Charter Renewal Standards

Oakland Unified School District, in an effort to develop a **Balanced Performance-Based Accountability System**, has established the following standards and expectations for charter renewal based on the intent of California Charter School Act and the “standards and criteria” outlined above. (*Education Code § 47605 d(1)*)

Staff, in its evaluation of charter schools for purposes of renewal, is guided by the legislature’s intent regarding accountability for charter schools, which is to:

Education Code 47601(a-g) (emphasis added)

- **“Improve Pupil Learning”**
- “hold the schools ...accountable for meeting measurable pupil outcomes, and provide schools with a method to change from a rule-based to **performance-based accountability systems.**”

Staff, in its evaluation of charter schools for purposes of renewal, is also guided by the legislature’s intent to create schools that:

- **“Increase learning opportunities** for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.”
- “Encourage the use of **different and innovative teaching methods.**”
- “Create **new professional opportunities for teachers,** including the opportunity to be responsible for the learning program at the school site.”
- “Provide parents and pupils with **expanded choices** in the types of educational opportunities that are available within the public school system.”
- “Provide vigorous competition within the public school system to **stimulate continual improvements in all public schools.**”

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:

I. Authorizer Evaluation

- a. Review of charter school academic performance over prior charter term
- b. Comparison of charter school academic performance to other public school options
- c. Evaluation of program implementation and operational effectiveness
 - i. Accomplished through:
 1. Data Analysis
 2. Document review and evaluation
 3. On-site visitation records
 4. 3-Day site inspection w/ stakeholder focus groups & classroom observations
 5. Review of compliance w/ state/federal requirements for charter schools



II. Charter School Performance Reporting

- a. Development of Performance Report pursuant to Charter School Quality Standards
- b. Development of Renewal Charter Petition for subsequent charter term
- c. Public Hearing presentation
- d. Stakeholder Focus Group Responses; administrators, staff, students, and parents
- e. Self-Evaluation prior to 3-Day Site Inspection

III. Third-Party Independent Audit*

- a. Analysis of data
- b. Evaluation of program implementation and operational effectiveness
 - i. Accomplished through
 1. Data Analysis
 2. Document review and evaluation
 3. 2-Day site inspection w/ stakeholder focus groups & classroom observations
 4. Review of faithfulness to the terms set forth in the charter

* For some schools, including LCCS, a Third-Party Audit was not utilized. This was due to a combination of factors, including limited available funding, the fact that Lighthouse Community Charter High School, which has the same Governing Board, underwent a Third-Party Audit in 2009-2010 as part of renewal, and staff confidence in its ability to effectively evaluate the school in the absence of Third-Party.

Pursuant to CA Education Code section 47605 we ask:

I. IS THE SCHOOL AN ACADEMIC SUCCESS?

An evaluation of the *soundness of the educational program*, for the purposes of charter renewal, by reviewing student performance outcomes and program implementation.

Criteria 1: Improving Student Achievement

Criteria 2: Strong Leadership

Criteria 3: A Focus on Continuous Improvement

II. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

An evaluation of the *capacity of the petitioner to successfully implement the program*, for the purposes of charter renewal, by reviewing the financial oversight and governance of the school.

Criteria 4: Responsible Governance

Criteria 5: Fiscal Accountability

III. HAS THE SCHOOL BEEN FAITHFUL TO THE TERMS OF ITS CHARTER?

An evaluation of the charter to assess the alignment to the program as approved. This process involves reviewing, when changes have occurred, what information and circumstances motivated the changes and what the results of the changes were with respect to achieving the school's stated outcome goals.

In addition;

An evaluation of the charter petition submitted for a future charter term is conducted to ensure that:

- A) The petition meets the standards and criteria set forth in Education Code Section 47605.
- B) The petition includes all new laws and regulations relevant to charter schools enacted since the charter was last approved.
- C) Any major amendments to the charter since the last charter term are reviewed, evaluated and incorporated into this staff report.

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 in most areas is to provide adequate evidence upon which to base a charter renewal decision, while lending credence to the over-all staff recommendation.

* The charter school generated **PERFORMANCE REPORT NARRATIVE** and supporting documents provided within the initial petition submission and referenced in this report, serve to expand the discussion and evidence based of the school's performance.

Renewal Standard I: Is the school an Academic Success?

- **Outputs** are the Academic Achievement Levels reached by the school's students.

Improving Student Achievement: Measurable Pupil Outcomes

The school has met or made substantial progress towards meeting the majority of the Measurable Pupil Outcomes outlined in its charter. LCCS opened in 2001. In **2007** the school API performance score was **681**. As of **2010**, the school API performance score was **773**. Over the prior four years, the school has grown their API by **92** points, an **average growth of more 23 points each year**.

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

Current Charter:

MET or SUBSTANTIAL PROGRESS MADE

Measurable Pupil Outcomes	Instrument	Target	Progress		
			Math	Literacy	
1.The number of students scoring at the proficient/advanced level will increase by 5% every year	CST	The number of students scoring at the proficient/advanced level will increase by 5% every year	2005-2006	21	24.4
			2006-2007	28.6	23.3
			2007-2008	44.7	36.7
			2008-2009	47.5	47.5
			2009-2010	55.2	48.9
Students will demonstrate 5% growth on CAT-6 achievement each year	CAT-6	Students will demonstrate 5% growth on CAT-6 achievement each yr	N/A		
STAR test scores will grow each year for more than 50% of students	STAR test scores	More than 50% of students	2005-2006	21	24.4
			2006-2007	28.6	23.3
			2007-2008	44.7	36.7
			2008-2009	47.5	47.5
			2009-2010	55.2	48.9
LCCS will score 4 or better in the Similar Schools or Statewide ranking	Similar schools or statewide ranking	4 or better	2005-2006	3	2
			2006-2007	6	2
			2007-2008	5	2
			2008-2009	10	5
			2009-2010	9	4
90% of students will meet internally identified growth targets each year in reading, writing or numeracy assessment	Crew Leader Data	90%	Reflected in data on meeting passage outcomes, as ILP goals support mastery of grade level objectives (year end measure)		

75% of students will test in the “Physically Fit Zone” in at least 4 categories by graduation	Physical Fitness State Test	75% by graduation	<table border="1"> <tr> <td colspan="2" style="text-align: right;">4 of 6</td> </tr> <tr> <td>2007-2008</td> <td style="text-align: right;">78.4</td> </tr> <tr> <td>2008-2009</td> <td style="text-align: right;">67.9</td> </tr> <tr> <td>2009-2010</td> <td style="text-align: right;">51</td> </tr> </table>	4 of 6		2007-2008	78.4	2008-2009	67.9	2009-2010	51													
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2007-2008	78.4																							
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90% of students will successfully meet the school’s passage outcomes in K, 2nd, 4th, 6th and 8th grades	Retention Data	90%	<table border="1"> <thead> <tr> <th></th> <th>K</th> <th>2nd</th> <th>4th</th> <th>6th</th> <th>8th</th> <th>Avg</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>100</td> <td>98</td> <td>100</td> <td>96</td> <td>74</td> <td>94</td> </tr> <tr> <td>2009-10</td> <td>100</td> <td>93</td> <td>100</td> <td>91</td> <td>85</td> <td>93</td> </tr> </tbody> </table>		K	2 nd	4 th	6 th	8 th	Avg	2008-09	100	98	100	96	74	94	2009-10	100	93	100	91	85	93
	K	2 nd	4 th	6 th	8 th	Avg																		
2008-09	100	98	100	96	74	94																		
2009-10	100	93	100	91	85	93																		
90% of students will meet at least one Individual Learning Plan goal each year	Individual Learning Plan goals met data	90% meet at least one	Reflected in data on meeting passage outcomes, as ILP goals support mastery of grade level objectives (year end measure)																					

Measurable Pupil Outcomes for 2011-2016

improvement to the measurability of the pupil outcomes set forth in the charter petition. In addition, these outcomes also present meaningful measures of student learning that have the potential to inform the district's over-all repertoire for assessing student learning.

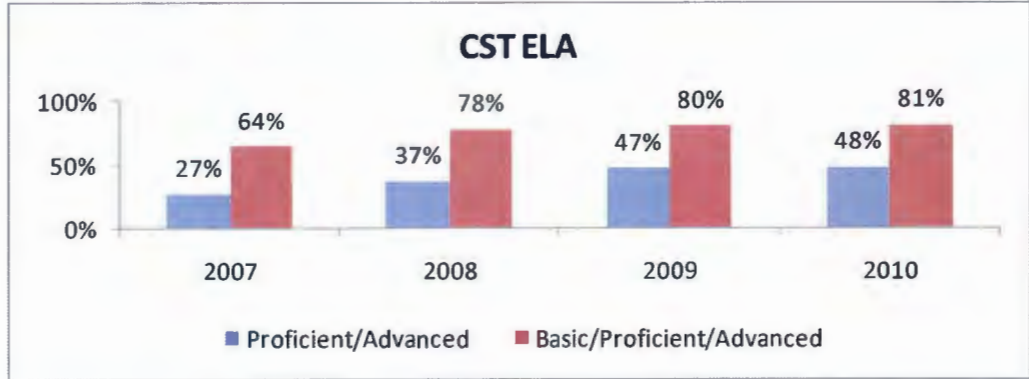
Future Charter:

Outcome	How Measured	To What Criteria at the End of Four or Five Year Term
High attendance rate	Analysis of annual attendance data	On average, LCCS will have a 95% ADA rate each year.
Low mobility rate	Analysis of mobility data	On average, LCCS will keep 9 of 10 students from year to year excluding those who physically move from Oakland.
A caring community where students are known well	Family survey results	On average, 90% of families will report that their child has a caring and trusting relationship with at least one adult within the school community each year.
A caring community where students are known well	Student survey results	On average, 80% of students will report that crew is influential in them achieving their academic goals each year.
Students who reflect, self-evaluate, and set SMART goals	ILP attendance database	On average, 95% of triennial Individualized Learning Plan meetings will be held with crew leader including both student and their family member.
Independent learners	Family and student survey results	On average, 80% of students and/or families will agree that the ILP process is influential in achieving academic goals each year.
Acquiring knowledge and skills specified in the California State Standards	Developmental Reading Assessment (currently FPRA)	80% of students who have completed three or more years at Lighthouse will be at grade level in their reading.
Acquiring knowledge and skills specified in the California State Standards	STAR Results	75% of students who have completed STAR at Lighthouse for three or more years will be proficient or advanced or will have advanced one level toward proficiency during that time.

STAR Testing Performance, API Results, & AYP Results

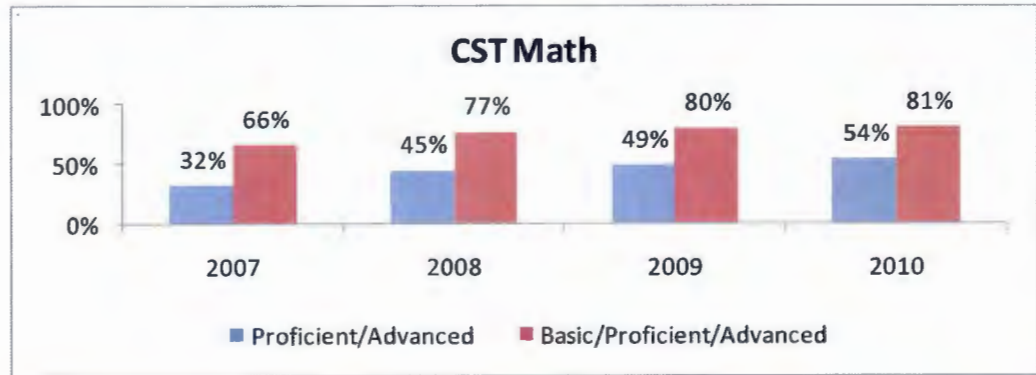
CST English Language Arts (Performance Over Time)

YEAR	P/A	B/P/A
2007	27%	64%
2008	37%	78%
2009	47%	80%
2010	48%	81%



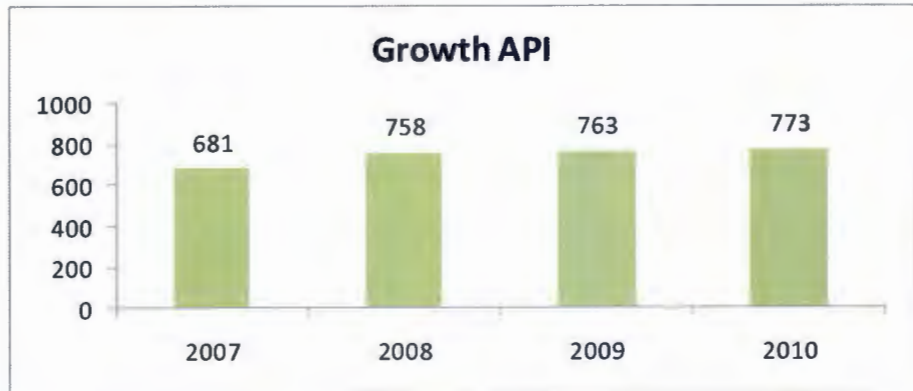
CST Mathematics (Performance Over Time)

YEAR	P/A	B/P/A
2007	32%	66%
2008	45%	77%
2009	49%	80%
2010	54%	81%



API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2007	681	2	5
2008	758	5	10
2009	763	4	9
2010	773	Pend	Pend



2007	2008	2009	2010	GROWTH
681	758	763	773	92 pts

AYP (Performance Over Time)

	2007	2008	2009	2010
AYP Met?	NO	YES	NO	NO
AMO's	94%	100%	95%	71%

- The school has demonstrated **consistent growth in student CST performance** in both English Language Arts and mathematics over the past four years;
- The school opened in 2001. In **2007** the school API performance score was **681**. As of **2010**, the school API performance score was **773**. From **2007 to 2010** the school has grown their API by **92** points.
- The school has **improved** its API score in **all** of the prior four years.
- The school **has met** its AYP targets in **one** of the past four years.
- From **2007 to 2010** the school averaged **over 48%** proficient and advanced levels in ELA.
- From **2007 to 2010** the school averaged **over 44%** proficient and advanced levels in Math.
- From **2007 to 2010** the school increased proficient and advanced levels by **21%** in ELA and **22%** in math.
- From **2007 to 2010** the school has decreased the percent of students scoring in the lowest two performance levels at a rate of **18%** in ELA and **15%** in math.

V. COMPARISON ANALYSIS

A. Comparison Sub-Group: OAKLAND CHARTER SCHOOLS

- Similar Grades Served: K-5, K-8

API - 2010

Order rank based on 2010 API Score

SCHOOL	GRADES	2007	2008	2009	2010
North Oakland Community Charter School	K-8	845	855	880	899
Conservatory of Instrumental and Vocal Arts	K-8	N/A	837	795	847
Berkley Maynard Academy	K-5	730	769	817	825
Monarch Academy	K-5	791	776	774	825
Achieve Academy	40638	740	735	788	789
World Academy	K-3	643	682	759	785
Lighthouse Community Charter (LCCS)	K-8	681	758	763	773
Millsmont Academy	K-5	687	692	783	757
East Oakland Leadership Academy	K-8	621	715	709	747
Civicorps Elementary School	K-5	696	698	757	743
Reems (E.C.) Academy of Technology & Art	K-8	716	695	722	707

API - 2009

Order rank based on 2009 API Score

SCHOOL	GRADES	2007	2008	2009	2010
North Oakland Community Charter School	K-8	845	855	880	899
Berkley Maynard Academy	K-5	730	769	817	825
Conservatory of Instrumental and Vocal Arts	K-8	N/A	837	795	847
Achieve Academy	4-5	740	735	788	789
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East Oakland Leadership Academy	K-8	621	715	709	747

A. Comparison Sub-Group: **OAKLAND CHARTER SCHOOLS**

➤ **Similar Grades Served: K-5, K-8**

CST - 2010

Order rank based on 2010 CST % Proficient/Advanced

CST **ELA** SCORES OVER-TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		ELA 07	ELA 08	ELA 09	ELA 10
North Oakland Community Charter School	K-8	71%	74%	71%	79%
Conservatory of Instrumental and Vocal Arts	K-8	N/A	60%	57%	64%
Berkley Maynard Academy	K-8	42%	45%	57%	59%
Monarch Academy	K-5	46%	37%	47%	56%
Lighthouse Community Charter (LCCS)	K-8	27%	37%	48%	48%
Millsmont Academy	K-5	26%	38%	47%	46%
Achieve Academy	4-5	27%	30%	45%	45%
Civicorps Elementary School	K-5	25%	30%	39%	42%
East Oakland Leadership Academy	K-8	14%	31%	30%	42%
World Academy	K-3	18%	21%	35%	38%
Reems (E.C.) Academy of Technology & Art	K-8	34%	28%	37%	36%

Order rank based on 2010 CST % Proficient/Advanced

CST **MATH** SCORES OVER-TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		Math 07	Math 08	Math 09	Math 10
North Oakland Community Charter School	K-8	69%	69%	78%	80%
Monarch Academy	K-5	73%	75%	67%	77%
Achieve Academy	4-5	43%	47%	66%	72%
Conservatory of Instrumental and Vocal Arts	K-8	N/A	64%	45%	65%
World Academy	K-3	39%	46%	65%	63%
Millsmont Academy	K-5	40%	51%	66%	62%
Berkley Maynard Academy	K-8	50%	60%	68%	61%
Lighthouse Community Charter (LCCS)	K-8	32%	45%	49%	54%
Civicorps Elementary School	K-5	36%	34%	42%	49%
East Oakland Leadership Academy	K-8	13%	30%	40%	48%
Reems (E.C.) Academy of Technology & Art	K-8	39%	25%	30%	34%

A. Comparison Sub-Group: **OAKLAND CHARTER SCHOOLS**

➤ **Similar Grades Served: K-5, K-8**

CST - 2009

Order rank based on 2009 CST % Proficient/Advanced

CST **ELA** SCORES OVER-TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		ELA 07	ELA 08	ELA 09	ELA 10
North Oakland Community Charter School	K-8	71%	74%	71%	79%
Conservatory of Instrumental and Vocal Arts	K-8	N/A	60%	57%	64%
Berkley Maynard Academy (BMA)	K-8	42%	45%	57%	59%
Lighthouse Community Charter (LCCS)	K-8	27%	37%	48%	48%
Monarch Academy	K-5	46%	37%	47%	56%
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East Oakland Leadership Academy	K-8	14%	31%	30%	42%

Order rank based on 2009 CST % Proficient/Advanced

CST **MATH** SCORES OVER-TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		Math 07	Math 08	Math 09	Math 10
North Oakland Community Charter School	K-8	69%	69%	78%	80%
Berkley Maynard Academy	K-8	50%	60%	68%	61%
Monarch Academy	K-5	73%	75%	67%	77%
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World Academy	K-3	39%	46%	65%	63%
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Reems (E.C.) Academy of Technology & Art	K-8	39%	25%	30%	34%

A. Comparison Sub-Group ANALYSIS: OAKLAND CHARTER SCHOOLS

- The school **API score is (773) below the median** performance of Oakland charter schools in **2010** serving similar grades.
- The school **API score is (763) below the median** performance of Oakland charter schools in **2009** serving similar grades.
- The school has demonstrated consistent and steady improvement in API performance, CST ELA and CST math performance over the past four years.

CST

Lighthouse’s performance compared to Oakland Charter Schools.

Year	CST Subject	Compared to the Median	Compared to the Average
2010	ELA	Above	Below
	MATH	Below	Below
2009	ELA	Above	Above
	MATH	Below	Below

B. Comparison Sub-Group: OUSD DISTRICT SCHOOLS

- Similar Grades Served: K-5, K-8
- Similar Demographic (< or > 50% Comparable low-income)

API - 2010

Order rank based on 2010 API Score

SCHOOL	LEVEL	2008	2009	2010	met AYP?
Greenleaf Elementary	K-5	718	777	826	Yes
Franklin Elementary	K-5	835	814	816	No
Horace Mann Elementary	K-5	716	761	797	Yes
Allendale Elementary	K-5	741	744	786	Yes
ASCEND	K-8	751	742	781	Yes
Lighthouse Community Charter School (LCCS)	K-8	758	763	773	No
Bridges Academy	K-5	701	730	767	Yes
EnCompass Academy Elementary	K-5	649	733	742	No
Fruitvale Elementary	K-5	744	739	739	No
New Highland Academy	K-5	629	687	735	Yes
Manzanita Community	K-5	689	672	733	Yes
Rise Community	K-5	653	646	706	Yes
Martin Luther King, Jr. Elementary	K-5	645	N/A	701	No
Lazear Elementary	K-5	666	709	687	No
Preparatory Literary Academy of Cultural Excellence	K-5	623	652	684	No
Community United Elementary	K-5	550	577	651	No
Lafayette Elementary	K-5	629	664	645	No
Global Family	K-5	515	582	638	No
East Oakland Pride Elementary	K-5	550	657	627	No
Reach Academy	K-5	568	596	569	No

B. Comparison Sub-Group: OUSD DISTRICT SCHOOLS

- **Similar Grades Served: K-5, K-8**
- **Similar Demographic (< or > 50% Comparable low-income)**

API - 2009

Order rank based on 2009 API Score

SCHOOL	LEVEL	2008	2009	2010	met AYP?
Franklin Elementary	K-5	835	814	816	No
Greenleaf Elementary	K-5	718	777	826	Yes
Lighthouse Community Charter School (LCCS)	K-8	758	763	773	No
Horace Mann Elementary	K-5	716	761	797	Yes
Allendale Elementary	K-5	741	744	786	Yes
ASCEND	K-8	751	742	781	Yes
Fruitvale Elementary	K-5	744	739	739	No
EnCompass Academy Elementary	K-5	649	733	742	No
Bridges Academy	K-5	701	730	767	Yes
Lazear Elementary	K-5	666	709	687	No
New Highland Academy	K-5	629	687	735	Yes
Manzanita Community	K-5	689	672	733	Yes
Lafayette Elementary	K-5	629	664	645	No
East Oakland Pride Elementary	K-5	550	657	627	No
Preparatory Literary Academy of Cultural Excellence	K-5	623	652	684	No
Rise Community	K-5	653	646	706	Yes
Reach Academy	K-5	568	596	569	No
Global Family	K-5	515	582	638	No
Community United Elementary	K-5	550	577	651	No
Martin Luther King, Jr. Elementary	K-5	645	N/A	701	No

B. Comparison Sub-Group: OUSD DISTRICT SCHOOLS

- **Similar Grades Served: K-5, K-8**
- **Similar Demographic (< or > 50% Comparable low-income)**

CST: ELA - 2010

Order rank based on 2010 CST % Proficient/Advanced

ELA

SCHOOL	LEVEL	ELA 09	ELA 10
Greenleaf Elementary	K-5	42%	51%
Franklin Elementary	K-5	50%	51%
Horace Mann Elementary	K-5	36%	50%
Allendale Elementary	K-5	41%	48%
Lighthouse Community Charter School (LCCS)	K-8	48%	48%
ASCEND	K-8	35%	46%
EnCompass Academy Elementary	K-5	39%	43%
Fruitvale Elementary	K-5	39%	41%
Bridges Academy	K-5	30%	40%
Martin Luther King, Jr. Elementary	K-5	23%	38%
Rise Community	K-5	18%	36%
Manzanita Community	K-5	24%	35%
New Highland Academy	K-5	23%	34%
Preparatory Literary Academy of Cultural Excellence	K-5	30%	34%
Lazear Elementary	K-5	35%	29%
Lafayette Elementary	K-5	20%	23%
Community United Elementary	K-5	22%	21%
East Oakland Pride Elementary	K-5	22%	21%
Global Family	K-5	8%	16%
Reach Academy	K-5	19%	13%

B. Comparison Sub-Group: **OUSD DISTRICT SCHOOLS: CST ELA & MATH**

- **Similar Grades Served: K-5, K-8**
- **Similar Demographic (< or > 50% Comparable low-income)**

CST: Math - 2010

Order rank based on 2010 CST % Proficient/Advanced

Math

SCHOOL	LEVEL	MATH 09	MATH 10
Greenleaf Elementary	K-5	66%	76%
Horace Mann Elementary	K-5	60%	69%
Franklin Elementary	K-5	67%	64%
Allendale Elementary	K-5	51%	61%
Manzanita Community	K-5	44%	61%
Bridges Academy	K-5	59%	60%
New Highland Academy	K-5	47%	58%
ASCEND	K-8	54%	56%
Lighthouse Community Charter School (LCCS)	K-8	49%	54%
Fruitvale Elementary	K-5	51%	51%
EnCompass Academy Elementary	K-5	46%	46%
Rise Community	K-5	34%	42%
Preparatory Literary Academy of Cultural Excellence	K-5	33%	42%
Global Family	K-5	31%	40%
Lazear Elementary	K-5	48%	39%
Lafayette Elementary	K-5	41%	37%
Martin Luther King, Jr. Elementary	K-5	28%	34%
Community United Elementary	K-5	27%	34%
East Oakland Pride Elementary	K-5	48%	34%
Reach Academy	K-5	28%	28%

B. Comparison Sub-Group: OUSD DISTRICT SCHOOLS

- Similar Grades Served: K-5, K-8
- Similar Demographic (< or > 50% Comparable low-income)

CST: ELA - 2009

Order rank based on 2009 CST % Proficient/Advanced

ELA

SCHOOL	LEVEL	ELA 09	ELA 10
Franklin Elementary	K-5	50%	51%
Lighthouse Community Charter School (LCCS)	K-8	48%	48%
Greenleaf Elementary	K-5	42%	51%
Allendale Elementary	K-5	41%	48%
EnCompass Academy Elementary	K-5	39%	43%
Fruitvale Elementary	K-5	39%	41%
Horace Mann Elementary	K-5	36%	50%
ASCEND	K-8	35%	46%
Lazear Elementary	K-5	35%	29%
Bridges Academy	K-5	30%	40%
Preparatory Literary Academy of Cultural Excellence	K-5	30%	34%
Manzanita Community	K-5	24%	35%
New Highland Academy	K-5	23%	34%
Martin Luther King, Jr. Elementary	K-5	23%	38%
Community United Elementary	K-5	22%	21%
East Oakland Pride Elementary	K-5	22%	21%
Lafayette Elementary	K-5	20%	23%
Reach Academy	K-5	19%	13%
Rise Community	K-5	18%	36%
Global Family	K-5	8%	16%

B. Comparison Sub-Group: **OUSD DISTRICT SCHOOLS**

- **Similar Grades Served: K-5, K-8**
- **Similar Demographic (< or > 50% Comparable low-income)**

CST: Math - 2009

Order rank based on 2009 CST % Proficient/Advanced

Math

SCHOOL	LEVEL	MATH 09	MATH 10
Franklin Elementary	K-5	67%	64%
Greenleaf Elementary	K-5	66%	76%
Horace Mann Elementary	K-5	60%	69%
Bridges Academy	K-5	59%	60%
ASCEND	K-8	54%	56%
Allendale Elementary	K-5	51%	61%
Fruitvale Elementary	K-5	51%	51%
Lighthouse Community Charter School (LCCS)	K-8	49%	54%
Lazear Elementary	K-5	48%	39%
East Oakland Pride Elementary	K-5	48%	34%
New Highland Academy	K-5	47%	58%
EnCompass Academy Elementary	K-5	46%	46%
Manzanita Community	K-5	44%	61%
Lafayette Elementary	K-5	41%	37%
Rise Community	K-5	34%	42%
Preparatory Literary Academy of Cultural Excellence	K-5	33%	42%
Global Family	K-5	31%	40%
Martin Luther King, Jr. Elementary	K-5	28%	34%
Reach Academy	K-5	28%	28%
Community United Elementary	K-5	27%	34%

B. Comparison Sub-Group ANALYSIS: OUSD DISTRICT SCHOOLS

- The school **API score (773) above the median** performance of Oakland district schools in **2010** serving both similar grades and a demographically similar population based on student socio-economic status.
- The school **API score (763) above the median** performance of Oakland district schools in **2009** serving both similar grades and a demographically similar population based on student socio-economic status.
- The school has demonstrated consistent and steady improvement in API performance, CST ELA and CST math performance over the past four years.

CST

Lighthouse’s performance compared to Oakland District Schools serving both similar grades and a demographically similar population.¹

Year	CST Subject	Compared to the Median	Compared to the Average
2010	ELA	Above	Above
	MATH	Above	Above
2009	ELA	Above	Above
	MATH	Above	Above

¹ Based on student socio-economic status.

EDUCATIONAL PROGRAM: CHARTER SCHOOL RENEWAL QUALITY REVIEW

The quality of the school's educational program has been evaluated through a three-day site inspection conducted on October 18 and 19, 2010 by District staff.

The following represent key findings of District staff:

Strengths:

- The school leadership, staff, and board members are committed to the charter's mission for the primary purpose of raising student achievement towards college readiness and success.
- Through EXPOs, students have multiple opportunities to demonstrate accountability for their learning through public communication of their understanding of specific content and performance standards.
- Students maintain portfolios which serve as a record of work and allow reflection on students' growth over time.
- The school uses quarterly interim assessments in both Language Arts and Mathematics to inform instruction and help teachers identify students in need of intervention, as well as content areas in need of re-teaching.
- The school implements individual learning plans (ILPs) and targets for all students to focus their learning.
- The school utilizes a Response to Intervention (RTI) model, featuring a variety of support services provided by both the school and outside providers to support the specific needs of each at-risk student.
- The school provides on-site counseling for students; fully credentialed and intern counselors are utilized which allows more students to receive services.
- The school has established a culture of professional development for teachers that includes time allocated for teachers to meet during a common planning time, for weekly inquiry groups, and for looping/grade level meetings, among others.
- The school has instructional coaches on staff who work with all teachers, supporting them through modeling, resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing.
- The school utilizes a looping method whereby students remain with the same teacher for two years, allowing for a continuity of experience and relationship between student, teacher, and family.
- Student representative responses described a family-like atmosphere and stated that teachers treat students with kindness and honesty and care deeply about student progress.
- Students are able to describe the individual learning plan system and like the opportunity to "show our smarts" by tracking their progress against their goals and sharing growth through ILP conferences.

Challenges:

- There is a gap between African-American students and their peers in both ELA and Math proficiency levels; the school is engaged in equity work to continuously address and remediate this gap, including strategies such as identifying focus students and tracking office referrals of African-American boys.

- The ILP system is weaker at the middle school level; goals established by students are not necessarily the “correct” goals and the coaching by teachers is not consistently at a level to ensure that all goals are well-articulated and need-based.
- Motivating older students to invest in their individual learning plans can be challenging as students are less concerned with pleasing parents and teachers; the school is working on teaching upper grade teachers how to be effective coaches in order to more successfully implement ILP system.
- The school does not yet aggregate ILP data in such a way that would facilitate its use in making high-stakes decisions.
- Parent involvement in student learning at older grades can be a struggle, and the school is wrestling with providing parents with strategies for helping students while acknowledging that the school’s influence at home is limited.

Supporting adolescent students is challenging; students are more resistant to counseling and the school is focusing on leveraging adolescent support in its next charter term through community partnerships with external organization.

Standard I Conclusion:

Based on an analysis of LCCS’ performance outcomes and an evaluation of its educational program over the past four years, the school is deemed an **Academic Success** for the purposes of renewal.

The school has met or made substantial progress towards meeting its Measurable Pupil Outcomes identified in its charter. Additionally, **the school has attained achievement rates above the median and/or averages of the comparison schools** in those areas outlined in the OUSD Charter Renewal Standards.

Renewal Standard II: Is the school an Effective, Viable Organization?

The effectiveness and viability of the school has been evaluated through a three-day site inspection conducted on **October 18, 19, 20, 2010** by **District staff**.

The following represent key findings of **District staff**:

Strengths:

- The Board has developed many procedures and clear expectations that serve to balance their policy role with the management role of staff.
- The Board maintains functional committee structures (e.g. finance, academic accountability, fundraising, ad hoc succession planning and personnel, etc.).
- The governing board of the school is comprised of individuals with varied backgrounds and expertise necessary for the effective operation and management of a charter school.
- The Board holds a strong commitment to continuous improvement and schedules an annual retreat at which the Board brings in outside experts, sets its annual goals, and reflects on its performance.
- The Board demonstrates a commitment to supporting relationship building and fundraising efforts.
- The Board maintains an effective relationship that simultaneously avoids micromanaging while challenging directors to continue to make tough decisions to maximize mission attainment.
- The school has a well developed admissions process. Given the high rates of enrollment applications and long waiting lists each year, it has been valuable that the school has developed clear procedures to ensure access.
- The school has moved into a beautiful facility that provides a welcoming environment for students and adults, and meets the very unique programmatic needs of the school.
- The school has an active parent group that provides parents an opportunity to participate in the school.

Challenges:

- The high school renewal experience and WASC accreditation experience both raised the issue of parent representation on the Board, but the school has not taken any steps towards establishing this position, nor does the school have explicit strategies to improve the participation of parents in the decision-making process of the school.
- There is no succession plan for the school's leadership, though the Board has established a personnel and succession committee.
- Distributive leadership is not currently well established in the school's management and operations.

An evaluation by staff of LCCS' Fiscal Accountability and Governance over their recent charter term also 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
- Standing with parents and within the community

Standard II Conclusion:

Based on this analysis, the school 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 LCCS has adhered to its proposed educational program, pursued its measurable pupil outcomes as stated in its charter, and has been compliant in its regulatory elements under its charter term.

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 LCCS, **as revised**, 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 LCCS for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2011 and expire on June 30, 2016. 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 LCCS 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 Text Revisions

ATTACHMENT II: Charter School Renewal Quality Standards

ATTACHMENT III: Charter School Renewal Quality Criteria

APPENDIX I - 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 one hard copy and one electronic copy in *Word* format of a revised charter to include all revisions outlined below no later than **5pm on June 1, 2011**.

Oakland Unified School District Office of Charter Schools **REQUIRED CHARTER TEXT**

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 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 **5pm on June 1, 2011**.

Charter Text	Text Reference	Required Revision
<u>Educational Program</u>	Page 13	<p><u>Add the following text and remove any text to the contrary:</u></p> <p>The charter school and district shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code 47646(b). The school and the district shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.</p>
<u>Student Admissions Policies and Procedures</u>	Pages 35-36	<p><u>Add the following text and remove any text to the contrary:</u></p> <p>By November 1 <u>October 1</u> of each year and/or when the chartering agency releases the open enrollment period dates, <i>Lighthouse Community Charter School will notify the District in writing of the application deadline and proposed lottery date. Lighthouse Community Charter School 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></p>

to resolve all disputes between the District and Lighthouse Community Charter School regarding this ~~chapter~~ ~~charter~~ pursuant to the terms of this section. Both ~~shall~~ 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 Lighthouse Community Charter School, 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. 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:
Lighthouse Community Charter School

To Coordinator, Office of Charter Schools:
Office of Charter Schools

~~Oakland Unified School District~~
~~1025 Second Avenue, Room 206~~
~~Oakland, California 94606~~

Oakland Unified School District

4551 Steele Street, Room11
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 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; (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. 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.

(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...

(4) If the mediation is not successful, the

		<i>parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law</i>
<u>Miscellaneous Charter-Related Issues</u>	Page 49-50	<p>Add the following text and remove any text to the contrary:</p> <p><u>“The District may revoke the charter of Lighthouse Community Charter School 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.</u></p>
<u>Impact on Charter Authorizer</u>	Page 37	<p>Add the following text and remove any text to the contrary:</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 ○ <u>December 15 – Schedule of Expenditures of Federal Awards</u> ○ March 1 – Second Interim Financial Report for Current Year ○ June 15 – Preliminary Budget for Subsequent Year

ATTACHMENT II: CHARTER SCHOOL RENEWAL QUALITY STANDARDS

Oakland Unified School District Site Review Evaluation Criteria for Charter Renewal

Is the School an Academic Success?

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 and closing achievement gaps of students.

A quality charter school . . .

- Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards and state and federal standards
- Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended
- Demonstrates high expectations for student achievement
- Provides a challenging and coherent curriculum for each individual student
- Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students
- Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement
- Promotes academic risk-taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism
- Productively engages parental and community involvement as a part of the school's support system
- Shares its vision among the school community and demonstrates its mission in daily action and practice
- Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process

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.

A quality charter school leader . . .

- Effectively communicates and engages stakeholders in the vision and mission of the school
- Consistently puts into practice the educational program outlined in its charter
- Generates and sustains a school culture conducive to student learning and staff professional growth
- Actively monitors and evaluates the success of the school's program
- Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer
- Treats all individuals with fairness, dignity and respect

- 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
- Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success
- Abstains from any decision involving a potential or actual conflict of interest
- Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter
- Engages community involvement in the school

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.

A quality charter school . . .

- Uses information sources, data collection, and data analysis strategies for self-examination and improvement
- Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction
- Establishes both long and short term goals and plans for accomplishing the school’s mission as stated in its charter
- Uses student assessment results to improve curriculum and instruction
- Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement

Is the School an Effective, Viable Organization?

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.

A quality charter school board and administration . . .

- Ensure that policies are implemented in a fair and consistent manner
- Monitor the trends, issues, and potential changes in the environment in which charter schools operate
- Seek input from impacted stakeholders
- Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter
- Actively engage the school’s authorizer in monitoring the school’s educational program and its fiscal status

Criteria 5: Fiscal Accountability

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

A quality charter school . . .

- Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability
- Conducts an annual financial audit which is made public
- Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely
- Ensures financial resources are directly related to the school's purpose: student achievement of learning goals

ATTACHMENT III: CHARTER SCHOOL RENEWAL QUALITY CRITERIA

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>Rating</i>
1.1	Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, and state and federal standards	4
1.2	Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended	4
1.3	Demonstrates high expectations for student achievement	4
1.4	Provides a challenging and coherent curriculum for each individual student	4
1.5	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students	4
1.6	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	4
1.7	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	4
1.8	Productively engages parental and community involvement as a part of the school's student support system	5
1.9	Shares its vision among the school community and demonstrates its mission in daily action and practice	4
1.10	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process	3

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 making judgments on the quality of Improving Student Achievement</i>	<i>Rating</i>
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	4
2.2	Consistently puts into practice the educational program outlined in its charter	4
2.3	Generates and sustains a school culture conducive to staff professional growth	4
2.4	Actively monitors and evaluates the success of the school's program	4
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	4
2.6	Treats all individuals with fairness, dignity and respect	4
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	4
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	4
2.9	Abstains from any decision involving a potential or actual conflict of interests	4
2.10	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4
2.11	Engages community involvement in the school	4

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 making judgments on the quality of Improving Student Achievement</i>	<i>Rating</i>
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	4
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	4
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter	4
3.4	Uses student assessment results to improve curriculum and instruction	4
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	4

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.

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Rating</i>
4.1	Ensure that policies are implemented in a fair and consistent manner	4
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	4
4.3	Seek input from impacted stakeholders	3
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	4

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 the quality of Improving Student Achievement</i>	<i>Rating</i>
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability	4
5.2	Conducts an annual financial audit which is made public	4
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	4
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals	4