



TO: Board of Education

FROM: Gary Yee, Ed.D., Superintendent  
Silke Bradford, Ed.D., Director-Quality Diverse Providers

DATE: February 12, 2014

RE: Charter Renewal Request

Legislative File

File ID No.: 14-0390

Introduction Date: 3/26/14

Enactment No.: 14-0825

Enactment Date: 5-28-14

By: [Signature]

**ACTION REQUESTED:**

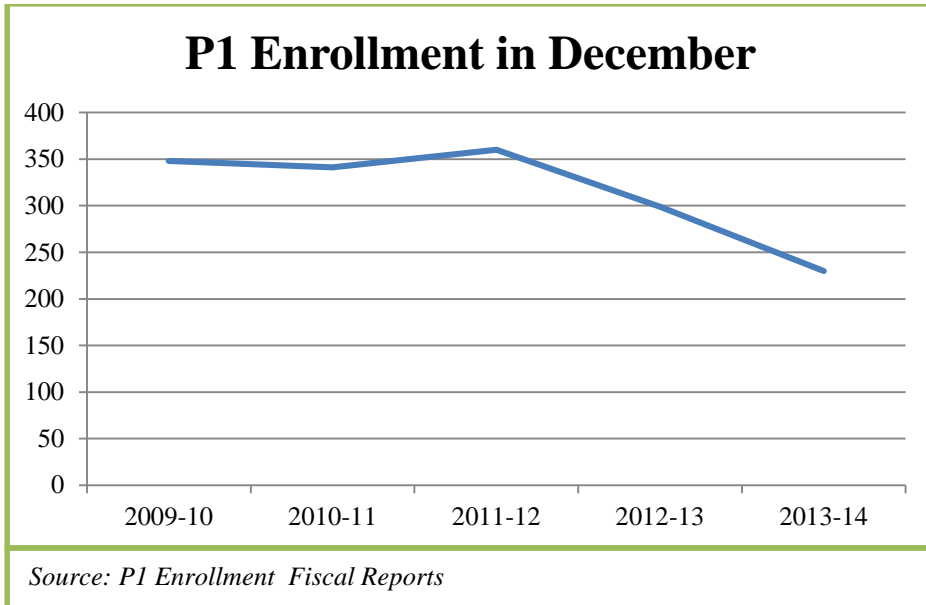
**Deny E.C. Reems Academy** charter renewal because the charter school has *not* met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605(b)(5), which governs charter school renewals. The findings outlined in this report provide evidence that petitioners have *not* met the standards and expectations for charter renewal, and that the petitioners are therefore demonstrably *unlikely* to successfully implement the program as set forth in the petition.

**BACKGROUND:**

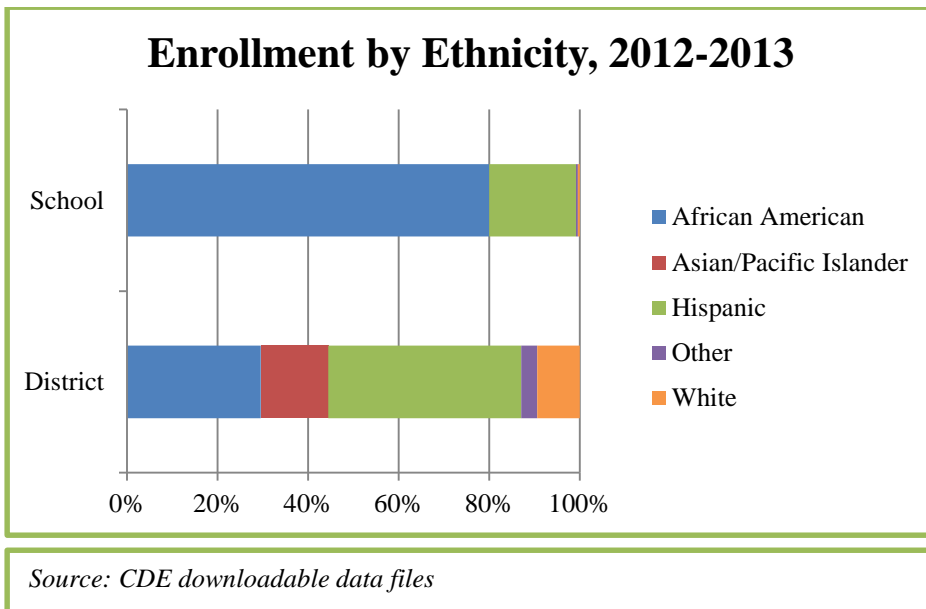
**I. School Description and Key Program Elements:**

<b>Opening Year</b>	1999	<b>Grades</b>	K-8
<b>Current Term</b>	2009-2014	<b>Attendance Area</b>	CASTLEMONT
<b>Renewal Date</b>	July 1, 2014	<b>Board District</b>	District 7
<b>New Term</b>	2014-2019	<b>CMO</b>	
<b>Program Improvement</b>	Year 5		

The following graph illustrates that E.C. Reems enrollment numbers have decreased from 348 students to 230 during the term of the charter (Source: P1 Enrollment Fiscal Reports). This represents a loss of 118 students or an enrollment decrease of 33.9%. This is clear evidence of a decreased community demand for the program offerings at E.C. Reems.



A comparison between E.C. Reems’s and the District’s enrollment demographics are as follows:



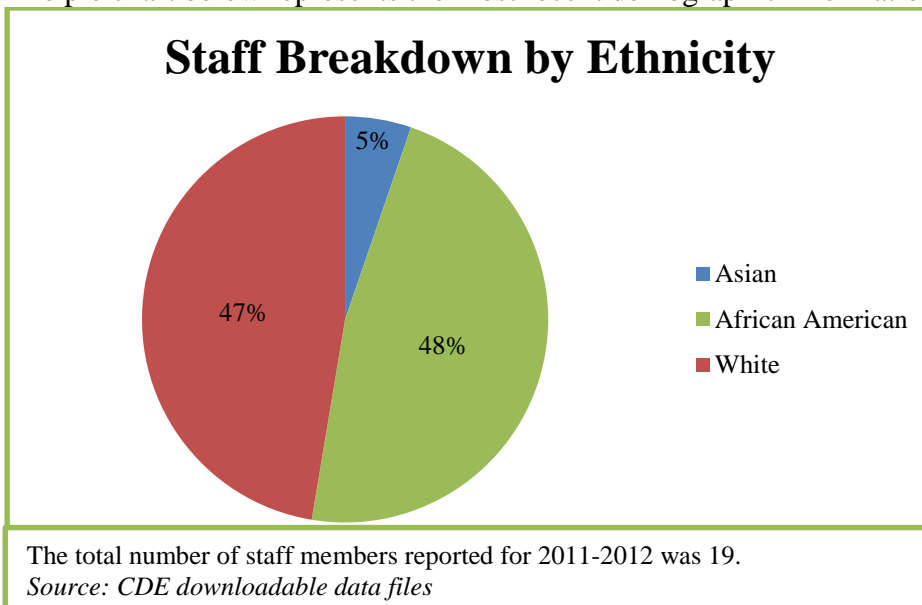
E.C. Reems 's detailed demographic data overtime is represented in the chart below. The student population (2012-2013) is majority African American comprising 63.09%. The female population is nearly double that of the male student population comprising close to 2/3<sup>rd</sup> of the student body. The data reporting issues that persist with E.C. Reems today, is also evident in the 2010-2011 data below where the school clearly had errors in the CalPad report they submitted to CDE (see chart and \* below).

	2009-2010	2010-2011	2011-2012	2012-2013
<b>Total Enrollment</b>	<b>334</b>	<b>216*</b>	<b>359</b>	<b>317</b>
<b>Gender</b>				
Male	140	81*	146	119
	41.92%	37.50%	40.67%	37.54%
Female	194	135*	213	198
	58.08%	62.50%	59.33%	62.46%
<b>Ethnicity</b>				
African American	273	173*	199	200
	81.74%	80.09%	55.43%	63.09%
Asian/Pacific Islander	1	1*	1	0
	0.30%	0.46%	0.28%	0.00%
Latino	55	38*	46	48
	16.47%	17.59%	12.81%	15.14%
Other	1	2*	2	1
	0.30%	0.93%	0.56%	0.32%
White	0	0*	3	1
	0.00%	0.00%	0.84%	0.32%
<b>Socioeconomically Disadvantaged</b>	<b>26</b>	<b>16*</b>	<b>347</b>	<b>254</b>
	7.78%	7.41%	96.66%	80.13%
<b>English Fluency</b>				
EL	4	17*	9	8
	1.20%	7.87%	2.51%	2.52%

Source: CDE downloadable data files

\*The total enrollment data for 2010-2011 does not match the internal records of the Office of Charter Schools. CDE's Data Reporting office said that the data came from CALPADS, which was reported by the school.

The pie chart below represents the most recent demographic information available of the E.C. Reems Staff:



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

“E.C. Reems Academy provides a student-centered curriculum that enhances intellectual development, leadership ability and technological fluency, to prepare and endow East Oakland youth with strategic advantages needed to participate in the 21<sup>st</sup> century.”

**School Mission: (Excerpt from the NEW charter petition)**

No changes made

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

“Our students enjoy motivating activities that are highly competitive. They enjoy any projects or programs whereby they compete against peers in their classes or school-wide.

Read Between the Lines” was a very successful grade level and school-wide academic competition that consistently promoted and demonstrated students achievement and engagement. As E.C. Reems Academy increasingly integrates hardware technology and instructional, learning and assessment software into the classroom, there are numerous educational websites that encourage student achievement through local, regional, national and international, grade-level and school-wide competitions. (SumDogs, Khan Academy, Vocabulary.com).

“Read Between the Lines” competitions will be replaced with E.C. Reems students/teams participating in a variety of on-line, and real-life academic competitions, such as local, regional, national and international Spelling & Geography Bees, Math and Science Research Fairs, Oratory and Debate Competitions. Many of the academic competitions and activities will be integrated into the After School programs. Participation in the Academic Competitions/Teams will be documented on an ongoing basis in the Student Portfolio.

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

“ a. The implementation of Inquiry-based Instruction and Learning and High Yield Instructional Strategies (specifically Inquiry-based Instruction and Learning), will facilitate students developing and applying their content knowledge, higher order critical and creative thinking and problem-solving skills, to real-world situations.”

“b. Data-Driven Improvements in Instruction, Learning and Assessment, utilizing data generated from ongoing Normative and Summative Testing, Student Work and Classroom Assessments will be used to assign students to Response To Intervention (RTI) Groups that receive Differentiated Instruction targeted at improving student proficiency and mastery of specific ELA/Math Content and Practice Standards. “

“c. The Effective and Innovative Integration of Technology with Data-Driven and Inquiry-based Instruction, Learning and Assessment will be a primary focus of Teacher Professional Development, Support and Evaluation. “

**GOVERNING LAW:**

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

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

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

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

**II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)**

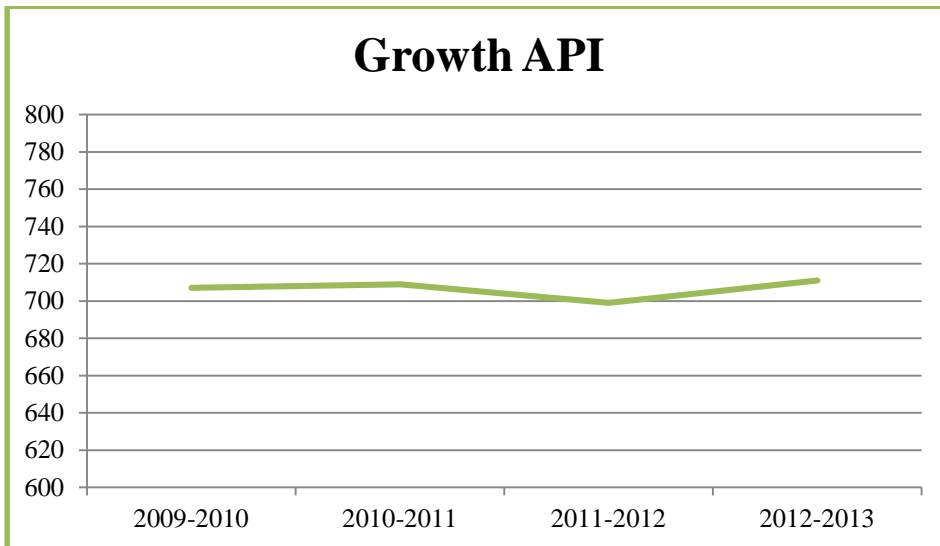
The Charter Schools Act establishes a prerequisite for charter renewal (AB1137) in which a charter school must meet **AT LEAST ONE CRITERIA** so that charter renewal **may be considered**. **E.C. Reems did not meet 5 of the 8 criteria.**

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

## API Growth Target and AYP Criteria Performance

E.C. Reems did not make Adequate Yearly Progress (AYP) at any point during the five year renewal term.

	2009-2010	2010-2011	2011-2012	2012-2013
<b>API</b>				
Growth API	707	709	699	711
Growth target met?	No	No	No	Yes
<b>AYP</b>				
AYP Met?	No	No	No	No
Number of AYP Criteria Met	8 out of 13	11 out of 15	6 out of 13	8 out of 13
PI Status	In PI	In PI	In PI	In PI



## API Rankings

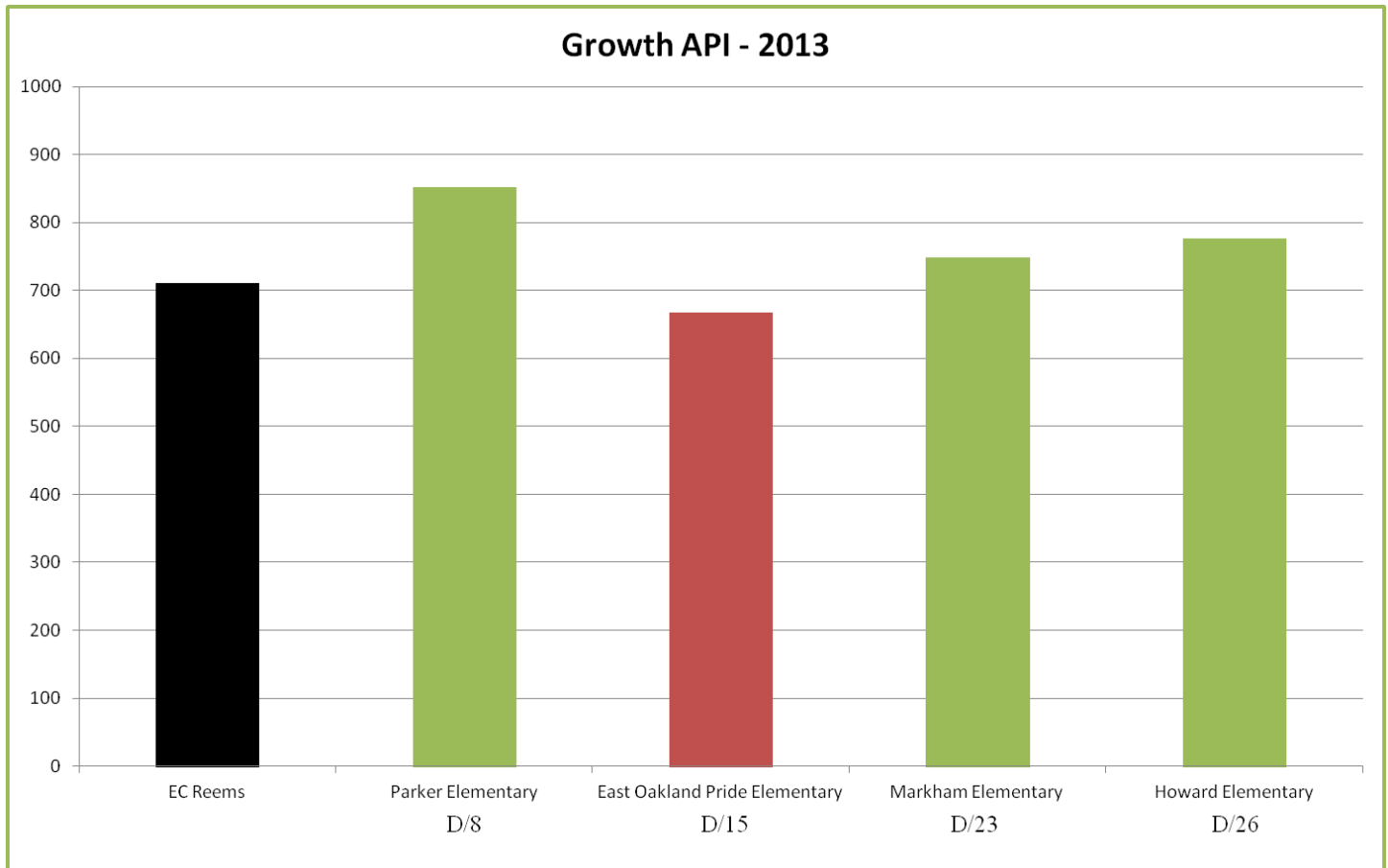
The table below shows the most recent CDE school rankings for E.C. Reems. Notably the similar school ranking has decreased by two deciles in one year.

	Statewide Rank	Similar Schools Rank
<b>2010</b>	1	6
<b>2011</b>	1	6
<b>2012</b>	1	4

*Source: CDE downloadable data files*

## API Performance for District/Charter Schools Within Walking Distance

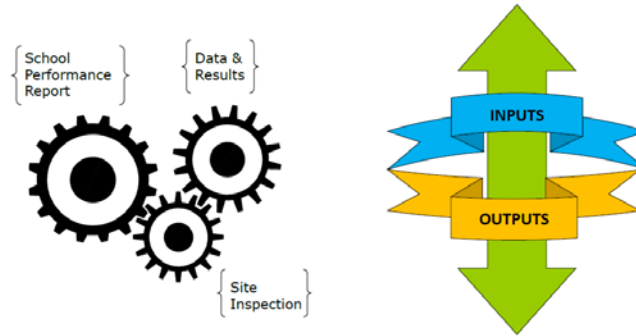
The graph below illustrates the API performance of E.C. Reems (black bar) and schools in the surrounding neighborhood as 95%+ of E.C. Reems students live within a one mile radius of the school. Three out of the four district schools within a one mile radius of E.C. Reems have higher test scores/academic achievement (green bars), with only one school performing lower (red bar).



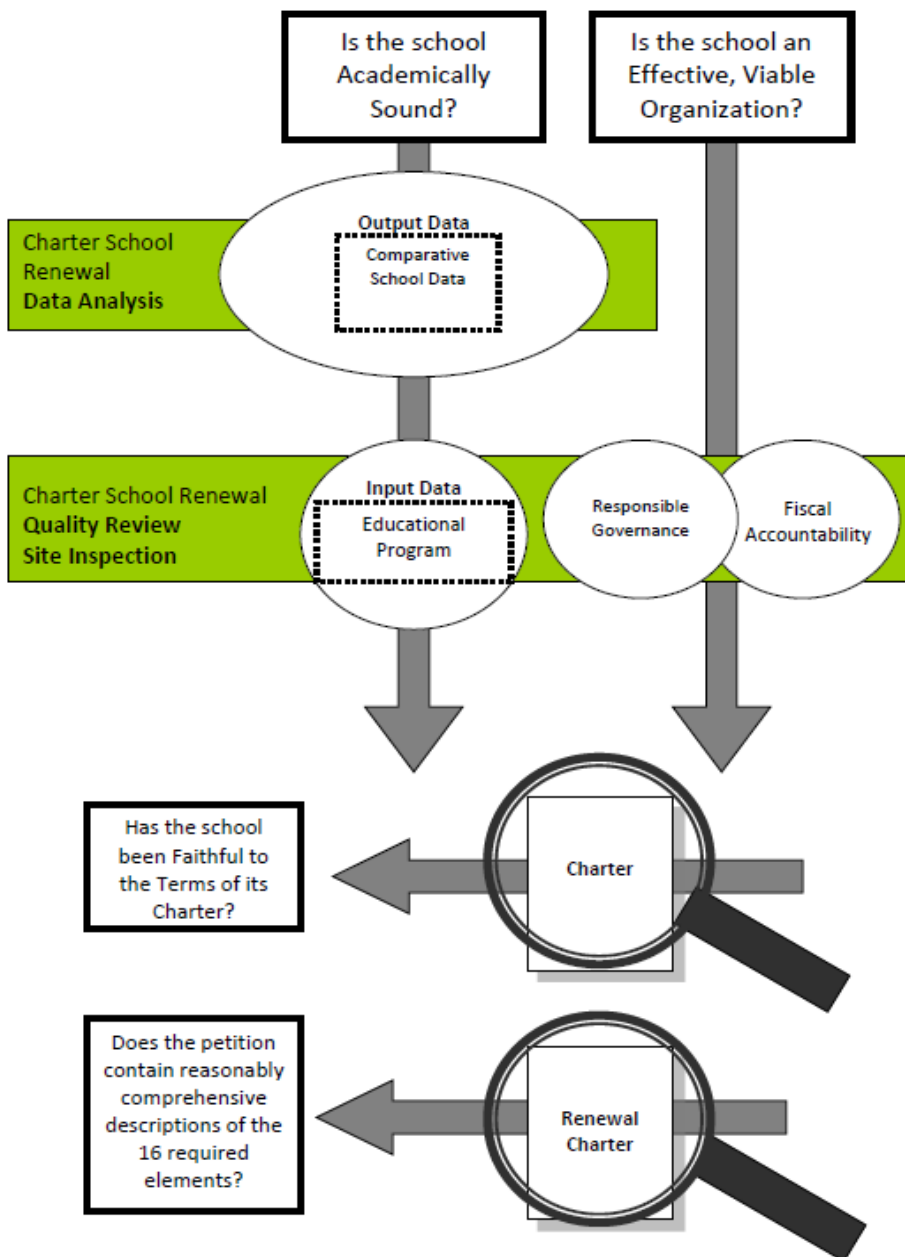
\*The values along the bottom of the chart indicate if it is a charter (“C”) or district (“D”) school and measure the walking distance in minutes from EC Reems to each respective school. These values were found using Google Maps.

*Source: CDE downloadable data files*

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



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





**PLEASE NOTE:**

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

**Renewal Standard I: Is the school academically sound?**

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

6	Measurable Pupil Outcomes	Instrument	Target
	(ASES) After School Education and Safety Program School will maintain maximum enrollment of 125 students. Participating students will improve academic achievement.	Instrument:  Previous year STAR Test reports  Pre and Post assessments.	After School Participants:  Program participants, grades K – 8.
<b>Met</b>			
2	Measurable Pupil Outcomes	Instrument	Target
	API Movement Students will perform at or above grade level.  E.C. Reems Academy students will progress towards annual (NCLB) proficiency goals in core and non-core academic subjects.  Students will improve on the STAR (CST) Test annually and school will meet or exceed annual targets.	Instruments:  OARS Data Management System  The Renaissance Learning -Accelerated Reading and Math assessment system	Student Clusters:  Students have been identified and placed in three student clusters.  Cluster I: Advanced/Proficient  Cluster II: Basic to (High) Low Basic  Cluster III: (Low) Below Basic to Far Below Basic students.  Each group is targeted to insure academic success.
<b>Not Met</b>			
3	Measurable Pupil Outcomes	Instrument	Target

	Annual AYP Performance Students will meet or exceed annual AYP targets	Instruments: Previous year STAR Test reports OARS Data Management System The Renaissance Learning -Accelerated Reading and Math assessment system	Student Clusters: Students have been identified and placed in three student clusters. Cluster I: Advanced/Proficient Cluster II: Basic to (High) Low Basic Cluster III: (Low) Below Basic to Far Below Basic students. To address AYP, students are also identified by subgroup/s to identify as well as implement interventions.
<b>Not Met</b>			
<b>5</b>	<b>Measurable Pupil Outcomes</b>	<b>Instrument</b>	<b>Target</b>
	Attendance: School will maintain or exceed a School-wide annual attendance rate of 95% or better.	Instrument: Power School SIS Software reporting system. ADA monthly rate; P1, P2 and end of year ADA report	School-wide Target: Students, grades K - 8
<b>Not Met (Source: Finance Records)</b>			
<b>4</b>	<b>Measurable Pupil Outcomes</b>	<b>Instrument</b>	<b>Target</b>
	(PFT) Physical Fitness Test 90% of the 5th and 7th grade students will meet or exceed a minimum of 6 categories on the annual PFT test. 90% of all grades, K – 8 will meet or exceed a minimum of 6 categories using the PFT template.	Instrument: State Physical Fitness Template	Students K-8: All students participating in P.E.
<b>Not Met (Source: CDE DataQuest)</b>			
<b>1</b>	<b>Measurable Pupil Outcomes</b>	<b>Instrument</b>	<b>Target</b>
	Students will increase grade level performance on an annual basis  Student's grades 2 – 8 will participate in standardized testing in core subjects - reading, language arts, and math, and in non-core subjects - science, and social studies. This will occur at the beginning of the school year and the end of the first and second trimesters to measure academic growth over time and insure movement towards proficiency in the above subject areas.  Students, grades 2-8 will be assessed monthly to measure individual student growth in core subjects.	Software Data Programs:  The OARS Data Management System, correlated to the CST test, is administered three times annually. The first to provide a baseline and the others to show progress. This also provides the students with an opportunity to monitor their progress over a period of time.  The Renaissance Learning -Accelerated Reading and Math Programs are used on a monthly basis to assess achievement, provide feedback, and data is used to inform instruction.	Student Clusters:  Students have been identified and placed in one of three clusters, based on 2012 CST scores.  Cluster I: Advanced/Proficient and High Basic students.  Cluster II: Mid-Basic to High- Below Basic students.  Cluster III: Mid-Below Basic to Far Below Basic students.
<b>No Measurable Target or Data Provided</b>			

MPO Summary	Total
Met	1
Substantial Progress	0
Not Met	4
No Data	1

### Substantial Progress Thresholds

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

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

E.C. Reems only met one of their MPOs and they did not meet, or did not provide data that aligned to the goal, for five of the six MPOs (5/6).

In the case of MPO 4 (Physical Fitness Test) and MPO 5 (ADA), the school did not provide the data in their submitted MPO progress report. OCS staff had to fill in this data using CDE and fiscal records. In addition to these gross oversights by school leadership, the MPO template was not completed by the school and submitted by the deadline provided and adhered to by all of the other schools up for renewal. Please see the chart of communication between staff and E.C. Reems below outlining this deficiency.

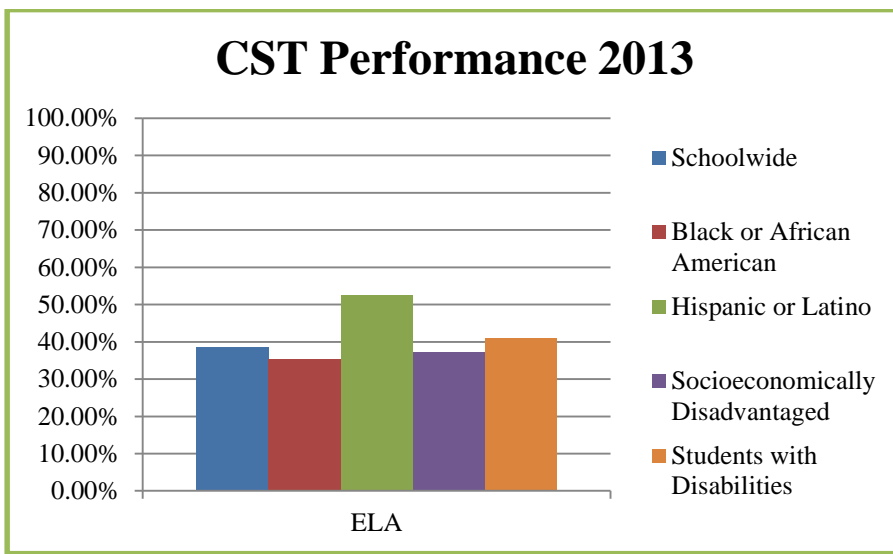
Date	Subject	Issue/Concern
1/13/2014	MPOs	Submitted MPOs that were not based off of the template provided from prior year. Staff emailed E.C. Reems and reiterated that the same goals would need to be used and a 13-14 progress update provided.
1/17/2014	MPOs	Lisa said that she would submit the corrected MPO update by the end of the day (1/17/2014). She did not submit anything.
01/28/2014	MPOs	Paul emailed Silke requesting a meeting about the MPO template. A meeting was held and Lisa/Paul said they would complete and submit within a week.
04/24/14	MPOs	<b>After multiple emails, phone calls, and an in-person meeting, the MPO template was finally submitted three (3) months after the due date that all other schools adhered to. In addition, there were MPOs with no data provided even though this information was easily accessible and should have been inputted by the school using CDE data files or their own finance records. The inability to complete an annual update of MPO progress is evidence of a severe lack of organization, unfamiliarity with school goals, and ineptness in data collection and reporting.</b>

## 2013 STAR Testing Performance Disaggregated By Student Demographics

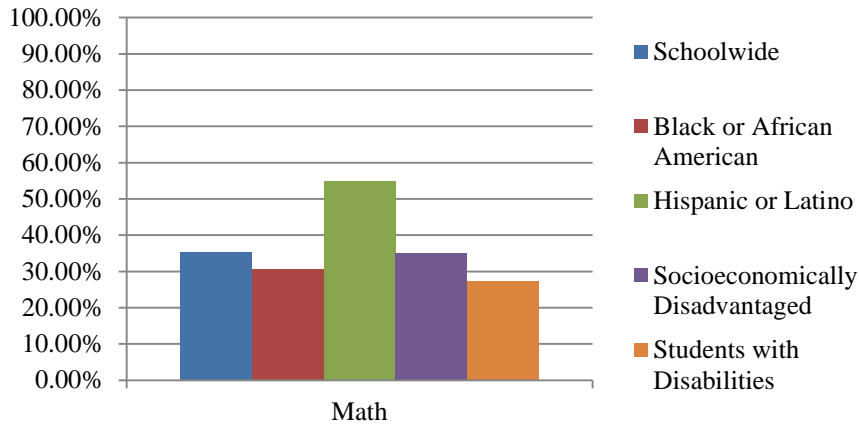
The table and graphs below provides an overview of ELA and Math API performance disaggregated by race, socioeconomic status, English Learner status, and students with disabilities. The only groups considered statistically significant (i.e. 50 or more students) are highlighted in red as having *not* met the Adequate Yearly Progress (AYP) goals as set by the state of California. Even though E.C. Reems met the *schoolwide* AYP criteria in 2013, they did *not* do so for their African American student population. Hispanic students scored proficient/advanced (52% and 55%) at much higher rates than African American students (35% and 30%).

2013 Groups	ELA				Math			
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria
Schoolwide	220	85	38.60%	Yes	218	77	35.30%	No
Black or African American	176	62	35.20%	No	174	53	30.50%	No
Hispanic or Latino	40	21	52.50%	--	40	22	55.00%	--
Socioeconomically Disadvantaged	191	71	37.20%	No	189	66	34.90%	No
English Learners	4	--	--	--	4	--	--	--
Students with Disabilities	22	9	40.90%	--	22	6	27.30%	--

Source: CDE downloadable data files



## CST Performance 2013

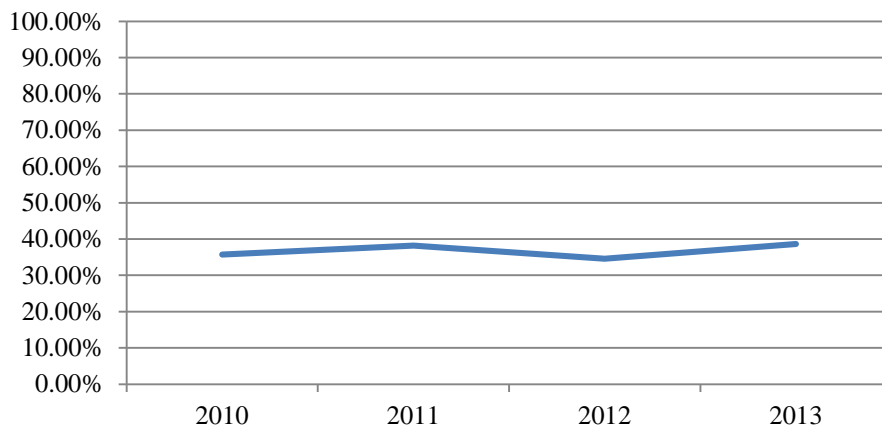


### CST English Language Arts (Performance Over Time)

The table and graph below show the schoolwide rates of students scoring proficient or advanced on the ELA CST. Performance has been flat and sub-par in comparison to the district schools within a one mile radius of the campus.

E.C. Reems - ELA	
Year	Proficient/Advanced
2010	35.70%
2011	38.20%
2012	34.60%
2013	38.60%

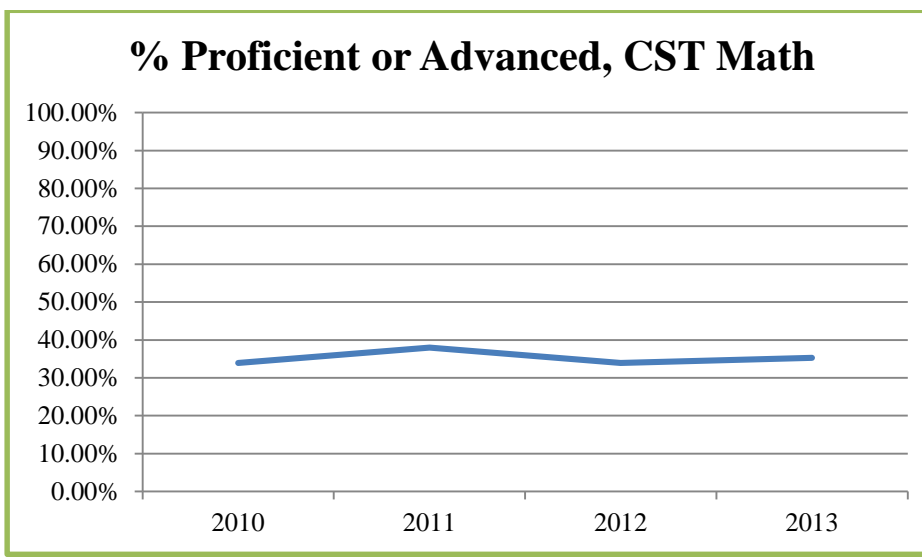
### CST ELA - % Proficient and Above



### CST Mathematics (Performance Over Time)

The table and graph below show the schoolwide rates of students scoring proficient or advanced on the Math CST. Performance has been flat and sub-par in comparison to the district schools within a one mile radius of the campus.

E.C. Reems - Math	
Year	Proficient/Advanced
2010	33.90%
2011	38.00%
2012	33.90%
2013	35.30%



## API Comparison Schools Data (Performance Over Time)

Using the percent of students eligible for Free and Reduced Price Meals (FRPM) in October 2012 (the data was gathered from the CDE's downloadable data file on FRPM), eight Oakland Unified School District Schools were selected as comparison schools. Four were selected because they had the closest FRPM percentages that were below EC Reem's, and four were selected because they had the closest FRPM percentages that were above EC Reem's. Geographic proximity to E.C. Reems was used as the determining factor if there were schools with the same percent of FRPM eligible students. Only schools of comparable grade levels were considered. Any alternative education or continuation programs were also excluded from the data set. Charter schools were included.

The chart below provides an overview of the API scores of E.C. Reems and district/charter schools over time, with the last column representing the average API score from 2010-2013. E.C. Reems's average API score is *lower* than that of all but one school.

School	Grades	2010	2011	2012	2013	Average
East Oakland Pride Elementary	K-5	627	652	661	668	652
<b>EC Reems</b>	<b>K-8</b>	<b>707</b>	<b>709</b>	<b>699</b>	<b>711</b>	<b>706.5</b>
Garfield Elementary	K-5	729	749	733	720	732.75
Esperanza Elementary	K-5	739	763	758	778	759.5
EnCompass Academy Elementary	K-5	742	750	804	746	760.5
Markham Elementary	K-5	791	774	755	749	767.25
Aspire ERES Academy	K-8	695	765	812	833	776.25
Aspire Monarch Academy	K-5	825	787	773	761	786.5
Think College Now	K-5	859	847	825	849	845

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

## CST ELA Percent Proficient or Advanced

School	Grades	2010	2011	2012	2013	Average
East Oakland Pride Elementary	K-5	22.20%	24.10%	28.00%	22.30%	24.15%
Esperanza Elementary	K-5	26.80%	30.00%	31.40%	37.30%	31.38%
Garfield Elementary	K-5	33.90%	40.40%	34.10%	33.00%	35.35%
<b>EC Reems</b>	<b>K-8</b>	<b>35.70%</b>	<b>38.20%</b>	<b>34.60%</b>	<b>38.60%</b>	<b>36.78%</b>
EnCompass Academy Elementary	K-5	44.80%	43.00%	48.90%	38.20%	43.73%
Aspire ERES Academy	K-8	33.30%	43.70%	52.00%	59.40%	47.10%
Aspire Monarch Academy	K-5	54.40%	47.70%	45.40%	42.60%	47.53%
Markham Elementary	K-5	54.70%	52.40%	48.00%	45.90%	50.25%
Think College Now	K-5	57.40%	57.00%	53.00%	56.60%	56.00%



# CST Math Percent Proficient or Advanced

School	Grades	2010	2011	2012	2013	Average
<b>EC Reems</b>	<b>K-8</b>	<b>33.90%</b>	<b>38.00%</b>	<b>33.90%</b>	<b>35.30%</b>	<b>35.28%</b>
East Oakland Pride Elementary	K-5	34.40%	48.40%	44.40%	46.50%	<b>43.43%</b>
Markham Elementary	K-5	58.30%	63.00%	48.50%	43.30%	<b>53.28%</b>
Garfield Elementary	K-5	54.50%	58.20%	52.40%	51.50%	<b>54.15%</b>
EnCompass Academy Elementary	K-5	47.60%	54.40%	67.60%	52.00%	<b>55.40%</b>
Aspire ERES Academy	K-8	46.30%	61.70%	67.60%	68.80%	<b>61.10%</b>
Aspire Monarch Academy	K-5	75.40%	64.70%	60.60%	58.40%	<b>64.78%</b>
Esperanza Elementary	K-5	60.00%	69.50%	63.30%	67.30%	<b>65.03%</b>
Think College Now	K-5	76.80%	77.70%	73.70%	78.80%	<b>76.75%</b>

## Financial Report

The sharp decline in enrollment at E.C. Reems, coupled with inadequate spending cuts to mirror this decrease in revenue, has resulted in E.C. Reems having a negative ending fund balance of close to 200K in 2012-2013 and they are projected to still be in the red at the end of this school year. Site leadership indicated that they are struggling to make payroll and are seeking to sell receivables.

FY	P1 ADA	Cumulative Attendance %	P1 Enrollment in December	EFB per Audit - June 30
2009-10	321.22	94.38%	348	179,751.00
2010-11	330.16	94.74%	341	228,559.00
2011-12	343.53	95.83%	360	125,470.00
2012-13	305.13	95.42%	299	-197,501.00
2013-14	217.00	94.15%*	230	-122,748.64**

\* through January 31, 2014

\*\* Projected Ending Fund Balance at 1st Interim (2<sup>nd</sup> Interim Projections have the negative ending fund balance trending towards **-\$196,345**)

OCS finance staff has rated E.C. Reems as in “Poor” financial condition (see Attachment II “Charter School Financial Condition” Report) and cited the following issues:

- 1) Cash flow issues (03/31/14 bank statement- \$35,705.07) with the school attempting to sell receivables, but will most likely not be approved as they are not in good financial standing
- 2) Deficit spending
- 3) Monthly attendance reports consistently submitted late and contain errors
- 4) Outstanding SPED contribution debt to OUSD (\$90,775 for 12/13) and no payments made for 13/14 (\$176, 584)

## **Renewal Denial Summary**

The quality of the school's educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on 10/08/13 and 10/09/13 by the Office of Charter Schools Staff. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

### **Strengths:**

- Student and parent satisfaction with the safety of the school

### **Challenges:**

- Declining enrollment and community interest
- Flat academic performance that is below most schools in close proximity or with similar Free/Reduced lunch populations
- Not meeting AYP growth targets for African American students
- Underrepresentation of Male students, as female students make up 2/3rds of the school
- No active data review team as described in the petition or performance report
- Poor quality of instruction in the middle school program
- Lack of instructional leadership
- Lack of formal observation/evaluation/feedback for staff
- Lack of Professional Development aligned to school goals
- Lack of understanding of cited instructional models (i.e. generic "High Yield Instructional Strategies") or evaluation tool (Danielson's Framework for Effective Teaching).

### **Renewal Standard I:**

Based on an analysis of E.C. Reems Academy's performance outcomes, an evaluation of its educational program over the past four years, and improvement plans contained in the "Performance Report" the school is deemed **academically unsound** for the purposes of renewal.

The school has *not* met or made substantial progress towards meeting its Measurable Pupil Outcomes identified in its charter.

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

The effectiveness and viability of E.C. Reems Academy has been evaluated, in part, through a two-day Site Inspection conducted on 10/08/13 and 10/09/13 by the Office of Charter Schools Staff. See Attachment I for the school’s comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

**Strengths:**

- None

**Challenges:**

- Audit findings
- Cash Flow Issues/Deficit Spending
- Outstanding debts to OUSD (no SPED payments made for 13-14 totaling \$176,584 and \$90,775 outstanding debt from 12-13)
- Late and inaccurate attendance reporting
- Late and inaccurate MPO progress reporting
- Lack of organization and adherence to self-set timelines in the renewal petition submission (see chart below)

Date	Subject	Issue
01/28/14	Renewal Petition	Lisa emailed the Office of Charter Schools indicating that they would submit their petition at the first session in February. They did not.
02/11/14	Renewal Petition	Lisa emailed Silke stating that their Board has decided “not to accept your offer to begin the transfer process for our students at this time” and that they will submit their Petition for Renewal on 2/26/2014. They did not, citing a lack of time to make copies.
03/12/14	Renewal Petition	<p>At the 03/12 board meeting E.C. Reems did not submit their petition, despite the oral statement made by Dr. Paul, in Pubic Session/Comment, that it was being submitted</p> <p>The Board Secretary made physical contact with Dr. Paul at the meeting to ask for the petition and he stated it would "be here" momentarily as Ms. Lisa Blair was looking for parking.</p> <p>Ms. Blair never brought the petition to the board meeting and later that evening texted Ms. Bradford that "due to a problem with the Table of Contents", the Reems Petition and Charter Renewal document will be presented at the next Regular Board Meeting, March 26, 2014.</p>

03/26/14		E.C. Reems submitted their renewal petition two months after their self-reported timeline for submission
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**IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION**

An evaluation by staff of **E.C. Reems Academy** Fiscal Accountability and Governance over its recent charter term included:

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

**Renewal Standard II:**

Based on this analysis, **E.C. Reems Academy** is *not* deemed an **effective, viable organization** for the purposes of charter renewal.

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

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

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

Staff has reviewed the school's records on file with the District and deemed that **E.C. Reems Academy** has *insufficiently* adhered to its proposed educational program, has *insufficiently* pursued its measurable pupil outcomes as stated in its charter, and has not been compliant in all material aspects of its regulatory elements under its charter term.

#### **Renewal Standard III:**

Based on review of the school's records and performance, **E.C. Reems Academy** is deemed to *not* have been **faithful to the terms of its charter.**

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

**SIXTEEN ELEMENTS TABLE**

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

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

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

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

**Renewal Standard IV:**

Petition as submitted, with appendices, does *not* contain reasonably comprehensive descriptions of all required elements set forth in charter law.

## Renewal Charter Term

Below is a summary of the plans presented in the new petition (NP) and performance report (PR) submitted by the petitioners, in addition to interview answers provided by the petitioners and classroom observations.

### Plans for Improvement

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

#### 1) Overall School Effectiveness Improvement Plans

- “Academic alignment. School-wide articulation. Complete transition to performance-based accountability systems. This will be accomplished through: 1) solidifying data-driven instruction and learning to enhance student academic performance (continue to raise CST or CCS scores), 2) implementation of the Common Core Standards and utilization of evidence-based model, based on Robert Marzano and Associates work, 3) implementation of Effective Limit Setting in the classroom and school-wide discipline program, and 4) on-going professional development and evaluation utilizing the Danielson Model.” (PR)
- “Implementation of High Yield Instructional Strategies (especially Inquiry-based Instruction and Learning and Explicit Teaching of Thinking skills) to engage students in project-based learning, focused on developing and applying higher order critical and creative thinking and problem solving skills around “authentic questions” and real-world problems and situations.” (NP)

### Staff Assessment

- School leadership did not implement the Danielson framework for effective teaching and teachers could not describe how it was or would be used.
- School leadership suggested that teachers would self-assess their general effectiveness on indicators when the tool is meant to be used to assess effectiveness related to a discrete/observed lesson.
- “High Yield Instructional Strategies” is referenced generically 11 times in the petition, yet none of the petitioners could identify what these would be or what was the professional development and implementation plan
- Teachers indicated that there was no data team during the October visit, the petition referenced it as being active/established, during the petitioner interview it was revealed that it had been informally established 2<sup>nd</sup> semester.

#### 2) Student Achievement Improvement Plans

- “Student work indicates that they achieve and are at grade level, however the State test does not reflect that the students are achieving at grade level.” (PR)
- “A new principal was hired and the entire academic program is being rewritten to provide a system approach to education; encourage the use of innovative teacher methods; employ computers and integrate technology in the classrooms; create academic competitions between classes and grades and; provide rubrics, on-line assignments and other tools to encourage students to become self-motivated and responsible learners.” (PR)
- “E.C. Reems Academy is predominately African American. The test and assessment data reflects that middle school African American boys underperform. To address the issue of underperformance at the middle school level where we see student grades begin to plummet, this year we separated the classes by gender and academic performance to create a learning environment void of girl-boy interactions consistent with puberty.” (PR)

### Staff Assessment

- The school rated their student achievement as 4/5 points (Good) even though their performance has been flat, they have not met AYP for all sub groups, and comparison schools outperform them.



- The single sex classroom is comprised of 6<sup>th</sup>- 8<sup>th</sup> grade students being taught by the same teacher.
- No teachers, including the 6-8 combo class, have pacing plans or curriculum guides to work from.
- There was no evidence that the teacher was covering three years/three grade levels of standards to the self-contained/single sex class.
- Class observation revealed ineffective instruction including a “Warm-Up” lasting 20+ minutes (when it should be no longer than 5-7 minutes) with students not being able to solve the five unrelated problems posed to them.

### Revised Measurable Pupil Outcomes (MPOs)

The MPOs provided in the petition are inadequate and are deemed not reasonably comprehensive. The issues related to these are as follows:

#### **Measurement**

- Multiple goals do not state the target/level of performance (MPOs on pages 61, 63, 64, 65, 66, 68, 69, 74, 75, 76, and 78)
- Multiple goals are not discrete and need to be broken into separate goals
- 

#### **Not measurable/No Plan Presented to Accurately Collect Data**

- Sub priority B - Instructional Materials: "100% of core curricular materials are aligned to CCSS"
- Sub priority A - CCSS Implementation: "At least 80% of Curriculum Maps, Scope and Sequence, Lesson Plans, [etc.]"
- Sub priority B - Science: "80% of students will have evidence of grade level mastery of learning in their SP4 student portfolio" though no information in the petition or interviews was provided as to what would be contained in science portfolios to show this. In addition, no rubrics were provided and have not been developed related to portfolio evaluation.
- The above issues also exists for Social Sciences (77), Visual and Performing Arts (78), Physical Education & Health (78), Foreign Languages (79)
- Sub priority B - Promoting Parent Participation: "At least 80% of parents/families agree or strongly agree that they are" – missing a word as to what parents would agree or strongly agree with (p. 66)

#### **Performance Level**

- With 100% implementation of Common Core it is unacceptable that only "80% of Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments, Classroom Assessments and Student Portfolios (SP4)" would be aligned with ELA/Math CCSS (63)  
Only "75% of Student Portfolios (SP4) will contain data and examples of student work and classroom assessments that demonstrate the student's proficiency and master of CCSS ELA/Math Content and Practice Standards" is a low expectation when the portfolio is a central instrument to determining whether other MPOs/goals have been met and whether students are progressing (66)
- Charter schools are supposed to offer a higher quality education than students would have otherwise received from district schools. Comparison school analysis shows that E.C. Reems does not provide a higher quality education and the goals they have set are simply to perform at the same level of Oakland district schools (MPOs on pages 70, 71, 72, and 73) despite being given autonomies to support superior achievement.

**RECOMMENDATION:**

It is the recommendation of staff, based on its thorough analysis of the charter school’s performance, to **deny** the charter renewal petition for **E.C. Reems Academy**, because the charter school has **not met** the standards and expectations set forth in the OUSD Charter Renewal Standards, as well as **not meeting** the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals.

This report recommends that the Oakland Unified School District Board of Education **deny** the charter renewal petition for **E.C. Reems Academy**.

**ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA**

**ATTACHMENT II: CHARTER SCHOOL FINANCIAL CONDITION REPORT**

**ATTACHMENT III: PERFORMANCE REPORT SUBMITTED BY SCHOOL**

## ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

### Making Consistent Judgments

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

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

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

**Criteria 1: Improving Student Achievement**

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

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
1.1	<b>Demonstrates high expectations for student achievement</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• <b>Self-scored student achievement as 4/5 in Performance Report despite subpar performance on CSTs</b></li> <li>• <b>In creating the 6<sup>th</sup>-8<sup>th</sup> all male class, the main indicator of quality that is cited by leadership and staff is the discipline and behavior of students; as the academic program is non-existent for a 6<sup>th</sup>-8<sup>th</sup> combo class in terms of resources and curricular materials (no pacing plans, curriculum maps, scope and sequence) that would be necessary for teaching three grade levels in one class.</b></li> </ul>
1.2	<b>Provides a challenging and coherent curriculum for each individual student</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• <b>Flat test scores and not meeting AYP growth targets indicates that the curriculum and instruction is not meeting the needs of African American students</b></li> <li>• <b>The educational program at E.C. Reems has attracted an overrepresentation of female students (2/3<sup>rd</sup> of the school) leading one to question the effectiveness of the program with male students</b></li> </ul>
1.3	<b>Implements and directs learning experiences (consistent with the school’s purpose and charter) that actively engage students</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• <b>When asked what arts and technology were offered that warranted it being a part of the school name- the petitioners said the following:</b></li> </ul>

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
			<ul style="list-style-type: none"> <li>- There was no technology teacher or classes offered this year</li> <li>• Petitioners could not describe the “innovative integration of technology into instruction” that the petition generically mentions; nothing school wide beyond using computers for student research</li> </ul>
1.4	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	1	<ul style="list-style-type: none"> <li>• No curriculum has been purchased or piloted that is common core aligned</li> <li>• An exodus of almost a third of student body in two years and overstaffing has led to the elimination of important programs (i.e. tech teacher/course, foreign language etc.)</li> <li>• Current budget projections are inaccurate and cannot accommodate the staffing/programming described in the petition</li> </ul>
1.5	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	2	<ul style="list-style-type: none"> <li>• Parents and students expressed feeling safe on campus</li> <li>• Complaints by outside service provider related to staff mistreatment of students (i.e. making a student sit on the floor in the office as opposed to a chair and threatening a student with a parent issued “whooping”)</li> </ul>
1.6	Productively engages parental and community involvement as a part of the school’s student support system	2	<ul style="list-style-type: none"> <li>• No Spanish translation for paperwork (surveys) or for translating meetings</li> <li>• No parent workshops</li> <li>• No parent meetings have taken place this year as of October 2013</li> <li>• None of the parent reps had ever attended a board meeting</li> </ul>
1.7	Shares its vision among the school community and demonstrates its mission	3	<ul style="list-style-type: none"> <li>• “E.C. Reems Academy is recognized as a</li> </ul>

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
	<b>in daily action and practice</b>		<b>school that empowers local youth with the tools to academically succeed in life” is the stated vision, but there are only anecdotes, as opposed to data, to show evidence of this vision being implemented</b>
<b>1.8</b>	<b>Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school’s program evaluation process</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• <b>Parents send home notes to parents to communicate about progress</b></li> <li>• <b>Teachers have an open door policy to parents</b></li> <li>• <b>No parent meeting or feedback opportunity related to improving the educational program</b></li> <li>• <b>No staff surveys</b></li> </ul>

**Criteria 2: Strong Leadership**

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

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.1	<b>Effectively communicates and engages stakeholders in the vision mission of the school</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Many plans for improvement remain unknown by the COO and teachers as “Paul is working on a plan for that” was a response provided multiple times during the interviews when petitioners were asked about aspects of the educational program listed in the petition (i.e. foreign language, high yield instructional strategies, curriculum scope and sequence development, Professional Development Plan, “increasing student efficacy in 3<sup>rd</sup> - 8<sup>th</sup> grade Social Studies and Science,” speech and listening skill portfolio entries, rubric creation etc.)</li> </ul>
2.2	<b>Consistently puts into practice the educational program outlined in its charter.</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• No data team even though new petition claims one has been in place since 2012</li> <li>• No unique art or technology offerings</li> <li>• Lack of reasonably comprehensive plan to implement the elements of the educational program</li> </ul>
2.3	<b>Generates and sustains a school culture conducive to staff professional growth</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• No direct instruction PD provided</li> <li>• Weekly meetings are business related and teacher collaboration time only</li> <li>• Infrequent or absent classroom observations</li> <li>• No formal observations conducted in past year</li> <li>• Prior formals involved teaching a “test prep” lesson as opposed to getting feedback on a standards based lesson</li> </ul>

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
			<p>aligned with any sort of pacing plan or curriculum map</p> <ul style="list-style-type: none"> <li>• Teachers were called on to create PD for whole staff delivery, but it has never taken place</li> <li>• Teachers could not describe what was covered in Effective Teaching Framework PDs or how this would apply to their teaching/development</li> <li>• Lesson plans are submitted to administration, but there is no explicit feedback provided</li> </ul>
2.4	Actively monitors and evaluates the success of the school's program	3	<ul style="list-style-type: none"> <li>• No Data Team</li> <li>• Use of three different reading assessments</li> <li>• No explanation of how leadership instituted change in response to data</li> <li>• Teachers met with grade level teams to discuss modifications to instruction based on data</li> </ul>
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	1	<ul style="list-style-type: none"> <li>• Late and error filled attendance reporting</li> <li>• Difficulty in completing tasks associated with Google docs</li> <li>• Submitted MPOs three months late and after multiple emails/phone calls/in person meeting</li> <li>• Renewal petition was not submitted four meetings in a row after the petitioners indicated the date they would submit</li> <li>• Performance report had errors related to basic CDE AYP data</li> </ul>
2.6	Treats all individuals with fairness, dignity and respect	3	<ul style="list-style-type: none"> <li>• Complaints regarding student mistreatment by staff member</li> <li>• Complaints from community and CDE forwarded complaints regarding holding</li> </ul>



	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
			prayer vigils during instructional time possibly alienating or undue social pressure on students who do not share the same religious beliefs
2.7	<b>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</b>	3	<ul style="list-style-type: none"> <li>• The transition to Common Core is severely underdeveloped with no feasible/comprehensive plan in terms of curriculum adoption or goal of having all curriculum maps/scope and sequences common core aligned</li> </ul>
2.8	<b>Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success</b>	2	<ul style="list-style-type: none"> <li>• Ineffective leadership remained in their position until this year when renewal prospects belabored the need for a new instructional leader</li> <li>• Fiscal and operations management is not adequate as evidenced by current financial state</li> </ul>
2.9	<b>Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter</b>	2	<ul style="list-style-type: none"> <li>• Underrepresentation of males only comprising 1/3<sup>rd</sup> of the student population</li> <li>• Underperformance of African American subgroup</li> <li>• No Spanish translation at meetings or written materials</li> </ul>
2.10	<b>Engages community involvement in the school</b>	3	<ul style="list-style-type: none"> <li>• Parent involvement is focused most on volunteering (i.e. cleaning school, Harvest Festival etc.) as opposed to parent workshops or wider parent participation/attendance at board meetings</li> </ul>

### **Criteria 3: A Focus on Continuous Improvement**

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

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
3.1	<b>Uses information sources, data collection and data analysis strategies for self-examination and improvement</b>	<b>3</b>	<ul style="list-style-type: none"><li>• <b>Use of three reading assessments</b></li><li>• <b>Self-examination and improvement is not led by leadership, but it is teacher driven</b></li><li>• <b>No established/active data team</b></li></ul>
3.2	<b>Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction</b>	<b>3</b>	<ul style="list-style-type: none"><li>• <b>No internal assessments tracking EL performance related to ELD standards</b></li></ul>
3.3	<b>Establishes both long and short term goals and plans for accomplishing the school’s mission as stated in its charter</b>	<b>2</b>	<ul style="list-style-type: none"><li>• <b>The goals described are generic and have not details or completed plans for implementation</b></li></ul>
3.4	<b>Uses student assessment results to improve curriculum and instruction</b>	<b>3</b>	<ul style="list-style-type: none"><li>• <b>Regular cycles of inquiry have proven ineffective in their present form based upon standardized testing results</b></li></ul>
3.5	<b>Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement</b>	<b>3</b>	<ul style="list-style-type: none"><li>• <b>Teachers expressed a need for more technology in order to fulfill the “technology” aim of E.C. Reems Academy of Technology and Art</b></li></ul>

#### **Criteria 4: Responsible Governance**

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

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.1	<b>Ensure that policies and practices are implemented in a fair and consistent manner</b>	<b>5</b>	
4.2	<b>Monitor the trends, issues and potential changes in the environment in which charter schools operate</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Board was not well versed in fiscal, staffing and enrollment plans described in the petition</li> </ul>
4.3	<b>Seek input from impacted stakeholders</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Parent board member</li> <li>• Parent survey</li> </ul>
4.4	<b>Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• No Spanish translation</li> </ul>
4.5	<b>Actively engage the school’s authorizer in monitoring the school’s educational program and its fiscal status</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Leadership has provided inaccurate and incomplete data (ADA, enrollment, AYP targets) to the CDE and authorizer so the board is not well-informed related to these areas</li> </ul>
4.6	<b>Establishes and maintains a safe environment for students, staff, and community stakeholders</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Safe and secure school campus</li> </ul>
4.7	<b>Consistently engages in timely reporting or required information to the District, the County, and the State</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Inaccurate CALPADs reporting</li> <li>• Inaccurate and late attendance reporting</li> <li>• Incomplete and late MPO progress reporting</li> </ul>
4.8	<b>Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Voting parent board member is supposed to act as a liaison between parent groups and board</li> <li>• No other parent attendance at board meetings</li> </ul>
4.9	<b>Maintains effective and active control of the charter school</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Board is not as attuned to the dire finances and lacking student performance as evidenced by the board reaction to</li> </ul>

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
			questions during site visit interview in October
4.10	<b>Abstains from any decision involving a potential or actual conflicts of interest</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• <b>No evidence of conflicts of interest</b></li> </ul>
4.11	<b>Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school’s recruitment and retention plan, and as defined by statute and regulation</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• <b>Underrepresented male population</b></li> </ul>
4.12	<b>Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• <b>Hired new school leader in final year of charter renewal term</b></li> <li>• <b>Declining enrollment and increasing debt was not remedied and leadership has not put forward a feasible plan to do so</b></li> </ul>
4.13	<b>Implements an accountability process for the school’s academic results and operates with a clear set of goals for the school, and has developed a set of tools for understanding progress towards meeting those goals</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• <b>No leadership evaluation tool exists and no written performance evaluation is administered</b></li> <li>• <b>Board Meetings only took place once every two months until recently/after non –renewal possibility was discussed; the frequency of meeting with a focus on improvement has increased</b></li> </ul>
4.14	<b>Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• <b>Some board members attend back to school night</b></li> <li>• <b>No parent surveys in Spanish/no translation</b></li> <li>• <b>Leadership cited disgruntled staff member and parents as being the reason for drastic drop in enrollment</b></li> </ul>

**Criteria 5: Fiscal Accountability**

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

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>	<i>Comments</i>
5.1	<b>Creates and monitors immediate and long-range financial plans to effectively implement the school’s educational program and ensure financial stability and sustainability</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• <b>Expressed a need to sell receivables in order to make payroll</b></li> <li>• <b>Eliminated technology teacher due to declining enrollment and poor planning</b></li> <li>• <b>"Fiscal Concerns" noted in 12/13 audit from Hosaka,Rotherham &amp; Company:</b></li> </ul> <p><b>"At fiscal year end the Organization had cash of \$57,599 and a net assets deficiency of \$197,501. The organization will not be able to continue operations and fund its expenditures without any additional financing, and there can be no assurance it will be able to do so in the future year. During the subsequent year, the organization dramatically cut expenses by reducing payroll, and financing short-term cash flows, allowing the organization to continue operations in the 2013-14 fiscal year."</b></p> <ul style="list-style-type: none"> <li>• <b>From the petition budget narrative, E.C. Reems is planning to join El Dorado SELPA in 2014/15, but they did not receive acceptance confirmation from El Dorado</b></li> </ul>
5.2	<b>Conducts an annual financial audit which is made public</b>	<b>4</b>	
5.3	<b>Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• <b>Business Officer described in the petition is unknown and has not interacted with</b></li> </ul>

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>	<i>Comments</i>
			<p>OCS staff</p> <ul style="list-style-type: none"> <li>• “ECR needs an accountant in house. They are relying on CSMC to provide all the fiscal support, but there is no one at the site level to monitor daily accounting activities and maintain a system of checks and balance. This causes miscommunication and inaccurate fiscal information used to provide to CSMC for budget projection purposes.”</li> </ul>
5.4	<b>Ensures financial resources are directly related to the school’s purpose: student achievement of learning goals</b>	2	<ul style="list-style-type: none"> <li>• Large outstanding SPED encroachment due: \$90,775 balance for 12/13</li> <li>• Projected 13/14 due is \$176,584 and no payments have been made</li> </ul>
5.5	<b>Managing cash flow</b>	1	<ul style="list-style-type: none"> <li>• E.C. Reems has a negative ending fund balance (\$197,501) for 12/13. That's a total loss of almost \$323K in just one year.</li> <li>• 2nd Interim projection shows they will end 13/14 FY with another negative ending fund balance of-\$196,345</li> </ul>
5.6	<b>Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget.</b>	1	<ul style="list-style-type: none"> <li>• Enrollment decrease of 33.9% during the past five years</li> <li>• The budget narrative suggests that E.C. Reems is projecting to maintain a 96.5% attendance rate, but our historical records indicate that they have never achieved this rate since 2006/07 (95.83% was the highest in 11/12).</li> <li>• There is not a plan presented in the petition to increase attendance</li> <li>• Enrollment is projected to increase by 51 students in 14/15, yet this projection is not supported by any trends in enrollment during the charter term</li> </ul>

# ATTACHMENT II

#1

## CHARTER SCHOOL FINANCIAL CONDITION - SUMMARY CHECKLIST

### ERNESTINE C. REEMS ACADEMY

4/28/14

**CDS # :** 6117394  
**CHARTER # :** 0218  
**GRADES :** K-8

**RATING:**

GOOD   
 FAIR   
 POOR

J18/19	P2 ADA	P-ANNUAL	Attendance Rate
2009-10	325.79	327.71	94.38%
2010-11	327.22	326.05	94.74%
2011-12	341.33	340.56	95.83%
2012-13	304.30	302.59	95.42%
2013-14	219.70		95.57%

Cash Flow Issues? YES

Cash in Bank --- \$ 35,705.01

Per Bank Statement: March 31, 2014

FY / Source	Total Revenues	Total Expenditures	Net Operating Surplus (Deficit)	Working Capital Ratio (A/L)	Debt Ratio (L/A)	Ending Fund Balance	Any Reserves/Is it Adequate-3% ?	Findings if any? Resolve?
2010-11 Audit	\$ 2,775,970	\$ 2,727,162	\$ 48,808	1.35	0.74	\$ 228,559	Yes / Yes	No Findings
2011-12 Audit	\$ 2,719,438	\$ 2,822,527	\$ (103,089)	1.19	0.84	\$ 125,470	Yes / Yes	No Findings
2012-13 Budget Adoption	\$ 2,532,983	\$ 2,495,338	\$ 37,645	N/A	N/A	\$ 218,938	Yes / Yes	N/A
2012-13 2nd Interim	\$ 2,566,989	\$ 2,552,054	\$ 14,935	N/A	N/A	\$ 140,405	Yes / Yes	N/A
2013-14 Budget Adoption	\$ 2,813,835	\$ 2,667,215	\$ 146,620	N/A	N/A	\$ 192,375	Yes / Yes	N/A
2012-13 Unaudited Actuals	\$ 2,498,470	\$ 2,821,440	\$ (322,970)	N/A	N/A	\$ (197,500)	No / No	N/A
2013-14 First Interim	\$ 2,133,766	\$ 2,059,014	\$ 74,752	N/A	N/A	\$ (122,749)	No / No	N/A
2012-13 Audit	\$ 2,498,469	\$ 2,821,440	\$ (322,971)	0.65	1.54	\$ (197,501)	No / No	Fiscal Concerns
2013-14 Second Interim	\$ 2,084,679	\$ 2,083,523	\$ 1,156	N/A	N/A	\$ (196,345)	No / No	N/A

Amt. Owe to OUSD	SPED	Facility	Custodial	Utility
2012-13 Balance	\$ 90,775			
2013-14 Proj.	\$ 176,584			

Made 6 payments to date @ \$22K / month (\$132K total)

No Payment To-Date

**NOTES / COMMENTS:**

- Cash flow issues.
- Deficit spending.
- Constantly late in submitting attendance report.

**\*\* SCHOOL REQUIRES SPECIAL ATTENTION \*\***

## #2 - Other issues and concerns:

- School needs to review their monthly attendance more carefully. There are some indications that it is not being reviewed on a regular basis. Monthly attendance reports are being consistently submitted late or contained errors.
- Significant loss of ADA in the last 2 years with attendance % slightly declining. P2 for 13/14 slightly increases.

J18/19	P2 ADA	P-ANNUAL	Attendance Rate
2009-10	325.79	327.71	94.38%
2010-11	327.22	326.05	94.74%
2011-12	341.33	340.56	95.83%
2012-13	304.30	302.59	95.42%
2013-14	219.70		95.57%

- Large outstanding SPED encroachment due: \$90,775 balance for 12/13 (6 payment of \$22K each made so far total to \$132K). Projected 13/14 due is \$176,584 using P2 ADA of 219.70 x \$803.75 (Est. Rate). School must pay off the 12/13 balance by June 30.
- School is facing cash flow issues with large outstanding SPED payment. Their latest bank statement as of 3/31/14 showing a balance of \$35,705.07. ECR is trying to sell their receivables to Charter Schools Capital (CSC) for cash flow assistance. Given that OCS will most likely recommend "non-renewal", CSC has spoken to Minh last week and their indication suggests that ECR request will not be approved.
- Per audit, positive 11/12 fund balance of \$125,470 had been depleted and ECR is now having a negative fund balance of (\$197,501) for 12/13. That's a total loss of almost \$323K in just one year. Their latest 2<sup>nd</sup> Interim projection showed they will end the 13/14 FY with another (\$196,345); an increase of just \$1,156.
- There are some indications that ECR will continue to be in the deficit in 14/15. I don't believe they will return to positive fund balance by June 2015.
- ECR needs an accountant in house. They are relying on CSMC to provide all the fiscal support but there's no one at the site level to monitor daily accounting activities and maintain a system of check and balance. This may cause miscommunication and inaccurate fiscal information used to provide to CSMC for budget projection purposes. ECR's budget projection includes a Business Officer on their staff roster. However, I have never met or spoken to this person.
- "Fiscal Concerns" noted in 12/13 audit from Hosaka, Rotherham & Company:  
*"At fiscal year end the Organization had cash of \$57,599 and a net assets deficiency of \$197,501. The organization will not be able to continue operations and fund its expenditures without any additional financing, and there can be no assurance it will be able to do so in the future year. During the subsequent year, the organization dramatically cut expenses by reducing payroll, and financing short-term cash flows, allowing the organization to continue operations in the 2013-14 fiscal year."*



### # 3 - ECR Budget Review Notes & Questions:

- Amount due for 12/13 SPED encroachment is \$222,775. Only 6 installment payment of \$22K each month has been paid to date, totals to \$132,000. The outstanding balance is \$90,775 as of mid-April. Why is the 13/14 budget projected at \$158,371 with cash flow inaccurately showing monthly payment of \$15,837 since September? No payment for 13/14 has been made to date.
- The projected 13/14 amount due is \$176,584 using updated P2 ADA of 219.70 x \$803.75 (estimated rate). We assume the \$158,371 used for 13/14 is under projected. But there is no actual payment received to date even though cash flow is projected monthly.
- From the narrative, ECR is planning to join El Dorado SELPA in 2014/15. If ECR did not receive acceptance confirmation from El Dorado at this point, I believe it is safe to say that ECR will continue to be under OUSD SELPA for 14/15. If so, expenditures or cash outflow must be projected and included for SPED payment with OUSD. If it did, the school will be in the negative for 14/15 as well. Positive projected fund balance overall for 15/16 will also be decreased.
- The budget narrative suggests that ECR is projecting to maintain a 96.5% attendance rate. Our historical record indicates that ECR had never achieved this rate since 2006/07 (95.83% was the highest in 11/12). What makes this possible going forward? What are ECR plans?
- 2013/14 is the second year that ECR has significant enrollment losses not the first as noted in the narrative.
- Enrollment is projected to increase by 51 students in 14/15 and then 35 more from 14/15 (234 in 13/14 to 185 in 14/15). What supporting documents can ECR provide to assure OCS of the increase? This is critical as this is the only way to generate more funding while reducing expenditures so ECR can get back to positive fund balance.
- What are the sources of local donations, others than the large non-federal SPED funding (object 8792)? If ECR does not get acceptance to join El Dorado, then this SPED funding will not exist. There's a significant amount of local donation and SPED revenues projected for all 5 years (especially 14/15 to 17/18). This source of revenues projected is about 7% or more of total revenues for the next 4 years. Relying heavily on local donation and revenues are not a good idea as the school will be in trouble if these revenues are not realized. The chart below shows that ECR may or will be in the red for 14/15 & 15/16 if ECR is not able to secure these local revenues as projected. Fund balance for 16/17 & 17/18 thus will also be reduced.

2013-14	2014-15	2015-16	2016-17	2017-18
60,400	201,475	218,800	226,225	235,630
\$ 2,133,442	\$ 2,612,696	\$ 3,012,071	\$ 3,258,744	\$ 3,541,475
2.83%	7.71%	7.26%	6.94%	6.65%

#### Projected Fund Balance

\$ (163,070)	\$ 60,883	\$ 257,572	\$ 468,109	\$ 709,589
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- Benefits to salaries cost ratio calculation suggested that the benefit cost is going down in future years (see below). Please explain the rationale:

2013-14	2014-15	2015-16	2016-17	2017-18
20.71%	20.33%	18.58%	18.41%	17.95%

- Who is the Business Officer that is included in the budget projection? Is fiscal related issues part of this staff's function? I have never heard, met or spoken to this person.

## ATTACHMENT III

### CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
- You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

*This report is to be submitted to the Board of Education **in conjunction** with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.*

#### 1 What is distinctive about your school?

Ernestine C. Reems Academy of Technology and Arts, herein referred to as E.C. Reems Academy, provides hope to area youth residing in an under-served community. The majority of the students arrive to E.C. Reems Academy below grade level, unable to read, write, critically think, or focus. The teaching staff over the past thirteen years has historically closed the academic achievement gap of a population of students that otherwise would have become part of the dropout statistic that haunts OUSD and the City of Oakland.

Ernestine C. Reems Academy has been and is today the beacon along the Mac Arthur Corridor and East Oakland. More than 400 plus students have graduated from the school over the past thirteen years. 100% entered high school on grade level and are highly recruited by public and private, district and charter high schools.

The oldest graduates are 23-25 years of age and have completed college and entered careers. Others are entering their junior year in college, and those that did not attend college are moving up the ranks in their careers. There is one distinctive difference between E.C. Reems Academy students and other area graduates, our students return to volunteer at the school, refer family members and friends. In the past two years alumni have enrolled their five year olds in Kindergarten.

The alumni share that the education we provided laid the foundation to succeed academically and socially, as well as navigate through life purposely and focused. The distinction continues as part of a community family tradition, in

that the majority of our students have or had siblings attending the school. The majority of our students arrive through word of mouth recommendations.

**2 How effective is your school overall?**

		5	4	3	2	1	
Evaluation:	Excellent			X			Unsatisfactory
How do you know?							
On-line assessments, formative assessments, student work.							
What are its notable strengths?							
Teacher dedication. Innovative teaching methods. Small group support. Expanded learning experiences for low achieving students.							
What are the main priorities for improvement?							
Academic alignment. School-wide articulation. Complete transition to performance-based accountability systems. This will be accomplished through: 1) solidifying data-driven instruction and learning to enhance student academic performance (continue to raise CST or CCS scores), 2) implementation of the Common Core Standards and utilization of evidence-based model, based on Robert Marzano and Associates work, 3) implementation of Effective Limit Setting in the classroom and school-wide discipline program, and 4) on-going professional development and evaluation utilizing the Danielson Model.							

**3 How well is the school regarded by its students and parents?**

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory
How do you know?							
Parent and student surveys, word of mouth comments							
What do (a) students and (b) parents most like about the school?							
The parents and students report that they most like the rigor, small class size, teacher support and the safe learning environment. Parents also reported that they appreciated teachers taking the initiative to communicate with teachers.							
What do they feel needs improvement, and what action is being taken?							
The ability for students and parents to have on-line access to student grades and scores, and communication regarding student work.							
Refocus PTO to educate parents and re-engage them in school volunteer opportunities.							

Create parent-student campus experiences to support family relations, learning opportunities for parents (Reading program), and wellness and healthy eating to promote better health and reduce childhood illnesses that contribute to absenteeism rates.

**4 How well do students achieve?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

Student work indicates that they achieve and are at grade level, however the State test does not reflect that the students are achieving at grade level.

In which subjects and grades do students do best, and why?

Grades K-2 are the highest performers, followed by sixth – eighth grades. Grades 3-5 have not performed as well. Students perform better in Language Arts and Math than Social Studies and Science.

Grades K-2 traditionally use data driven assessment tools to monitor student achievement and provide identifiers regarding specific gaps in understanding and requisite interventions.

Grades 3-5 began using data driven assessment tools but did not use them as effectively. Grades 3-5 did not employ articulation strategies as readily as other grades. Also grades 3-5 have experienced the highest teacher turnover rate from year-to-year.

Grades six through eight began to use data driven assessments in the past two years, but failed to utilize them as effectively as grades K-2.

In which subjects and grades is improvement needed, and what action is being taken?

A new principal was hired and the entire academic program is being rewritten to provide a system approach to education; encourage the use of innovative teacher methods; employ computers and integrate technology in the classrooms; create academic competitions between classes and grades and; provide rubrics, on-line assignments and other tools to encourage students to become self-motivated and responsible learners.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken

Yes. All students tend to achieve in grades K-2 and somewhat in grades three through five. E.C. Reems Academy is predominately African American. The test and assessment data reflects that middle school African American boys underperform. To address the issue of underperformance at the middle school level where we see student grades begin to plummet, this year we separated the classes by gender and academic performance to create a learning environment void of girl-boy interactions consistent with puberty. Greater emphasis is being placed on reading, writing and mathematics to provide a stronger foundation to achieve at grade level.



**5 How effective is the quality of instruction, including teaching, learning and curriculum?**

Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
				X			

Teacher evaluations, formal and informal classroom visits, student work.

Which are the strongest features of teaching and learning, and why?

Determining whether a teacher is employing effective teaching strategies is best determined by a set of standards. In the past we relied upon formal observations to insure teachers were using the 7 effective teaching strategies and hence conducted formal in informal classroom visits, monitored student work and interviewed students about what they were learning in class.

When we learned about Danielson’s Framework we discovered that we missed some of the key elements that reinforce instructional strategies and student learning. We are in the process of training and implementing Danielson’s Framework.

In reference to curriculum, we resourced the State Standards and developed an articulation framework to insure students were matriculating to the next grade prepared. This process worked as long as we help PD’s to process effectiveness.

What aspects of teaching and learning most need improvement, and what action is being taken?

Transitioning learning from a teacher lead methodology to student engaged and lead learning model. Actions to be taken include: on-going professional development, development of comprehensive rubrics tied to the CCS and implementation of student tablets to increase innovative learning strategies.

**6 How effective are the professional development opportunities provided to teachers and administrators?**

Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
			X				

Teacher evaluations and comments.

Which are the strongest features of professional development, and why?

Writing, the art of questioning and critical-thinking, and using on-line assessments to plan and evaluate learning are the most effective and have proven to strengthen the teaching, learning and instructional methods.

How are professional development activities selected and evaluated?

Teacher survey, staff meeting discussion and administrative team decisions based on teacher observations,.

What aspects of teaching and learning most need improvement, and what action is being taken?

One of the difficulties we found was the inconsistency in transitioning learning from a teacher lead methodology to student engaged and lead learning model. Actions to be taken include: on-going professional development, development of comprehensive rubrics tied to the CCS and implementation of student tablets to increase innovative learning strategies.

This being said, the methodology previously employed worked, but not as effectively as it should have. The seven effective principles of teaching did not fully address preparation and planning, classroom motivation and management skills, instruction and types of assessment, differentiating instruction and using teachable moments, or consistency of professional development to the degree demanded in today's world. Transitioning to the Danielson Framework will provide the methodology needed to prepare our teachers to educate our students to become avid learners prepared to process and analyze information effectively.

**7 How effective is the assessment of student learning?**

Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
			X				
<p>Improvement on monthly assessments and overall student work.</p> <p>What are the strongest features of assessment?</p> <p>Strong literacy performance indicators that drive instruction and learning.</p> <p>What aspects need improvement, and what action is being taken?</p> <p>Standard school-wide use of assessment tools (on-line, e.g. OARS, Accelerated Reading and Math) and extensive use of formative, interim and summative assessments to inform instruction and teachable moments.</p>							

**8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?**

Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
			X				
<p>Demographic data</p> <p>What are the strongest aspects of efforts to a diverse student population?</p> <p>We have marketed the school through use of targeted mailings and flyers, advertising and newspaper articles. Parents living outside of East Oakland contact the school, but when they learn where we are located, they decline to transfer their children. Two dominant racial groups exist in East Oakland, African American and Hispanic. We market to these two populations to maintain enrollment.</p> <p>What aspects need improvement, and what action is being taken?</p> <p>External conditions: reduction of violence in East Oakland and a sense of increased safety.</p>							



**9 How effective is the leadership and management of the school?**

Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
				X			

The threshold for State Test results has not been met. The teacher evaluations suggested changes in instructional methods, but was not consistently employed.

How does your school monitor teacher and staff implementation of the school’s curriculum, including its alignment with the California State Standards?

The VP and staff reviewed and aligned the state standards through an articulation process and then identified the curriculum to address the standards. The process provided the teachers with an instructional framework.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

The school is being reset. A new principal and staff have been hired. The Danielson Framework is being implemented to improve teaching and instruction, and Marzano’s Instructional Strategies are being implemented to improve student learning so the students become self-motivated critical thinkers. We are also implementing Robert McKenzie’s book, Setting Limits in the Classroom Program to reset school discipline and classroom management.

Which aspects of leading and managing the academic performance of the school work best, and why?

Teacher observations and data management to drive instruction. Instruction is a combination of environment, planning, management, and resource use. Teacher observations and lesson plans can provide data pertaining to how the teacher functions in the classroom and degree of preparation. Data provides an objective view of student understanding and learning.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

Resetting the academic direction, implementation and support will effectively improve universal performance, i.e., administration, staff and student performance. Methods and actions are listed throughout this document.

**10 How well does the charter school collaborate with parents to encourage active participation in their student’s education?**

Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
				X			

Primarily through antidotal comments. Parent volunteer hours also supports collaboration and participation.

Which are the strongest features, and why?

The strongest feature is parent volunteerism. Parents that are pleased with the educational environment participate in the development and implementation of classroom and school activities and programs.

What most needs improvement, and what action is being taken?

The PTO is not as effective as in the past and is also being reset to provide a more effective communication tool; provide a parent knowledge base and assist parents in supporting their children to become learners and responsible youth.

**11 How effectively does the school community analyze and use school-wide data for continuous improvement?**

	5	4	3	2	1	
Evaluation: Excellent			X			Unsatisfactory

How do you know?

Somewhat effective, though the second half of the 2012-13 school year was the beginning of a system-wide approach to analyzing school-wide data for continuous improvement.

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

We employed a teacher led Data Team during the 2012-13 school year. The team represented three groups, K-2, 3-5 and 6-8, and was responsible for gathering, analyzing and implementing intervention strategies to address learning gaps and understanding. The team met with the Principal on a weekly basis to discuss interventions and types of teacher support needed to improve instruction.

Describe how the school is training administrators and teachers to understand and use assessment data.

The teachers and administrators received web-based training on how to implement Accelerated Reading, Accelerated Math and OARS assessment tools and how alignment improves instruction and learning.

To what extent are parents and students informed of student performance data individually and school-wide?

Parents attend the School Conference in early fall to discuss assessment outcomes and planning. They receive monthly updates regarding student growth. Students meet with teacher's weekly/monthly to discuss assessment, performance, and interventions.

What most needs improvement, and what action is being taken?

This year parents and students will have access to all student grades and work on-line, providing another level of immediate reporting.

As stated above, the retooling will provide a stronger set of standards to govern implementation of data and use by teachers, students and parents, creating circle of active participants.

**12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

Student Study teams are the primary strategy used to identify students demonstrating academic or behavioral weaknesses, ELL students and students with disabilities are initially treated in the same manner as the general population. Upon completion of the prescribed interventions and the outcome, 1) the Resource Specialist will convene an IEP team to assess and determine type of disability and provide appropriate resources to address the deficits, 2) ELL students will be enrolled in our Reading Lab, 3) additional supports, e.g. tutoring, will be put in place.

Which are the strongest features, and why?

The Student Study Team is the strongest tool as it is the gateway to remediation or advancement to SPED. The SST determines interventions for school and home encouraging and requiring the participation of parents, caretakers, and social service representatives.

Finally, teachers share behaviors and individual student concerns each week during the Wednesday staff meeting. Creating the group invention strategies has been beneficial.

What most needs improvement, and what action is being taken?

Consistent and early intervention. Some teachers prefer to implement interventions on their own if they fail employ the use of an SST. We implemented a First Alert SST format this year to provide earlier and broader interventions.

**13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

We are very effective. Student grades and assessment reports indicate academic growth overtime.

Which are the strongest features, and why?

The use of team reflection regarding student needs is a functional tool to diagnose student needs. The use of data

helps confirm and further determine the need for additional or different types and levels of support and eventual remediation. The teachers use differentiated instruction, we have an onsite reading lab, after school tutoring, on-line programs, and small group after school intervention teams to support ELL, students with disabilities, i.e. students in need of remediation. Gifted student support is not as strong.

What most needs improvement, and what action is being taken?

As we reset the school, we will implement interventions and remediation consistent with our new framework to further support student learning and academic success on every level.

**14 How effective is the governing board of the school?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

The Board attends meetings and seeks ways to support the school.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

Board members are nominated to the Board of Trustees. The Trustees appoint members, selecting appointees from the nomination pool, as stated in the Board By-laws.

- Brian Reems, President
- Adrienne Byias, Treasurer
- Keith Courts, Secretary
- Lee Lancaster, Member
- Amber Lee, Member
- Kirby Harris, Member
- Leah Casey, Member, recently resigned
- Shazzan Key, Member

Board Committees:

- Finance
- Marketing

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The Boards primary roles and responsibilities are to oversee the financial health of the institution and insure the school is progressing. The Board most recently began to address the concerns of academic development, enrollment and finances.

To address these issues the Board determined a need to reset the board composition to increase its ability to support funding, exposure, academic review and guidance. Convene committees to focus on the above concerns and to intentionally carry out the Boards Strategic Plan that will carry them through 2016.

What are the notable features of the governing board in the school?

Genuine concern for the students and school growth.

How effectively does the governing board work with the school leader/s?

The Board and school leaders are in communication and support the school as needed.

**15 How effective is the school at involving parents, teachers, and community members in the governance of the school?**

Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
				X			

Minimally effective. Board attends parent meeting.

Which are the strongest features, and why?

The teachers and parents are represented on the board and the representatives speak on behalf of the groups. The also communicate board decisions to the parent and teacher communities.

What most needs improvement, and what action is being taken?

The current process and procedures is being reset to become more inclusive and deliberate in involving parents, teachers and community members in the governance of the school.

**16 How effective is the school at ensuring fiscal soundness and legal compliance?**

Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
				X			

It is effective in ensuring fiscal soundness, though experiencing some financial hardships due to the state of the economy. It is also effectively ensuring legal compliance.

Which are the strongest features, and why?

The two are fairly equal, though legal compliance is slightly stronger because it is not affected by the state of a fluctuating economy.

What most needs improvement, and what action is being taken?

The area of greatest concern is fiscal soundness. We are addressing enrollment and turnaround to increase state and federal revenue, fundraising, and development to stabilize the annual budget. Administration has been reorganized to create an External Relations presence. This part of the COO's responsibilities includes, fundraising, PR and marketing, board relations and community outreach. The COO and Principal collaborate to improve the school environment and strengthen external relations.

**17 How effectively is the school managed fiscally?**

Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
			X				

Given the state of funding, the school is managed effectively, and continues to adjust according to funding opportunities or restrictions.

Which aspects of the school's fiscal operations work best?

Communication with CSMC, back office staff, and in-house budget monitoring; meeting statutory requirements.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

The systems are in place, additional revenue is the area requiring improvement. The system does not need current enhancements. It is not a system problem.

**18 What are the most significant aids and/or barriers to raising student achievement?**

The most significant aids and barriers to increasing student achievement are system changes noted throughout this document.

The most significant aids are part of the school's resetting, i.e. develop and consistency of Danielson's Framework, thus updating the way teachers are trained and supported, Marzano's instructional strategies to provide a systems approach to student (academic) development, and McKenzie's school-wide and classroom discipline plan and strategies to provide a healthy learning environment. The use of on-line assessment tools specifically OARS, Accelerated Reading and Accelerated Math significantly increases the teacher's ability to objectively identify areas of weakness and need for remediation.

The barriers to raising student achievement is resistance to change and external conditions. The staff is learning all of the tools to reset the school, there may be some resistance, though we have not experienced any to date. Additionally, transfer students often arrive well below grade level requiring higher levels of remediation that often restricts the teachers time to effectively instruct other students, hence the implementation of the First Alert strategy..

**Charter Renewal Data Document**

<b>Name of school: Ernestine C Reems Academy of Technology and Arts</b>				<b>Name of School Leader: Lisa Blair</b>		
<b>Financial Information</b>				<b>Year</b>		<b>2012-2013</b>
Total Operational Budget	\$2.498m	Per Student Revenue			\$7,855	
Total Expenditure	\$2.821m	Expenditure Per Student			\$8,956	
Balance brought forward from previous year	4125,718	Projected balance carried forward to next year			\$197,500	
<b>Special Populations</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	
Percentage of students receiving <i>free/reduced lunch</i>	88	91	92	93	83	
Percentage of ELL students	14	14	15	12	2	
Percentage of students with IEPs	3	5	6	13	12	
Percentage of students with 504 plans	0	0	0	1	1	
<b>Pupil mobility in the school in prior year</b>				<b>Number of students</b>		
Students who joined the school other than at the usual time of first admission						
Students who left the school other than at the usual time of leaving (excluding expulsions)						
<b>Attendance for current and prior year P-2 ADA</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013 (most recent)</b>	<b>Attendance Rate to Date</b>
School data	339.25	327.71	326.67	341.33	304.30	89.05%
<b>Background of students 2011-12</b>	<b>Number of students/Percent of Students</b>		<b>Discipline - prior school year( 10-11)</b>		<b>Suspension # of incidents</b>	<b>Expulsion # of incidents</b>
African-American	150/61%		African-American		14	0
Asian/Pacific Islander	0		Asian/Pacific Islander		NA	0
Hispanic	29/12%		Hispanic		3	0
White	0		White		NA	NA
Mixed/ No Response	65/27%		Mixed/ No Response		0	0
Gender (male/female)	97/148		ELL		0	0
Homeless Students	0/0		SPED		4	0
			Gender (male/female)		11/6	0/0
			Homeless Students		0	0



<b>Lottery/Waitlist Information</b>					
	<b>Date of Lottery</b>	<b>Grades of Applicants</b>	<b>Number of Applicants (per grade)</b>	<b>Number of Available Spaces (per grade)</b>	<b>Number of Students on Waiting List (per grade)</b>
EXAMPLE <i>(add rows as necessary to capture all grade levels served)</i>		6	150	100	50
		7	200	100	100
		8	160	100	60
2011-2012 (for 2012-2013 school year)	June 2012	Documents lost in flood			
2010-2011 (for 2011-2012 school year)	June 2011	Documents lost in flood			
2009-2010 (for 2010-2011 school year)	July 2010	Documents lost in flood			
2008-2009 (for 2009-2010) school year	July 2009	Documents lost in flood			

<b>Graduation Information</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
HS only Graduation Rate – 12 <sup>th</sup> Grade	NA	NA	NA	NA	NA
Retention Rate (% of 12 <sup>th</sup> grade enrolled since grade 9)	NA	NA	NA	NA	NA
<b>Post-Graduation Plans – HS Only</b>					
% attending 4-year college					
% attending 2-year college					
% attending vocational/ technical training					
% joined military					
% working exclusively					
<b>Teacher Recruitment/Retention</b>					
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Total # of Teachers	21	21	21	21	21
#/% New Hires	7/33%	5/33%	4/19%	6/29%	5/33%
#/% Retained from Prior Year	14/66%	16/76%	17/81%	15/71%	16/76%
Total number of vacant teaching posts currently (FTE)					

<b>AYP</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
<b>AYP Met?</b>	No	No	No	No	No

% AMOS Met	Yes	No	No	No	No
% Proficient-AMOS: African-American	40.3/31.4	36.3/34.8	39.8/35.6	32/29.2	35.2/30.5
% Proficient-AMOS: Asian/PI	--	--	--	--	--
% Proficient-AMOS: Hispanic	27./22.9	44.2/34.9	35.6/51.1	43.2/51.1	52.5/55
% Proficient-AMOS: Mixed/No response	--	--	--	--	--
% Proficient-AMOS: White	--	--	--	--	--
% Proficient-AMOS: Socioeconomically Disadvantaged	37.3/30	34.2/32.6	37.6/37.7	334/34	37.2/34.9
ELL	16.2/13.5	42.1/36.8	33.3/52.8	46.9/59.4	
Students with disabilities	--	--	31.2/31.2	28.6/25	40.9/27.3
<i>API</i>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
API	722	707	712	705	711
Statewide rank	2	2	1	1	1
Similar schools rank	7	7	6	4	4
<i>CST</i>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>ELA</b>					
Proficient/Advanced	30/8% (38%)	29%/7% (36%)	27%/10% (37%)	28%/10% (38%)	28/9% (36%)
Basic/Proficient/ Advanced	37%/30/8% (74%)	38%/29%/7% (74%)	37%/27%/10% (74%)	40%/28%/10% (78%)	41%/28/9% (78%)
Below Basic/Far Below Basic	19%/6% (25%)	19%/8% (27%)	17%/9% (26%)	15%/7% (22%)	17%/6% (23%)
<b>MATH</b>					
Proficient/Advanced	21%/9% (30%)	22%/11% (33%)	26%/11% (37%)	28%/11% (39%)	24%/13% (37%)
Basic/Proficient/ Advanced	35%/21%/9% (65%)	31%/22%/11% (64%)	30%/26%/11% (67%)	30%/28%/11% (69%)	24%/24%/13% (61%)
Below Basic/Far Below Basic	26%/9% (35%)	27%/9% (36%)	27%/6% (33%)	24%/7% (31%)	24%/4% (28%)
<i>CAHSEE</i>	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
10 <sup>th</sup> grade pass rate					

**MEASURABLE PUPIL OUTCOMES – Insert MPO table from most recent Spring Site Visit, updated with most recent available data.**

<b>Statutory Renewal Threshold</b>	
<b>1. API Growth Target:</b>	
<i>Did school attain API Growth Target in prior year?</i>	<i>Yes</i>
<i>Did school attain API Growth Target in two of last three years?</i>	<i>No</i>
<i>Did school attain API Growth Target in the aggregate of the prior three years?</i>	<i>No</i>
<b>2. API Rank:</b>	
<i>Is the school ranked 4 or higher on API in prior year?</i>	<i>Yes</i>
<i>Is the school ranked 4 or higher on API in two of last three years?</i>	<i>Yes</i>
<b>3. API Similar Schools Rank:</b>	
<i>Is the school ranked a 4 or higher on API Similar Schools in prior year?</i>	<i>Yes</i>
<i>Is the school ranked 4 or higher on API Similar Schools in two of last three years?</i>	<i>Yes</i>
<b>4. <i>Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?</i></b>	<i>Yes</i>

**RESOLUTION OF THE GOVERNING BOARD  
OF THE OAKLAND UNIFIED SCHOOL DISTRICT**

**Resolution No. 1314-1140**

**DENYING CHARTER RENEWAL PETITION OF  
E.C. REEMS ACADEMY OF TECHNOLOGY AND ART CHARTER SCHOOL  
AND WRITTEN FINDINGS OF SUPPORT THEREOF**

**WHEREAS**, by enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

**WHEREAS**, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools; and

**WHEREAS**, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility they are accountable for complying with the terms of their charters and applicable law; and

**WHEREAS**, Education Code Section 47605(b) charges school district governing boards with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

**WHEREAS**, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in education Code Section 47605(b)(5)(A)-(Q), as well as the affirmations and other requirements set forth in Education Code Section 47605; and

**WHEREAS**, Title 5, Section 11967.5 of the California Code of Regulations (“Regulations”) contains the State Board of Education’s adopted criteria for the required elements for a charter petition as set forth in Education Code Section 47605(b) and although these criteria for the State Board of Education’s use in reviewing charter petitions are not binding on school districts they may provide instructive guidelines for school districts’ review of charter petitions; and

**WHEREAS**, Education Code Section 47607(a)(2) provides that renewals of charter petitions are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed; and

**WHEREAS**, the State Board of Education has adopted regulations for charter renewal that direct the authorizing district’s governing board to “consider the past performance of the

school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any" (5 CCR §11966.4(b)(1)); and

**WHEREAS**, a governing board may deny a petition to renew a charter school if it makes written findings to support any of the following under Education Code Section 47605(b): (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 an affirmation of each of the conditions described in Education Code Section 47605, subdivision (d); and (4) the petition does not contain reasonably comprehensive descriptions of all of the criteria set forth in Education Code Section 47605(b)(5)(A)-(Q); and

**WHEREAS**, Education Code Section 47607(b) provides that a charter school that has been in operation for at least four years shall meet at least one of four specified performance criteria prior to receiving a charter renewal; and

**WHEREAS**, E.C. Reems Academy is a charter school that began operating in 1999 and is in its fifteenth year of operation; and

**WHEREAS**, on or about March 26, 2014 the District received a petition to renew the charter for E.C. Reems Academy ("Petition"), a public charter school serving grades K-8 with an approximate enrollment of 230 students in grades K-8 during the 2013-2014 school year; and

**WHEREAS**, on or about April 23, 2014, the Board held a public hearing on the renewal petition as required by Education Code Section 47605(b); and

**WHEREAS**, the Board of Education, under Education Code Section 47605(b), is obligated to take action to grant or deny the renewal petition within 60 days of submission, unless, as in this instance, the timeline is extended by agreement to no more than 90 days;

**WHEREAS, the Office of Charter Schools has conducted an analysis and investigation into the Charter School's compliance with its charter and applicable law, and has produced a Staff Report summarizing its findings;**

**NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED** by the Governing Board of the Oakland Unified School District that the E.C. Reems Academy is demonstrably unlikely to successfully implement the program set forth in the petition. The specific findings supporting the decision are enumerated below:

**Poor Academic Performance/Educational Program**

- 1) Three district schools within a one mile radius of E.C. Reems have higher academic achievement
- 2) Seven of the eight (7/8) comparison schools' API scores are higher than E.C. Reems' score

- 3) 33.9% enrollment decrease over the past five years is evidence of community dissatisfaction with the educational program
- 4) Similar schools ranking decreased by two deciles over the term
- 5) Program Improvement Year 5
- 6) Did *not meet* AYP growth targets for African American students
- 7) Did *not meet* five out of the six (5/6) MPOs

**Poor Financial Accountability and Operations Management**

- 1) Cash Flow Issues/Deficit Spending/Negative Ending Fund Balances of 190K+
- 2) Outstanding debts to OUSD (no SPED payments made for 13-14 totaling \$176,584 and \$90,775 outstanding debt from 12-13)
- 3) Late and inaccurate attendance reporting
- 4) Late and inaccurate MPO progress reporting
- 5) Lack of organization and adherence to self-set timelines for renewal petition submission

**Lack of Effective Leadership**

- 1) No active data review team established as described in the petition or performance report
- 2) Lack of adequate formal observation/evaluation/feedback to staff
- 3) Lack of Professional Development aligned to school goals
- 4) Lack of understanding of cited instructional models (i.e. generic “High Yield Instructional Strategies”) or evaluation tool (Danielson’s Framework for Effective Teaching).
- 5) No feasible plan in place to adopt common core aligned curriculum or the development of scope and sequences for each grade/subject

**THE BOARD HEREBY FINDS** that E.C. Reems Academy has not met the requirements of Education Code Section 47607(a) and Section 47605(b):

1. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition; as supported by evidence of material violations of the terms of its current charter and applicable law; and
2. The Petitioners have not provided reasonably comprehensive descriptions of all required elements of the charter petition

The Board is therefore compelled to deny the Petition under the provisions of the Charter Schools Act. The Petition is hereby denied.

**PASSED AND ADOPTED** on May 28, 2014, by the Governing Board of the Oakland Unified School District by the following vote:

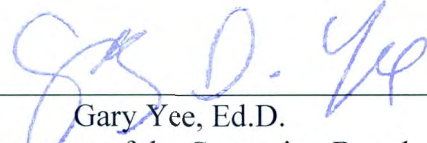
**AYES:** Jody London, Jumoke Hinton Hodge, Roseann Torres,  
and President David Kakishiba

**NOES:** Christopher Dobbins and Vice President James Harris

**ABSTENTIONS:** None

**ABSENCES:** Anne Campbell Washington

I declare under penalty of perjury that the foregoing resolution was duly passed and adopted on the date and by the vote stated.



\_\_\_\_\_  
Gary Yee, Ed.D.  
Secretary of the Governing Board  
Oakland Unified School District

File ID Number: 14-0390  
Introduction Date: 5-28-14  
Enactment Number: 14-0825  
Enactment Date: 5-28-14  
By: