



TO: Vincent Matthews, State Administrator
 Board of Education

FROM: Roberta Mayor, Ed.D., Interim Superintendent
 David Montes de Oca, Coordinator; Office of Charter Schools

DATE: February 25, 2009

RE: Monarch Academy
 Charter Renewal Request

Legislative File

File ID No.: 08-3309
 Introduction Date: 10/29/2008
 Enactment No.: _____
 Enactment Date: _____
 By: _____

ACTION REQUESTED:

Approve the Monarch Academy 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.

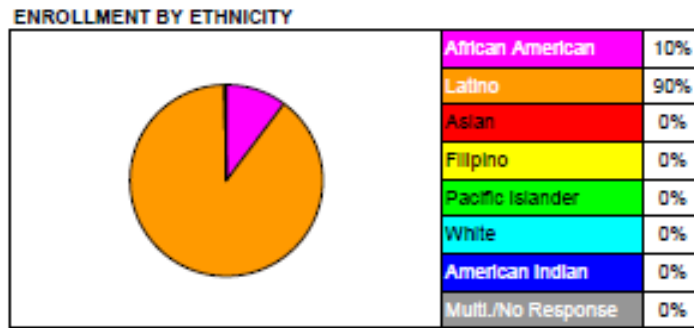
BACKGROUND:

I. School Description and Key Program Elements:

Opening Year	2000	Grades	K-5
Term Approval	8/9/2004	Attendance Area	CASTLEMONT
Renewal Date	8/8/2009	Board District	7
Term	SECOND	Funding	Direct-Funded

<u>YEAR</u>	2004-05	2005-06	2006-07	2007-08	2008-09
<u>GRADES</u>	K-5	K-5	K-5	K-5	K-5
<u>ENROLL</u>	593	353	352	355	350

The school's enrollment demographics* for the 2007-2008 school year are as follows:



Poverty Level 94% Special Education 3%
English Learners 69%

As outlined in the approved charter petition:

School Mission:

As an Aspire Public School, Monarch targets students who are underachieving by providing a challenging learning environment and highly qualified teachers. We employ a range of pedagogies based on best practices and the most current educational research. “College for Certain” is not just a hollow phrase or cheer. It is our life’s work at Aspire Public Schools.

Program’s Distinguishing Features:

- A Sense of Community: small schools, small class sizes, multi-age instruction
- A Challenging Learning Environment: rigorous and challenging education program, highly qualified and supported teachers
- More Time for Learning: longer school day, longer school year, tutors

Pedagogical Strategies:

1. Project-based instruction
2. Integrated curriculum
3. Culturally appropriate curriculum and instruction
4. Flexible supports
5. Diagnostic assessments
6. Integrated arts
7. Integrated technology
8. Authentic experiences
9. Direct instruction and inquiry-based instruction
10. Personalized Learning Plans (PLPs) – the School will work with PLPs to provide the teacher, parents and students with a common understanding of the student’s learning style and objectives.

GOVERNING LAW:

Under the California Charter Schools Act, authorizers are required 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;

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 CA Charter Schools Act establishes a prerequisite for charter renewal (AB1137) in which a charter school must meet **AT LEAST ONE CRITERIA** in order for a charter renewal petition to be considered.

MONARCH ACADEMY: SB 1137 CRITERIA FOR RENEWAL		Y/N
1. API Growth Target:		
Did school attain API Growth Target in prior year?		NO
Did school attain API Growth Target in two of last three years?		YES
Did school attain API Growth Target in the aggregate of the prior three years?		YES
2. API Rank:		
Is the school ranked 4 or higher on API in prior year?		Unknown
Is the school ranked 4 or higher on API in two of last three year?		NO
3. API Similar Schools Rank:		
Is the school ranked 4 or higher on API Similar Schools in prior year?		Unknown
Is the school ranked 4 or higher on API Similar Schools in two of last three years?		YES
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?		YES

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)*)

Charter schools are, by definition, exceptional institutions. Charter schools accept the challenges that face all public schools and embrace a unique and demanding burden of proof in the accountability inherent in a five-year charter. **Charter schools are built on the philosophy that success is possible for all children.** In writing a charter and in reporting its progress against it, a school embraces a commitment to both success and transparency. The accountability plan within the charter allows a school to set goals that reflect its uniqueness and autonomy while giving substance to a school’s commitment to parents and citizens.

The legislature’s intent regarding accountability for charter schools is to:

- “Improve Pupil Learning” Education Code 47601(a)
- “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.” Education Code 47601(f)

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 performance outcomes and program implementation.

II. IS THE SCHOOL IS 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 fiscal accountability and governance of the school.

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.

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.

ACADEMIC SUCCESS?

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

III. MEASURABLE PUPIL OUTCOMES

Monarch Academy has met or made substantial progress towards meeting the Measurable Pupil Outcomes outlined in its charter. At the time of approval for its second term, Monarch Academy was required to adopt what was at that time the District's rigorous acceleration goals for CST performance. These goals outlined a rate of improvement that ranged from 10-11% growth annually for proficient and advanced students in English Language Arts and 7-8% growth annually for proficient and advanced students in math. In three of the past four years, the school has surpassed these aggressive goals.

During the 2007-2008 school year, the performance of students in ELA dropped. The school acknowledges specific areas of its instructional program which evidenced weaknesses likely to have resulted in this drop. In addition, the school's principal, responsible for leading the school over the prior four years of successful improvement was absent on maternity leave for half of the school year, resulting in areas of focus receiving less attention, such as her weekly data talks with her grade level teams. These talks have been a successful strategy for maintaining the focus on rigorous data-driven decision-making and planning of curriculum and instruction.

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

MET or SUBSTANTIAL PROGRESS MADE

Measurable Pupil Outcomes	Instrument	Target	Progress								
Meet or exceed its school wide annual API growth targets	API	Meet or exceed	MET <table border="1"> <tr> <td><u>2005</u></td> <td><u>2006</u></td> <td><u>2007</u></td> <td><u>2008</u></td> </tr> <tr> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>No</td> </tr> </table>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	Yes	Yes	Yes	No
<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>								
Yes	Yes	Yes	No								
numerically significant subgroups demonstrate comparable improvement in meeting or exceeding their annual API growth targets	Subgroup API	demonstrate comparable improvement	MET School is a BLUE school in OUSD District Tiering system, w/ GREEN as the designation for Achievement Gap. Four year analysis of CST performance indicates that significant subgroups show comparable improvement.								
<u>2004</u> ELA 36%, Math 47%	CST	ELA 36%, Math 47%	SUBSTANTIAL PROGRESS <u>2005</u> ELA 18% Math 38%								
<u>2005</u> ELA 47%, Math 54%	CST	ELA 47%, Math 54%	SUBSTANTIAL PROGRESS <u>2006</u> ELA 29% Math 51%								

<u>2006</u> ELA 59%, Math 62%	CST	ELA 59%, Math 62%	SUBSTANTIAL PROGRESS <u>2007</u> ELA 46% Math 73%
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SOME PROGRESS ACHIEVED

<u>2007</u> ELA 70%, Math 70%,	CST	ELA 70%, Math 70%,	PROGRESS <u>2008</u> ELA 37% Math 75%
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IV. OUSD TIERING ANALYSIS:

Tiering Revisions: Using 2007-2008 Data

SCHOOL: **Monarch Academy**

17-Feb-09 Network Officers: 0

Step 1: Initial Tier is Calculated based on Program Improvement Status

Program Improvement Year: --

GREEN: No Program Improvement Status
 YELLOW: PI Year 0,1,2 (Year "0" means the school missed AYP for its first year and is at risk of PI status)
 ORANGE: PI Year 3
 RED: PI Year 4,5

Initial Tier: GREEN

2007-2008 Reason for not Making AYP highlighted in RED

How AYP Score is Determined

Made AYP in BOTH of past two years	GREEN
Made AYP in the MOST RECENT Year	YELLOW
Did not make AYP in EITHER of past two years	RED

Made AYP in 2006-2007?	YES
Made AYP in 2007-2008?	YES

NOTE: In some cases a school has made AYP even if this table shows that some targets haven't been met (for example, subgroups with less than 50 students are not evaluated for AYP). For questions on how AYP is calculated, please go to: <http://www.cde.ca.gov/ta/ac/ai/index.asp>

2007-2008 AYP Targets						
35.2% ###		95%		95%		
Prof / Adv		Participation				
ELA	Math	ELA	Math	ELA	Math	%
37%	75%	233	100%	233	100%	100%
35%	77%	18	--	18	--	--
--	--	0	--	0	--	--
37%	75%	214	100%	214	100%	100%
--	--	0	--	0	--	--
37%	75%	218	100%	218	100%	100%
37%	75%	214	100%	214	100%	100%
6%	50%	12	--	12	--	--

07-08 API	776
API Target	0
Growth	-15

Step 2: School Receives Growth and Achievement Gap scores

Growth	One Year	Two Year	Three Year	
	GREEN	GREEN	GREEN	
# of students with multiple years of data	ELA: 164 Math: 164	ELA: 99 Math: 99	ELA: 42 Math: 42	
% of students who				
Stayed in Advanced or Proficient	24%	15%	14%	21%
Grew at least one performance band	32%	63%	69%	76%
Stayed in the same performance band	27%	16%	14%	2%
Decreased one performance band	17%	6%	2%	0%
How Growth points are determined				
1 point if P/A + Growth > 1/2 of students	1	1	1	1
1 point if % Growth > % Decrease	1	1	1	1
Total Score	4	4	4	4
How Growth score is Determined				
3-4 points	GREEN			
2 points	YELLOW			
0-1 points	RED			
Achievement Gap	GREEN			
	<u>2006-2007</u>	<u>2007-2008</u>		
School API	791	776		
Lowest Performing Subgroup	EL	EL		
Lowest API	786	774		
Achievement Gap	5	2		
Change in Achievement Gap		-3		
% Change		-60%		

MOVES UP OR DOWN?

0

How Achievement Gap score is determined

GREEN: Gap small than 25 points OR Gap decreasing by more than 10%

YELLOW: Gap decreases by less than 10%

RED: Gap is greater than 75 points and not dosing OR All subgroups are not scoring above 574 OR Gap is increasing

2008-2009 Tier

This TIER determines the Accountabilities and Supports which the school will receive during the 2007-2008 school year

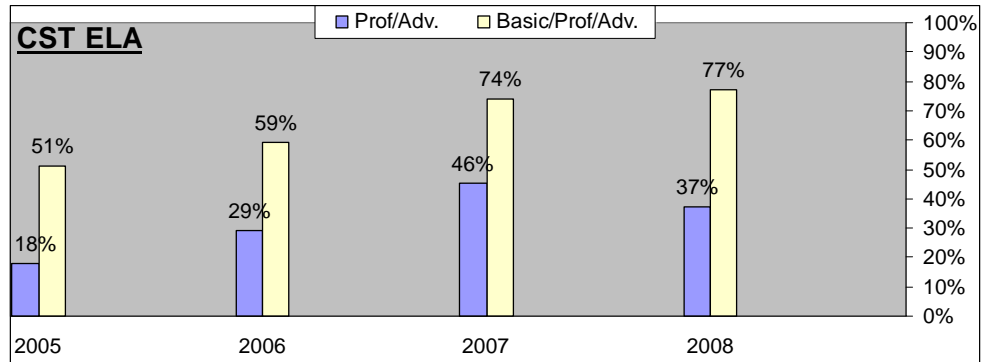
	Schoolwide Tier	GROWTH	GAP
2008-2009 Schoolwide Tier	BLUE	GREEN	GREEN

Monarch Academy, based on the OUSD Tiering System is a **BLUE** school. Monarch is **GREEN** in its one year growth, **GREEN** in its two year growth, and **GREEN** in its three year growth on CST performance. The school maintained or increased student performance at a rate of 56% in ELA, and 87% in math from 2007 to 2008, exceeding the 50% required by the OUSD Tiering system. This increased such that from 2005 to 2008 the school maintained or increased student performance at a rate of 73% in ELA, and 97% in math from 2007 to 2008. The school's over-all growth score is **GREEN**. The school's Achievement Gap score is **GREEN**, with a gap of only 2 pts, far exceeding the OUSD Tiering System threshold requiring a gap of less than 25 pts.

V. STAR Testing Performance, API Results, & AYP Results

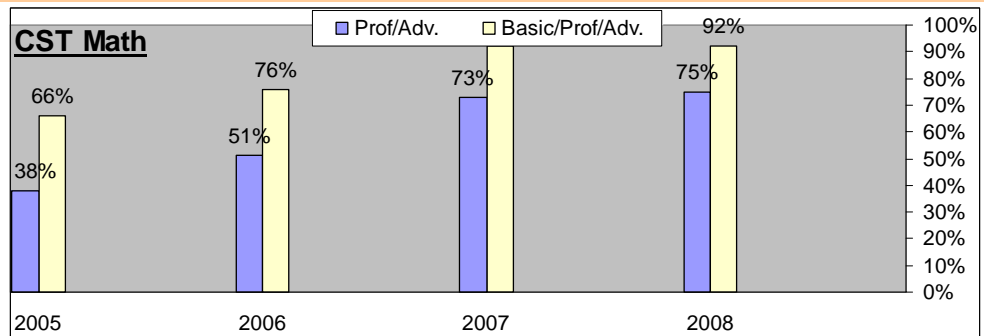
CST English Language Arts (Performance Over Time)

YEAR	P/A	B/P/A
2005	18%	51%
2006	29%	59%
2007	46%	74%
2008	37%	77%



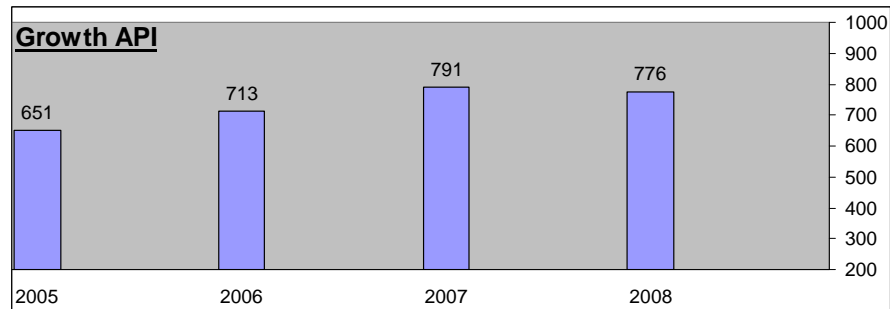
CST Mathematics (Performance Over Time)

YEAR	P/A	B/P/A
2005	38%	66%
2006	51%	76%
2007	73%	92%
2008	75%	92%



API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2005	651	2	4
2006	713	3	9
2007	791	6	10
2008	776	<i>Pend</i>	<i>Pend</i>



AYP (Performance Over Time)

	2005	2006	2007	2008
AYP Met?	NO	YES	YES	YES
AMO's	94%	100%	100%	100%

Monarch Academy has demonstrated steady and continuous growth in student CST performance in both English Language Arts and mathematics; increasing proficient and advanced levels by **19%** in ELA over a three year period, and **37%** in math over a three year period. Additionally, the school has decreased the percent of students scoring in the lowest two performance levels at a rate of **26%** in ELA over three years, and **26%** in math over three years. Acceleration rates in ELA have met or exceeded those required by California to meet AYP (10-11% annually), short of the drop in ELA for 2008. The school has met its AYP targets for the past three consecutive years.

VI. COMPARISON ANALYSIS

A. Comparison Sub-Group: Oakland Charter Schools: API

➤ **Similar Grades Served: K-5, K-8, 6-8**

Order rank based on 2008 API Score

School	Grades	2005	2006	2007	2008
North Oakland Community Charter School (NOCCS)	K-8	914	834	845	855
Conservatory of Instrumental and Vocal Arts (COVA)	K-8	N/A	N/A	N/A	837
(Below) Demographically similar based on socio-economic status (Below)					
Monarch Academy	K-5	651	713	791	776
Berkley Maynard Academy (BMA)	K-8	N/A	645	730	769
Lighthouse Community Charter (LCC)	K-8	642	665	681	758
Achieve Academy (EFC-UE)	4-5	N/A	N/A	740	735
East Oakland Leadership Academy (EOLA)	K-8	687	719	621	715
Civicorps Elementary School (EBCC)	K-5	701	722	696	698
Reems (E.C.) Academy of Technology & Art	K-8	690	713	716	695
Millsmont Academy	K-5	N/A	642	687	692
World Academy (EFC-EOCC)	K-5	N/A	636	643	682
Huerta (Dolores) Learning Academy (DHILA)	K-8	625	680	594	641
Education for Change at Cox Elementary (EFC at Cox)	K-5	581	555	611	584

B. Comparison Sub-Group: Oakland Charter Schools: CST ELA & MATH

➤ **Similar Grades Served: K-5, K-8, 6-8**

Order rank based on 2008 CST % Proficient/Advanced

CST ELA SCORES OVER-TIME

School
North Oakland Community Charter School (NOCCS)
Conservatory of Instrumental and Vocal Arts (COVA)
Berkley Maynard Academy (BMA)
Monarch Academy
Millsmont Academy
Lighthouse Community Charter (LCC)
East Oakland Leadership Academy (EOLA)
Civicorps Elementary School (EBCC)
Reems (E.C.) Academy of Technology & Art
World Academy (EFC-EOCC)
Huerta (Dolores) Learning Academy (DHILA)
Education for Change at Cox Elementary (EFC at Cox)

	2005 Prof/Adv ELA	2006 Prof/Adv ELA	2007 Prof/Adv ELA	2008 Prof/Adv ELA
K-8	*	65%	71%	74%
K-8	N/A	N/A	N/A	60%
K-8	N/A	23%	42%	45%
K-5	18%	29%	46%	37%
K-5	N/A	12%	26%	38%
K-8	20%	24%	27%	37%
K-8	24%	31%	14%	31%
K-5	34%	36%	25%	30%
K-8	24%	36%	34%	28%
K-5	N/A	18%	18%	21%
K-8	15%	20%	15%	19%
K-5	N/A	13%	12%	12%

Order rank based on 2008 CST % Proficient/Advanced

CST MATH SCORES OVER-TIME

School
Monarch Academy
North Oakland Community Charter School (NOCCS)
Conservatory of Instrumental and Vocal Arts (COVA)
Berkley Maynard Academy (BMA)
Millsmont Academy
World Academy (EFC-EOCC)
Lighthouse Community Charter (LCC)
Civicorps Elementary School (EBCC)
Huerta (Dolores) Learning Academy (DHILA)
East Oakland Leadership Academy (EOLA)
Education for Change at Cox Elementary (EFC at Cox)
Reems (E.C.) Academy of Technology & Art

	2005 Prof/Adv Math	2006 Prof/Adv Math	2007 Prof/Adv Math	2008 Prof/Adv Math
K-5	38%	51%	73%	75%
K-8	*	52%	69%	69%
K-8	N/A	N/A	N/A	64%
K-8	N/A	28%	50%	60%
K-5	N/A	32%	40%	51%
K-5	N/A	29%	39%	46%
K-8	26%	21%	32%	45%
K-5	33%	39%	36%	34%
K-8	22%	36%	23%	31%
K-8	21%	38%	13%	30%
K-5	N/A	18%	24%	26%
K-8	37%	39%	39%	25%

Comparison Sub-Group ANALYSIS: Oakland Charter Schools

- Monarch Academy is **72 API points** (776) **above of the median** performance (704) of all Oakland charter schools serving similar grades. The school is **112 API points** (776) **above the median** performance (665) of Oakland charter schools serving both similar grades and a demographically similar population based on student socio-economic status.
- Monarch Academy is **above the median** performance of Oakland charter schools serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- Monarch Academy is **above the median** performance of Oakland charter schools serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.
- Monarch Academy is **above the average** performance (29%) of Oakland charter schools serving a similar grade level and similar demographic in its CST performance (37%) in **English Language Arts**.
- Monarch Academy is nonetheless **significantly above the average** performance (42%) of Oakland charter schools serving a similar grade level and similar demographic in its CST performance (75%) in **mathematics**.
- Monarch Academy has demonstrated consistent and steady improvement in API performance, CST ELA and CST math performance over the past four years.

C. Comparison Sub-Group: OUSD District Schools: API

- **Similar Grades Served**
- **Similar Demographic (< or > 20% Comparable low-income)**

Order rank based on 2008 API Score

SCHOOL	LEVEL	2007	2008	API change	met API?	met AYP?	F/R
Lincoln Elementary	Elem	897	906	9	Yes	Yes	80.4%
Franklin Elementary	Elem	768	835	67	Yes	Yes	81.3%
La Escuelita Elementary	Elem	771	827	56	Yes	Yes	80.1%
Bella Vista Elementary	Elem	780	800	20	No	Yes	76.9%
Think College Now	Elem	789	781	-8	No	Yes	92.1%
Laurel Elementary	Elem	776	780	4	No	No	77.4%
Monarch Academy	Elem	791	776	-15	No	Yes	94.0%
ACORN Woodland Elementary	Elem	688	774	86	Yes	Yes	90.7%
ASCEND	Elem	690	751	61	Yes	Yes	86.7%
Fruitvale Elementary	Elem	726	744	18	No	No	87.3%
International Community	Elem	680	730	50	Yes	No	85.1%
Greenleaf Elementary	Elem	B	718	B	N/A	No	92.5%
Howard Elementary	Elem	677	716	39	Yes	No	78.1%
Horace Mann Elementary	Elem	697	716	19	Yes	No	88.9%
Garfield Elementary	Elem	686	705	19	Yes	No	79.3%
Bridges Academy	Elem	662	701	39	Yes	No	91.1%
Burckhalter Elementary	Elem	684	696	12	Yes	No	75.7%
Brookfield Elementary	Elem	684	692	8	No	No	83.3%
Sankofa Academy	Elem	535	691	156	Yes	Yes	85.0%
Lazear Elementary	Elem	648	666	18	Yes	No	76.4%
Esperanza Elementary	Elem	615	665	50	Yes	No	91.0%
Hoover Elementary	Elem	646	659	13	Yes	No	82.2%
Rise Community	Elem	629	653	24	Yes	No	86.0%
EnCompass Academy Elementary	Elem	731	649	-82	No	No	91.4%
Martin Luther King, Jr. Elementary	Elem	636	645	9	Yes	No	74.3%
Lafayette Elementary	Elem	669	629	-40	No	No	82.7%
New Highland Academy	Elem	567	629	62	Yes	No	92.1%
Preparatory Literary Academy of Cultural	Elem	671	623	-48	No	No	81.8%
Learning Without Limits	Elem	B	614	B	N/A	No	77.9%
Fred T. Korematsu Discovery Academy	Elem	568	589	21	Yes	No	89.1%
Futures Elementary	Elem	B	572	B	N/A	No	80.0%
Reach Academy	Elem	488	568	80	Yes	Yes	82.6%
Community United Elementary	Elem	B	550	B	N/A	No	84.6%
East Oakland Pride Elementary	Elem	B	550	B	N/A	No	87.4%
Global Family	Elem	B	515	B	N/A	No	80.6%

D. Comparison Sub-Group: OUSD District Schools: API Growth Over-Time

- **Similar Age**
- **Similar Grades Served**
- **Similar Demographic (< or > 20% Comparable low-income)**

Order rank based on 2008 API Score

SCHOOL	LEVEL	2007	2008	API change	met API?	met AYP?	F/R
Think College Now	Elem	789	781	-8	No	Yes	92.1%
Monarch Academy	Elem	791	776	-15	No	Yes	94.0%
ACORN Woodland Elementary	Elem	688	774	86	Yes	Yes	90.7%
ASCEND	Elem	690	751	61	Yes	Yes	86.7%
International Community	Elem	680	730	50	Yes	No	85.1%
Greenleaf Elementary	Elem	B	718	B	N/A	No	92.5%
Bridges Academy	Elem	662	701	39	Yes	No	91.1%
Sankofa Academy	Elem	535	691	156	Yes	Yes	85.0%
Manzanita Community	Elem	636	689	53	Yes	No	73.1%
Esperanza Elementary	Elem	615	665	50	Yes	No	91.0%
Rise Community	Elem	629	653	24	Yes	No	86.0%
Manzanita SEED	Elem	675	652	-23	No	No	70.6%
EnCompass Academy Elementary	Elem	731	649	-82	No	No	91.4%
New Highland Academy	Elem	567	629	62	Yes	No	92.1%
Preparatory Literary Academy of Cultural	Elem	671	623	-48	No	No	81.8%
Learning Without Limits	Elem	B	614	B	N/A	No	77.9%
Fred T. Korematsu Discovery Academy	Elem	568	589	21	Yes	No	89.1%
Futures Elementary	Elem	B	572	B	N/A	No	80.0%
Reach Academy	Elem	488	568	80	Yes	Yes	82.6%
Community United Elementary	Elem	B	550	B	N/A	No	84.6%
East Oakland Pride Elementary	Elem	B	550	B	N/A	No	87.4%
Global Family	Elem	B	515	B	N/A	No	80.6%

Comparison Sub-Group ANALYSIS: OUSD District Schools

- Monarch Academy is **above the median** API performance (710) of District schools by 66 points (776) for 2008, as compared to schools serving similar grade levels and a similar population based on student socio-economic status.
- Monarch Academy is **above the average** API performance (689) of District schools by 87 points (776) for 2008, as compared to schools serving similar grade levels and a similar population based on student socio-economic status.
- Monarch Academy is **above the median** API performance (648) of **new** District schools by 128 points (776) for 2008, as compared to new schools serving similar grade levels and a similar population based on student socio-economic status.
- Monarch Academy is **above the average** API performance (656) of **new** District schools by 120 points (776) for 2008, as compared to new schools serving similar grade levels and a similar population 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 15, 16, 17, 2008** by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on **October 15 and 16, 2008**.

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

Strengths:

- The school is effectively led by a strong instructional leader who has been with the school for four years.
- The leader has been effective in develop the leadership skills of staff and teachers resulting in previous teachers moving into principal positions at other Aspire and non-Aspire schools.
- Many practices within the school represent the product of research and inquiry conducted by staff at the school site based on student performance outcomes.
- The school engages in regular benchmark assessments of students learning align Jed to the CA state standards.
- Staff regularly collaborate within and across grade levels on a weekly basis using both time embedded in the weekly schedule for such collaboration as well as time before and after school.
- Staff adheres consistent school-wide instructional strategies that include guided reading, writer's workshop, reading workshop that allows for differentiation and targeted small group instruction daily.
- A school-wide discipline policy and approach to developing a positive school climate is well in place and prevalent throughout the school resulting ins a positive, safe school climate conducive to learning.
- Students receive rigorous grade level instruction that provides ample opportunities for student discourse, use of technology, and the use of rubrics and other performance based assessments within which students are both evaluated and self-evaluate.
- The literacy program includes the effective and scaffolded use of literature circles and opportunities for student choice with respect to the required reading.
- The school employees a strategic use of high leverage instructional strategies aligned to recent research by Doug Lemov, which looks at the one hundred most effective teaching strategies.

Challenges:

- The school's reliance on a strong principal model presents risks in the long-term sustainability of the school.
- The school has suffered from consistently high rates of teacher turn-over (>25%) over the past four years resulting in varied stages of development in teacher practice.
- The over-all quality of instruction varies depending on the experience and length of time teaching at the school.

The following represent key findings of the **Third-Party Review**:

Strengths:

- The principal effectively implements the Aspire CMO mission and educational model by modeling high expectations and making effective management decisions for the primary purpose of raising student achievement.
- The school's assessment systems provide a range of data to drive and inform instruction.
- The school schedule provides teachers with ample time for planning and discussion of student performance. This results in a strong sense of collaboration and collegiality.
- The CMO and school actively engage the authorizer in monitoring the school's improvement strategies.

- Most staff and student embrace the C.A.R.E.S and Responsive Classroom principles and acknowledge that it creates a well-ordered environment conducive to learning.
- Relationships among students and the school staff are very good.
- Students are keen to come to school; their behavior and attendance are very good; and at the intermediate level, students demonstrate a high level of independence, responsibility and self reflection.
- Most teachers are receptive to the numerous professional development opportunities available within the school.

Challenges:

- There is inconsistency in teachers' questioning skills, use of time, pace and rigor.
- There is a lack of a broad-based science curriculum in upper grades.

Third Party Review Evaluation

Criteria 1: Improving Student Achievement

A charter school achieving proficiency in this area 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.

This area of the school's work is **PROFICIENT**.

Criteria 2: Strong Leadership

The leaders of a charter school achieving proficiency in this area 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.

This area of the school's work is **PROFICIENT WITH EXCELLENT FEATURES**.

Criteria 3: A Focus on Continuous Improvement

A charter school achieving proficiency in this area 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.

This area of the school's work is **PROFICIENT WITH EXCELLENT FEATURES**.

(SEE APPENDIX IV for detailed analysis of each criterion.)

Based on an analysis of Monarch Academy's 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 well above the median of the comparison schools** in those areas outlined in the OUSD Charter Renewal Standards. Finally, the school's Educational Program, over-all has been evaluated to be ***PROFICIENT with Excellent Features***.

Value-Added

Charter law makes clear that its *intent* to see the development of best practices and lessons learned through charter schools provide beneficial impact on entire public school system. Monarch Academy has demonstrated a commitment to sharing its programmatic strengths and ongoing improvement efforts. Staff has already begun holding schools site visitations that have included the Superintendent, Chief Academic Officer, Network Officer and District principals for this purpose.

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 15, 16, 17, 2008** by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on **October 15 and 16, 2008**.

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

Strengths:

The school has clearly defined complaint and conflict resolution procedures which are documented and accessible.

Policies and procedures have been developed and adhered to, as evidenced in board minutes.

The CMO thoroughly monitors the likelihood of any board members' conflict of interest.

The ongoing management of the school's finances is transparent to school leadership and the principal is skilled at developing the school's budget.

The school operates with a healthy reserve and classrooms are resourced to effectively deliver the program.

The school is well-kept and the facilities are well maintained.

Challenges:

- The development of the Parent Advisory Committee has been successful only in addressing concerns of neighborhood safety, disappearing after successful prior year's initiatives.
- The school is working to increase the diversity of the student population and is enlisting parent support in that effort.

The following represent key findings of the **Third-Party Review**:

Strengths:

- The school grounds and facilities are clean, safe, and well maintained.
- Parents appreciate the open and welcoming environment the school offers and the attention given to their children.
- Organizational management at Monarch Academy is very effective, so that the school functions efficiently on a day-to-day basis.
- The principal provides strong leadership and is supported well by the school's leadership team.
- Parents and staff support the decisions and changes made by the school leadership and CMO.
- Parents and staff appreciate the fact that the principal is a very good communicator and is very approachable.
- Monarch Academy's fiscal and operational health is helping to ensure all students are served well.
- The school's finances are strong and healthy, as evidenced by the previous two years of clean, unqualified audits.
- There is a good level of financial expertise on the CMO governing board.
- The CMO provides expertise in school finance and has systematized many aspects of the financial operations to run efficiently with minimal staff.

Challenges:

- The Advisory School Council is not currently operational as outlined in the petition.
- High staff turnover impacts the consistency in building staff leadership and instructional capacity.

Third Party Review evaluation

Criteria 4: Responsible Governance

A quality 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.

This area of the school's work is **PROFICIENT**.

Criteria 5: Fiscal Accountability

A quality 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.

This area of the school's work is **EXCELLENT**.

(SEE APPENDIX IV for detailed analysis of each criterion.)

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of Monarch Academy's Fiscal Accountability and Governance following over their 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 and Charter Management Organization (CMO) support
- Standing with parents and within the community

Based on this analysis, the school is deemed an **Effective, Viable Organization** for the purposes of 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

The following summary provides key areas in which the school has and has not been faithful to the terms of its charter:

Evidence indicates that the school has adhered to the following terms of their charter:

- Provided a rigorous college bound focus
- Engaged teachers in collaborative structures to improve learning
- Provided a small, nurturing learning environment

Evidence indicates that the school has not adhered to the following terms of their charter:

- The development of the Parent Advisory Council has not achieved the functioning outlined in the charter

Staff has reviewed the school's records on file with the District and deemed that Monarch Academy 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 Monarch Academy 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 State Administrator approve the charter renewal petition for Monarch 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, 2008 and expire on June 30, 2013. 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 State Administrator approve the Monarch 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 State Administrator'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 Review

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 Friday, May 1, 2009.

Charter Text	Text Reference	Required Revision
<u>Governance</u>	Page ()	<p><u>Add the following text:</u></p> <p><i>“MONARCH ACADEMY will comply with the District policy related to charter schools, as it may be changed from time to time.”</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>By October 1 of each year, MONARCH ACADEMY will notify the District in writing of the application deadline and proposed lottery date. MONARCH ACADEMY 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>
<u>Public Records</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“MONARCH ACADEMY 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 MONARCH ACADEMY to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at MONARCH ACADEMY and of the District. MONARCH ACADEMY 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 MONARCH ACADEMY does not have that MONARCH ACADEMY needs in order to meet its obligations, the District shall provide the same to MONARCH ACADEMY in a</i></p>

		<i>reasonably timely manner upon request.”</i>
<u>VII. Reporting and Accountability</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If MONARCH ACADEMY does not test (i.e., STAR) with the District, MONARCH ACADEMY 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></p> <p><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></p>
<u>External Reporting</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“MONARCH ACADEMY will maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.”</i></p>
<u>Section IV: Governance Structure of the School</u>	Pages ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“MONARCH ACADEMY shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. MONARCH ACADEMY acknowledges that it is subject to audit by OUSD.”</i></p>
<u>Section IV: Governance Structure</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Members of MONARCH ACADEMY’s Governing Board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.</i></p> <p><i>MONARCH ACADEMY and/or its non-profit</i></p>

		<i>corporation will be solely responsible for the debts and obligations of the charter school.”</i>
<u>Addressing Parent Complaints</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>MONARCH ACADEMY will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. MONARCH ACADEMY 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 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>MONARCH ACADEMY 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 MONARCH ACADEMY alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. MONARCH ACADEMY 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>MONARCH ACADEMY 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>MONARCH ACADEMY will implement</i></p>

		<p><i>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>“MONARCH ACADEMY 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 MONARCH ACADEMY agree to attempt to resolve all disputes between the District and MONARCH ACADEMY 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.</i></p> <p><i>Any controversy or claim arising out of or relating to the charter agreement between the District and MONARCH ACADEMY, 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.</i></p> <p><i>(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related</i></p>

	<p><i>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:</i></p> <p><i>To Charter School, c/o School Director: MONARCH ACADEMY</i></p> <p><i>To Coordinator, Office of Charter Schools: Office of Charter Schools Oakland Unified School District 1025 Second Avenue, Room 206 Oakland, California 94606</i></p> <p><i>(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</i></p>
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		<p><i>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. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association (“AAA”). Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the AAA. If no agreement on a mediator is reached within 30 days after a request to mediate, the AAA shall select the mediator.</i></p> <p><i>(4) If the mediation is not successful, the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the guidelines of the AAA. If no agreement on an arbitrator is reached within 30 days after a request to mediate, the AAA shall select the arbitrator. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear its own costs and expenses.</i></p> <p><i>(5) Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by the other party in compelling arbitration of any controversy, claim, or dispute.”</i></p>
<p><u>Suspension and Expulsion: Due Process for Students with Disabilities</u></p>	<p>Pages ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p>

		<p><i>“In the case of a special education student, or a student who receives 504 accommodations, MONARCH ACADEMY 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 whether the student’s misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student’s IEP or 504 Plan. If it is determined that the student’s misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the student’s 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 MONARCH ACADEMY is a recipient of federal funds, including federal Title I, Part A funds, MONARCH ACADEMY 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. MONARCH ACADEMY 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> • <i>Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.</i> <p><i>MONARCH ACADEMY also understands that as part of its oversight of the school, the Office of Charter School may conduct program review of federal and state compliance issues.”</i></p>
<p><u>Facilities</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If MONARCH ACADEMY 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 45 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not open unless an exception is made by the Office of Charter Schools. If MONARCH ACADEMY moves or expands to another facility during the term of this charter, MONARCH ACADEMY 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 45 days before school is scheduled to begin operation in the facility or</i></p>

		<p><i>facilities. MONARCH ACADEMY 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.</i></p> <p><i>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 supervisorial oversight of MONARCH ACADEMY not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if MONARCH ACADEMY is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.”</i></p>
<u>IX. Miscellaneous Charter-Related Issues</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[Charter School] must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire.”</i></p>
<u>IX. 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 MONARCH ACADEMY if MONARCH ACADEMY commits a breach of any terms of its charter. Further, the District may revoke the charter if MONARCH ACADEMY commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of MONARCH ACADEMY on any of the following grounds:</i></p> <ul style="list-style-type: none"> • <i>MONARCH ACADEMY committed a</i>

		<ul style="list-style-type: none"> • <i>MONARCH ACADEMY failed to meet or pursue any of the pupil outcomes identified in the charter.</i> • <i>MONARCH ACADEMY failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.</i> • <i>MONARCH ACADEMY violated any provisions of law.</i> <p><i>Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify MONARCH ACADEMY in writing of the specific violation, and give MONARCH ACADEMY a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.”</i></p>
<p><u>Impact on Charter Authorizer</u></p>	<p>Page ()</p>	<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
<p><u>Impact on Charter Authorizer</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“MONARCH ACADEMY agrees to observe and abide by the following terms and</i></p>

	<p><i>conditions as a requirement for receiving and maintaining their charter authorization:</i></p> <ul style="list-style-type: none"> • <i>MONARCH ACADEMY 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 MONARCH ACADEMY.</i> • <i>The District is authorized to revoke this charter for, among other reasons, the failure of MONARCH ACADEMY to meet generally accepted accounting principles or if it engages in fiscal mismanagement.</i> <p><i>Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit MONARCH ACADEMY 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:</i></p> <ul style="list-style-type: none"> • <i>Compliance with terms and conditions prescribed in the charter,</i> • <i>Internal controls, both financial and operational in nature,</i> • <i>The accuracy, recording and/or reporting of school financial information,</i> • <i>The school’s debt structure,</i> • <i>Governance policies, procedures and history,</i> • <i>The recording and reporting of attendance data,</i> • <i>The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,</i> • <i>Compliance with safety plans and procedures, and</i> • <i>Compliance with applicable grant requirements.</i> <p><i>MONARCH ACADEMY shall cooperate fully with such audits and to make available any and all records necessary for the</i></p>
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	<p><i>performance of the audit upon 30 days notice to MONARCH ACADEMY. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.</i></p> <p><i>In addition, if an allegation of waste, fraud or abuse related to MONARCH ACADEMY operations is received by the District, the MONARCH ACADEMY shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.”</i></p>
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Attachment II: Charter School Renewal Quality Review



Oakland Unified School District

Charter School Renewal Site Visit Report

Monarch Academy

**1445 101st Avenue
Oakland, California 94603**

Principal: Tatiana Epanchin

Dates of review: October 15 - 16, 2008

Lead Reviewer: Renee Middleton

Team reviewers: Tim Boyce

Cambridge Education (LLC)

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

School strengths
School challenges

Part 3: Main findings

Overall evaluation
How well the school meets the School Quality Review criteria

Part 4: School Quality Criteria Summary

Part 1: The School Context

Information about the school

Monarch Academy is a kindergarten through grade 5 public charter school currently in its eighth year of operations. Founded in 2000, Monarch is the third charter school established by the Aspire Public Schools Charter Management Organization (CMO), and the first one established in Oakland by the CMO.

The school's enrollment is at 355 students, the majority (89%) are Hispanic/Latino while 10% are African-American, and 1% Pacific Islander. Almost 88% of the student population is designated as socio-economically disadvantaged, and 78% are designated English Learners (EL). Seven percent (7%) of the students at the school are designated with disabilities. Ninety-three percent (93%) of students are entitled to a free or subsidized lunch, which is a higher percentage than the district average. The student attendance rate Monarch averages at 96%. Monarch has gained a strong reputation in the community with an overall waitlist of approximately 600 students.

From the period 2005 to 2007, Monarch Academy's Academic Performance Index (API) growth has ranged between +26 and +85 points per year. However, the school's API dipped from 791 to 776 points in 2008. In 2007, the school achieved a statewide ranking of 6 and 10 among similar schools.

Part 2: Overview

School Strengths:

- The principal effectively implements the Aspire CMO mission and educational model by modeling high expectations and making effective management decisions for the primary purpose of raising student achievement.
- The school's assessment systems provide a range of data to drive and inform instruction.
- The school schedule provides teachers with ample time for planning and discussion of student performance. This results in a strong sense of collaboration and collegiality.
- The CMO and school actively engage the authorizer in monitoring the school's improvement strategies.
- Most staff and student embrace the C.A.R.E.S and Responsive Classroom principles and acknowledge that it creates a well-ordered environment conducive to learning.
- Relationships among students and the school staff are very good.
- Students are keen to come to school; their behavior and attendance are very good; and at the intermediate level, students demonstrate a high level of independence, responsibility and self-reflection.
- Most teachers are receptive to the numerous professional development opportunities available within the school.
- The school grounds and facilities are clean, safe, and well maintained.
- Parents appreciate the open and welcoming environment the school offers and the attention given to their children.

School Challenges:

- There is inconsistency in teachers' questioning skills, use of time, pace and rigor.
- There is a lack of a broad-based science curriculum in upper grades.
- The Advisory School Council is not currently operational as outlined in the petition.
- High staff turnover impacts the consistency in building staff leadership and instructional capacity.

Part 3: Main Findings

Overall Evaluation: The school's overall performance

This is a proficient school with excellent features overall.

Is the School An Academic Success?

Monarch Academy maintains high academic and behavioral expectations for its students, and most of its students reach these expectations. Students in the primary grade-levels (kindergarten through grade 2) are making good progress on meeting school-wide goals while most of the students in the intermediate grade levels (grades 3 through 5) have proficient achievement in mathematics and with some progress in English language arts (ELA). The school is developing strategies to support students particularly in writing as a number of students have not achieved above basic levels in comparison to state and similar school averages.

From the period 2005 to 2007, Monarch Academy's Academic Performance Index (API) growth has ranged between + 26 and +85 points per year. However, the school's 2008 API dipped from 791 to 776 points as a significantly high number of English learners (EL) not achieving ELA proficiency. In the 2008 CST ELA tests, 37% of students achieved proficient or above compared to 76% in mathematics. Sixteen percent of grade 5 students achieved proficient, or above, in the 2008 CST science tests.

Monarch Academy implements a rigorous, standards-based curriculum, although the science curriculum is not as strong as other core subjects. The quality of instruction varies from class to class and some of this variance can be attributed to the significant staff turnover. Yet, in the best practice, there are good opportunities for students to improve their learning and to think critically. There are good support structures, which include after-school tutoring and a summer bridging program in place to prepare and help students improve their learning. The school provides a well-structured physical education program, dance, and music in addition to the core academic subjects.

Monarch Academy's culture is underpinned by its focus on college readiness, including goals for students in their early stages of learning. The school has a 96% attendance rate which is above similar and Oakland Unified School District schools.

Is the School an Effective, Viable Organization?

Organizational management at Monarch Academy is very effective, so that the school functions efficiently on a day-to-day basis. The principal provides strong leadership and is supported well by the school's leadership team. Together, they successfully focus on improving the quality of the school's work, with particular focus on student achievement and the quality of their classroom experiences. Parents and staff support the decisions and changes made by the school leadership and CMO. They appreciate the fact that the principal is a very good communicator and is very approachable.

Monarch Academy's fiscal and operational health is helping to ensure all students are served well. The school's finances are strong and healthy, as evidenced by the previous two years of clean, unqualified audits. There is a good level of financial expertise on the CMO governing board. The CMO provides expertise in school finance and has systematized many aspects of the financial operations to run efficiently with minimal staff.

Has the School Remained Faithful to the Terms of Its Charter?

The school meets the terms of its charter in all areas relating to student achievement, its curriculum delivery, and fiscal accountability. CMO board governance of the school is also effective, with the expected policies and practice securely in place. However, some change in the composition of the

Advisory School Council is necessary to guarantee effective practice with respect to school's charter alignment.

In alignment with the Aspire charter petition, Monarch Academy maintains a safe and secure environment, which is supportive and enables learning. Expectations of student progress are becoming more consistently high and the curriculum and extra-curricular opportunities provide many avenues for students with diverse interests and needs to progress in their learning.

There is alignment in charter petition to the school's implementation of the Aspire differentiated instructional model by using grouped centers and varied learning activities to deliver a standards-based curriculum. However, for a few teachers, instruction lacks consistently effective practice in a few classes. Implementing consistent, strong classroom management and center activities that tap into higher order thinking skills are areas which require fuller examination and strategic development.

As outlined in the charter petition, the school leadership analyzes student assessment data and provides regularly scheduled time for teachers to discuss and analyze this data. Teachers plan lessons collaboratively and use data in this planning. However, there is much variance in how effectively teachers' use of a range of data to inform and differentiate lessons to meet all students' needs fully. Students are assessed constantly through individual teacher assessments, Aspire-wide benchmark assessments, the school's own assessments, and by the state standardized tests. In meeting the school's agreed goals, there are good structures for collaboration and planning.

Criterion 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.

This area of the school's work is proficient.

Monarch Academy implements clear and measurable program goals and student learning objectives, including meeting its stated performance standards. The school has made good API growth in past years, but dipped from 791 to 776 in 2008. The school did not meet its 2008 API growth target for Hispanic, special education, and socio-economic disadvantaged subgroups.

Children in kindergarten make good progress in learning to read, write, and count. Although many reach expected goals by the time they start grade 1, a significant number have still to do so, especially in aspects of English language learners (ELL) developing literacy skills. Results for 2008 in both grades 3 and 5 in mathematics are in line with State averages and above district average. However, the majority of students tested performed mainly at basic to below basic in ELA. Few students in grade 5 (16%) met this year's state averages or above in science. State tests indicate that students do not perform well in writing. Students who have learning or other needs receive prompt and sensitive help and as a result achieve well. The school has responded quickly to the needs of special education students. These students are given good support, make good progress, and achieve well. There is a whole school focus on expository writing and the improvements needed for students at all grade levels to improve their writing skills.

With high staff turnover, the school faces the challenge of ensuring that all teachers maintain high expectations. The teachers are supported by the leadership team, through intense professional development and by standards-based literacy and numeracy resources, including technology to demonstrate their lessons and to enhance students' learning. With the exception of science, the school's curriculum clearly identifies essential skills and knowledge to move students' learning forward with rigor and good pacing. The core curriculum is structured in a coherent grad-by-grade sequence, scaffolding language and mathematics skills with assessment effectively implemented to support students' mastery across all subjects.

The school has put in place effective strategies to meet the full range of abilities and needs of students, including those students who are English language learners, those with special educational needs, and high achievers. As shown in academic results, the school is effectively closing the achievement gap for most students. For those students who fall behind or require support, the school implements effective strategies to address their needs, such as targeted reading

groups and support of assistants or volunteers. Technology is used well to enhance student learning. Students show a high level of enthusiasm for their learning across the curriculum, reflected in their positive responses in lessons, participation in after-school programs, and their diligent efforts to learn more and to do well.

The school has ample space conducive to learning with welcoming and well-resourced classrooms. There is good maintenance of the school site with watchful security ensuring the safety of students, including rigorous emergency procedures and crisis plans. There is mutual respect and trust among adults and students. There are no issues of violence or bullying among students who demonstrate good citizenship to exemplify the whole school C.A.R.E.S (cooperation, assertiveness, responsibility, empathy and self-control) principles. The school makes a concerted effort to address the healthy eating and well-being of the students. Policies are effectively implemented to sustain students taking responsibility for their behavior.

The school leader and staff clearly articulate the school's mission of raising student achievement in daily practice. The school had developed effective systems for ensuring that all stakeholders receive consistent and clear communication on a regular basis through frequent newsletters, workshops, and events to draw parents into the life of the school. Parents and students are clear that the school expects its students to be prepared for and to go to college. Parents praise the availability of teachers and the principal regarding their attention to their children's needs.

While the school's vision and mission are clearly communicated to all stakeholders, the school leadership recognizes the need for parents to be more active as part of the school's support system. Few parents actively engage in the daily life of the school or play an explicit role in monitoring and using assessment data relating to their own children's progress and achievement. The principal has put greater focus on formal monitoring and evaluation of the school's programs, especially in the review of the school improvement plans, in observations of teaching and learning, and in the teachers' use of disaggregated data to better inform classroom practice.

Criterion 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.

This area of the school's work is proficient with excellent features.

The school leadership fosters learning, a strong community and positive behaviors. The school facility is organized and structured so that it is safe, orderly space where students are the priority. The principal adheres to high standards for academic achievement and behavior and utilizes systems of "non-negotiables" which drives the culture to positively impact on learning. The school has worked extensively and with success in developing positive student behavior through the responsive classroom model. In turn, students know what is expected of them. The school's C.A.R.E.S. motto is evident in all areas of the school with a signed commitment from students to live by the C.A.R.E.S (Cooperation, Assertiveness, Responsibility, Empathy and Self Control) lifestyle. Students have a real working knowledge of the motto and know how it is manifested daily in their behavior. When working together, the various aspects of C.A.R.E.S help students to assist each other and problem solve collaboratively. Students, staff and parents are proud of the school. Students discussed the importance of community within the school and the independence fostered. However, the opportunities provided for students to demonstrate the C.A.R.E.S principles from class to class are varied.

The school establishes and maintains regular teacher collaboration. Teachers understand, and for the most part adhere to, the high expectation set by the school principal. Teachers also meet often to discuss student achievement, school events and data analysis. To increase instructional effectiveness and consistency of expectations helped by the weekly professional development, peer observations, and through shared strategies. The teachers express that they are given a degree of flexibility within the established Aspire model and value the opportunities to work together in teams.

The principal expresses concern about staff turnover which has been detrimental to the school maintaining a stable teaching force and expertise needed, especially in addressing the needs of

English language learners. However, contingency plans are in place to ensure that students receive comprehensive and coherent learning opportunities with supporting after-school programs to address the learning needs of all students. The Aspire CMO does not implement exit interviews for departing staff or make recruiting strategies explicit.

There is respect for the diversity and needs of the staff, students, parents, and community. The school has little student attrition. Yet there is limited celebration of the school's ethnic diversity and cultural sensitivity to raise student, staff, and parent awareness of the school as part of a global community as evident in the lack of cultural diversity in class libraries' reading material and explicit displays, posters, and information in Spanish or other ethnic representations. Recruitment plans focus on inclusive principles to attract a diverse and range of learners to the school. The school has clear and open enrollment procedures, with an adopted public lottery policy.

The school is beginning to productively engage a greater number of the community members and partners as part of the school's support system, as exemplified by the effective contributions of volunteers who regularly come into school to support students' academic and social skills. This is making an impact on raising students' interest in books and in improving their reading skills.

Criterion 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..

This area of the school's work is proficient with excellent features.

The teachers at Monarch Academy use a variety of student assessments, which include their own classroom assessments, Aspire-wide benchmark assessments, school interim assessments, and the state standardized tests to assess how their students are achieving. The results of these assessments are collected regularly; and formal, structured time is set aside for grade-level teachers to review student achievement data and to discuss lessons. In most cases, adjustments to the teachers' planning are made based on the information collected. Teachers report that the data analysis has been helpful and that the collaborative planning has been effective in planning learning activities and in providing consistency across each grade-level. Teachers also share the results of student achievement data with parents at conferences.

Teachers regularly review how they assess students and collect data to understand the performance levels of their students. Rubrics are consistently broken down into the distinct skills to help teachers understand the levels of students work while teachers are working to improve how this is communicated to students who currently are not always clear as to what skills they need to develop and the steps they need to take in their next stages of learning. They are developing the instructional strategies they need to improve student performance. However, some assessments do not directly link back to the state standards. For example, reading tests delineate the proficiency levels of their students on the mechanics of reading; but not necessarily on their reading comprehension levels – particularly for the EL students.

The school has formal systems for reviewing data and for developing short and long-term plans. For example, the teachers regularly engage in a "cycle of inquiry" discussions in which the school teaching community pull out trends and evidence in student achievement overall. Specific instructional strategies or skills focus areas are then developed and applied within and across grade-levels based on this examination.

The Aspire CMO provides the school with a comprehensive summary of its annual state STAR data, outlining trends and disaggregated significant subgroup performance. The school principal shares analysis of this information with the teachers. There are good systems implemented for the management of student information and assessment data. The school administers the mandated State tests and carries out its own interim assessments. Instruction is data driven, with modifications made in response to student performance.

Teachers know their students well, and lessons are pitched at the correct levels to help students progress at a rate comparable to their abilities. Teachers group their students based on their prior knowledge and understanding with good opportunities to differentiate group tasks to address students' varied needs. Teachers regularly confer to track students' progress through subject

content and skill-based assessment. As needs arise, students receive additional support in areas where improvement is needed, and teachers adapt their approaches to address individual needs. In addition, grouping is very deliberate and facilitates intense focus on areas that need improvement.

Criterion 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.

This area of the school's work is proficient.

The Aspire CMO governance of the school is aware of the school's needs and effectively carries out data analysis and monitoring of CST and interim assessment of students' academic results. The Board identifies key priorities and primarily liaises with the CMO management team in providing a clear mission for the Aspire schools. Board members' visits to the school-site are variable, and dependent on each member's available time. There are clearly defined complaint and conflict resolution procedures which are documented and accessible. There are adopted set of bylaws which include policies for meeting protocols, procedures, and formal financial systems within the school. Policies and procedures have been developed and duly adhered to, as noted in board minutes. The Aspire CMO thoroughly monitors the likelihood of any board members' conflict of interest.

The school leadership works close with the Aspire CMO to ensure that information and professional development opportunities are provided relating to charter operations and laws. However, the school-site governance is less rigorous. The school does not have an operational on-site Advisory School Council to meet the requirements of the charter petition, lacking representation of parents and members of the community on in its committees.

The Board receives monthly fiscal reports and CMO updates. There are sound legal and financial structures delineated in the CMO to ensure that the Board effectively carries out its duties. The budget is adopted according to the district requirements and interim reports created in a timely manner. However, the Board does not receive regular Monarch updates regarding the school's strategic plans and actions. Thus, there are well-defined means of evaluating the effectiveness of the school's improvement strategies and progress made in addressing identified priorities, such as the school's proposed curriculum changes in its forthcoming new petition.

Criterion 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.

This area of the school's work is excellent.

The principal's on-site operational management and CMO's financial overview of the school is very good and the finances are secure. The school is in full compliance with financial reporting and management. The school has maintained yearly positive balance sheets, a 7% reserve, long range budget projections, and grant development which demonstrate its financial viability. The principal receives updates and timely budgetary information and demonstrates her involvement in monitoring the working budget accordingly. Such careful scrutiny allows the school to support student learning through funding ample classroom resources and academic staffing support.

Ongoing financial management practices are comprehensive and transparent. Good communication ensures the school's fiscal integrity and sustainability. The school supports an environment conducive to student learning by maintaining a spacious and accommodating facility. This allows for the flexible use of space for varied student groupings. The budget is well-managed to provide necessary classroom resources and supplies within a clean and safe school site. There has been effective budget spending to employ teacher aides in most classrooms. Recognizing the need for

the strategic allocation of resources, the principal carefully aligns the budget with its explicit educational goals.

The CMO provides the principal with a comprehensive set of fiscal policies governing the fiduciary responsibilities within the school. In turn, the school aligns its mission and vision with fiscal policies and procedures. The establishment of an Advisory School Council is yet to be formalized to help the school align its governance to its charter petition and in creating its vision for strong ties to families and the community. As a result, there is a lack of stakeholders' input, such as parent representatives from the Advisory School Council, in the budget planning and review process.

Internal controls are deeply embedded in the school's financial systems and procedures. The addition of dual signatory on checks and signed bookkeeping of petty cash are needed to enhance financial controls.

Communication is maintained with the authorizers and district policies. Regardless of where the Aspire documents reside, it is clear that internal controls are deeply embedded in the principal's understanding of fiscal matters. Annual audits are available and transparent for OUSD and the public to be aware of the school's financial status. The most recent audit indicates that the school is in compliance with all of the district's required documentation demonstrating the leadership's strong commitment to ensuring that finances support the drive to achieve the school's mission and goals.

School name: Monarch Academy

School Quality Review	5	4	3	2	1
Overall evaluation score		X			

Criterion 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.		5	4	3	2	1
Criterion 1 overall score:			X			
1.1	Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, and state and federal standards		X			
1.2	Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended	X				
1.3	Demonstrates high expectations for student achievement	X				
1.4	Provides a challenging and coherent curriculum for each individual student		X			
1.5	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students	X				
1.6	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement		X			
1.7	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism		X			
1.8	Productively engages parental and community involvement as a part of the school's student support system		X			
1.9	Shares its vision among the school community and demonstrates its mission in daily action and practice		X			
1.10	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process			X		
Criterion 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.		5	4	3	2	1
Criterion 2 overall score:			X			
2.1	Effectively communicates and engages stakeholders in the vision mission of the school		X			
2.2	Consistently puts into practice the educational program outlined in its charter.		X			
2.3	Generates and sustains a school culture conducive to staff professional growth	X				
2.4	Actively monitors and evaluates the success of the school's program	X				
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	X				
2.6	Treats all individuals with fairness, dignity and respect		X			
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		X			
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success		X			
2.9	Abstains from any decision involving a potential or actual conflict of interests	X				
2.10	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter		X			
2.11	Engages community involvement in the school		X			

Criterion 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.		5	4	3	2	1
Criterion 3 overall score:			X			
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement.		X			
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	X				
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter.	X				
3.4	Uses student assessment results to improve curriculum and instruction.		X			
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement.		X			

Criterion 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.		5	4	3	2	1
Criterion 4 overall score:			X			
4.1	Ensure that policies are implemented in a fair and consistent manner.		X			
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate.		X			
4.3	Seek input from impacted stakeholders.		X			
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter.		X			
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status.		X			
Criterion 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.		5	4	3	2	1
Criterion 5 overall score:		X				
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability.	X				
5.2	Conducts an annual financial audit which is made public.	X				
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely.	X				
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals.	X				