



TO: Vincent Matthews, State Administrator  
Board of Education

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

DATE: February 25, 2009

RE: Millsmont Academy  
Charter Renewal Request

**Legislative File**

File ID No.: 08-3308  
Introduction Date: 10/29/2008  
Enactment No.: \_\_\_\_\_  
Enactment Date: \_\_\_\_\_  
By: \_\_\_\_\_

**ACTION REQUESTED:**

**Approve** the Millsmont Academy petition for charter renewal **as revised**, because the charter school has met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605, which governs charter school renewals. The approved charter is amended from the filed petition to incorporate the included text revisions, conditions and deadlines below.

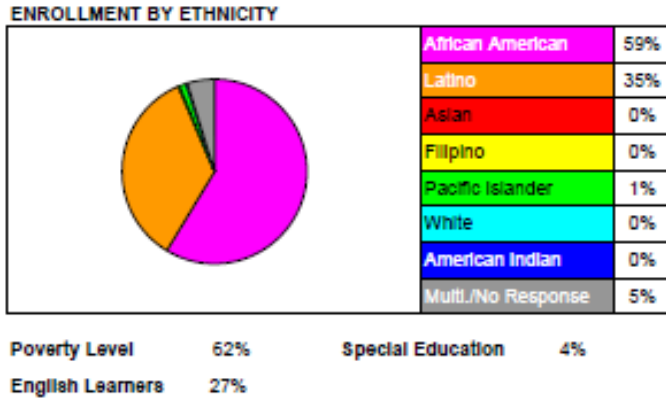
**BACKGROUND:**

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

|                      |           |                        |               |
|----------------------|-----------|------------------------|---------------|
| <b>Opening Year</b>  | 2004      | <b>Grades</b>          | K-5           |
| <b>Term Approval</b> | 5/12/2004 | <b>Attendance Area</b> | CASTLEMONT    |
| <b>Renewal Date</b>  | 6/30/2009 | <b>Board District</b>  | 6             |
| <b>Term</b>          | FIRST     | <b>Funding</b>         | Direct-Funded |

|                      |                |                |                |                |                |
|----------------------|----------------|----------------|----------------|----------------|----------------|
| <b><u>YEAR</u></b>   | <b>2004-05</b> | <b>2005-06</b> | <b>2006-07</b> | <b>2007-08</b> | <b>2008-09</b> |
| <b><u>GRADES</u></b> | N/A            | K-8            | K-9            | K-10           | K-5            |
| <b><u>ENROLL</u></b> | N/A            | 271            | 269            | 400            | 220            |

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



**As outlined in the approved charter petition:**

**School Mission:**

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

**Program’s Distinguishing Features:**

Aspire’s educational program is designed to give children, especially in low income communities, access to opportunities for success in life, work and citizenship:

1. Millsmont Academy has 15% more learning time with longer school days and a longer school year, in comparison to state requirements. Middle school students have block scheduling to make better use of the instructional time available.
2. Rigorous standards and high expectations are present in every classroom at Millsmont Academy.
3. Millsmont Academy uses a balanced, research-based curriculum that includes basic skills, life skills and higher-order thinking skills.
4. Teachers at Millsmont Academy use a variety of instructional techniques, including direct instruction and interdisciplinary projects in order to promote learning for every student.
5. Each student at Millsmont Academy has a Personalized Learning Plan with goals that are specific to that child.
6. Students, parents and teachers sign a learning contract annually in order to promote growth for every child.

**GOVERNING LAW:**

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

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

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

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

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

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

| <b>MILLSMONT ACADEMY: SB 1137 CRITERIA FOR RENEWAL</b>   |  | <b>Y/N</b> |
|--|--|------------|
| <b>1. API Growth Target:</b>   |  |            |
| Did school attain API Growth Target in prior year?   |  | <b>YES</b> |
| Did school attain API Growth Target in two of last three years?  |  | <b>YES</b> |
| Did school attain API Growth Target in the aggregate of the prior three years?   |  | <b>YES</b> |
| <b>2. API Rank:</b>  |  |            |
| Is the school ranked 4 or higher on API in prior year?   |  | Unknown    |
| Is the school ranked 4 or higher on API in two of last three year?   |  | <b>NO</b>  |
| <b>3. API Similar Schools Rank:</b>  |  |            |
| Is the school ranked 4 or higher on API Similar Schools in prior year?   |  | Unknown    |
| Is the school ranked 4 or higher on API Similar Schools in two of last three years?  |  | <b>NO</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>YES</b> |

## STANDARDS AND CRITERIA

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### **OUSD Charter Renewal Standards**

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

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

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

- “Improve Pupil Learning” Education Code §47601(a)
- “hold the schools ...accountable for meeting measurable pupil outcomes, and provide schools with a method to change from a rule-based to performance-based accountability systems.” Education Code §47601(f)

#### ***Pursuant to CA Education Code §47605 we ask;***

##### **I. IS THE SCHOOL AN ACADEMIC SUCCESS?**

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

##### **II. IS THE SCHOOL IS AN EFFECTIVE, VIABLE ORGANIZATION?**

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

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

An evaluation of the charter to assess the alignment to the program as approved.

#### **In addition;**

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

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

## ACADEMIC SUCCESS?

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

### III. MEASURABLE PUPIL OUTCOMES

The original charter petition detailed program goals for a school serving students in grades K-12. However, in spring, 2008, Aspire Public Schools successfully petitioned the District to split the charter and operate the program to be serving students in grades 6-12 with a separate charter agreement. This secondary program has been operating on a site separate from the elementary program since 2007. Therefore, for the purposes of this charter renewal evaluation, staff has focused its evaluation on the performance of the K-5 program.

An analysis of the Measurable Pupil Outcomes outlined in the school's charter indicate that Millsmont Academy has successfully met or made substantial progress towards meeting those outcome goals specific to the program serving students in grades K-5. The school has met its attendance rate goals. The school has met its API targets in consecutive years, with a likelihood of continued attainment. The school has made substantial progress towards meeting its goals of having all students participate in at least one co/extra activity. All students are provided the enrichment curriculum of music in additional to physical education within the school's daily program.

The school has made substantial progress towards meeting parent satisfaction goals. Additionally, the school has identified and prioritized in the current year further development of the parent action committee in an effort to continue to increase both parent satisfaction and parent involvement.

The remaining goals outlined within the charter, tied with the secondary program are nonetheless provided herein for purposes of thoroughness in reporting.

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

#### MET or SUBSTANTIAL PROGRESS MADE

| Measurable Pupil Outcomes   | Instrument            | Target       | Progress   |
|---|-----------------------|--------------|--|
| 95% student attendance.   | Attendance records    | 95%          | <b>MET</b><br><u>2005 2006 2007 2008</u><br><b>95% 94% 97% 95%</b>   |
| State target for API growth.  | API                   | State target | <b>MET</b><br><u>2005 2006 2007 2008</u><br><b>N/A B Yes Yes</b>   |
| 100% of students will participate in at least one co-/extra activities. | Participation records | 100%         | <b>SUBSTANTIAL PROGRESS</b><br><br>Site observations and interviews indicate that > <b>75%</b> of students engage in enrichment opportunities during the course of the year. |

|   |         |     |   |
|---|---------|-----|---|
| 95% of parents and students are satisfied.  | Surveys | 95% | <b>SUBSTANTIAL PROGRESS</b><br><br>92% percent of families based on parent surveys rate the school an A or B. |
| 95% of students complete exhibition tasks and meet expectations.                                  | N/A     | N/A | N/A<br><i>Pertains to former K-12 charter configuration</i>   |
| 90% of students meet UC A-G requirements by graduation.   | N/A     | N/A | N/A<br><i>Pertains to former K-12 charter configuration</i>   |
| 95% graduate within 5 years.  | N/A     | N/A | N/A<br><i>Pertains to former K-12 charter configuration</i>   |
| 95% pass CAHSEE.  | N/A     | N/A | N/A<br><i>Pertains to former K-12 charter configuration</i>   |
| 90% of students who take AP test score a 3 or above.  | N/A     | N/A | N/A<br><i>Pertains to former K-12 charter configuration</i>   |
| 90% of students who take a post-secondary level class pass (online, community college).           | N/A     | N/A | N/A<br><i>Pertains to former K-12 charter configuration</i>   |
| 95% of graduated students report that they are enrolled in higher education or satisfactory work. | N/A     | N/A | N/A<br><i>Pertains to former K-12 charter configuration</i>   |

**IV. OUSD TIERING ANALYSIS:**

|  |
|--|
| <b>Tiering Revisions: Using 2007-2008 Data</b>                 |
| <b>SCHOOL: Millsmont Academy</b>                               |
| 9-Feb-09 <span style="float: right;">Network Officer: 0</span> |

| <b>Step 1: Initial Tier is Calculated based on Program Improvement Status</b>  |  |                       |      |            |      |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
|--|--|-----------------------|------|------------|------|--------|---|------------------|--|-------------------|--|-----|--|------------|--|---------------|--|--|--|-----|------|-----|------|-----|------|--|--|---|---|---|---|-----|-----|-----|------|-----|------|-----|-----|-----|------|-----|------|----|----|---|----|---|----|-----|-----|-----|------|-----|------|----|----|---|----|---|----|-----|-----|-----|------|-----|------|-----|-----|-----|------|-----|------|----|-----|----|----|----|----|
| <b>Program Improvement Year:</b> <span style="border: 1px solid black; padding: 2px;">--</span><br>GREEN: No Program Improvement Status<br>YELLOW: PI Year 0,1,2 (Year "0" means the school missed AYP for its first year and is at risk of PI status)<br>ORANGE: PI Year 3<br>RED: PI Year 4,5  |  |                       |      |            |      |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| <b>Initial Tier</b>  | <b>GREEN</b>   |                       |      |            |      |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| 2007-2008 Reason for not Making AYP highlighted in RED   |  |                       |      |            |      |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| How AYP Score is Determined<br>Made AYP in BOTH of past two years GREEN<br>Made AYP in the MOST RECENT Year YELLOW<br>Did not make AYP in EITHER of past two years RED   | <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <tr style="background-color: #ccccff;"> <th colspan="6">2007-2008 AYP Targets</th> </tr> <tr> <td colspan="2">35.2% Prof / Adv</td> <td colspan="2">95% Participation</td> <td colspan="2">95%</td> </tr> <tr style="background-color: #ccccff;"> <th colspan="2">Prof / Adv</th> <th colspan="4">Participation</th> </tr> <tr style="background-color: #ccccff;"> <th>ELA</th> <th>Math</th> <th>ELA</th> <th>Math</th> <th>ELA</th> <th>Math</th> </tr> <tr style="background-color: #ccccff;"> <th colspan="2"></th> <th>N</th> <th>%</th> <th>N</th> <th>%</th> </tr> <tr> <td>31%</td> <td>45%</td> <td>282</td> <td>100%</td> <td>282</td> <td>100%</td> </tr> <tr> <td>38%</td> <td>44%</td> <td>163</td> <td>100%</td> <td>163</td> <td>100%</td> </tr> <tr> <td>--</td> <td>--</td> <td>0</td> <td>--</td> <td>0</td> <td>--</td> </tr> <tr style="background-color: #ffcccc;"> <td style="background-color: #ffcccc;">22%</td> <td style="background-color: #ffcccc;">48%</td> <td>106</td> <td>100%</td> <td>106</td> <td>100%</td> </tr> <tr> <td>--</td> <td>--</td> <td>2</td> <td>--</td> <td>2</td> <td>--</td> </tr> <tr> <td>27%</td> <td>41%</td> <td>207</td> <td>100%</td> <td>207</td> <td>100%</td> </tr> <tr style="background-color: #ffcccc;"> <td style="background-color: #ffcccc;">23%</td> <td style="background-color: #ffcccc;">46%</td> <td>101</td> <td>100%</td> <td>101</td> <td>100%</td> </tr> <tr> <td>5%</td> <td>10%</td> <td>20</td> <td>--</td> <td>20</td> <td>--</td> </tr> </table> | 2007-2008 AYP Targets |      |            |      |        |   | 35.2% Prof / Adv |  | 95% Participation |  | 95% |  | Prof / Adv |  | Participation |  |  |  | ELA | Math | ELA | Math | ELA | Math |  |  | N | % | N | % | 31% | 45% | 282 | 100% | 282 | 100% | 38% | 44% | 163 | 100% | 163 | 100% | -- | -- | 0 | -- | 0 | -- | 22% | 48% | 106 | 100% | 106 | 100% | -- | -- | 2 | -- | 2 | -- | 27% | 41% | 207 | 100% | 207 | 100% | 23% | 46% | 101 | 100% | 101 | 100% | 5% | 10% | 20 | -- | 20 | -- |
| 2007-2008 AYP Targets  |  |                       |      |            |      |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| 35.2% Prof / Adv   |  | 95% Participation     |      | 95%        |      |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| Prof / Adv   |  | Participation         |      |            |      |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| ELA  | Math   | ELA                   | Math | ELA        | Math |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
|  |  | N                     | %    | N          | %    |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| 31%  | 45%  | 282                   | 100% | 282        | 100% |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| 38%  | 44%  | 163                   | 100% | 163        | 100% |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| --   | --   | 0                     | --   | 0          | --   |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| 22%  | 48%  | 106                   | 100% | 106        | 100% |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| --   | --   | 2                     | --   | 2          | --   |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| 27%  | 41%  | 207                   | 100% | 207        | 100% |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| 23%  | 46%  | 101                   | 100% | 101        | 100% |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| 5%   | 10%  | 20                    | --   | 20         | --   |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| Made AYP in 2006-2007? <b>YES</b><br>Made AYP in 2007-2008? <b>NO</b>  | Schoolwide<br>African American<br>Asian<br>Latino<br>White<br>Socio-Economically Disadvantaged<br>English Learners<br>Disabled   |                       |      |            |      |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| NOTE: In some cases a school has made AYP even if this table shows that some targets haven't been met (for example, subgroups with less than 50 students are not evaluated for AYP). For questions on how AYP is calculated, please go to: <a href="http://www.cde.ca.gov/ta/ac/ar/index.asp">http://www.cde.ca.gov/ta/ac/ar/index.asp</a> |  |                       |      |            |      |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
|  | <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <tr> <td>07-08 API</td> <td style="text-align: right;">692</td> </tr> <tr> <td>API Target</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Growth</td> <td style="text-align: right;">6</td> </tr> </table>  | 07-08 API             | 692  | API Target | 0    | Growth | 6 |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| 07-08 API  | 692  |                       |      |            |      |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| API Target   | 0  |                       |      |            |      |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |
| Growth   | 6  |                       |      |            |      |        |   |                  |  |                   |  |     |  |            |  |               |  |  |  |     |      |     |      |     |      |  |  |   |   |   |   |     |     |     |      |     |      |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |    |    |   |    |   |    |     |     |     |      |     |      |     |     |     |      |     |      |    |     |    |    |    |    |

|  |   |                 |            |                         |              |                   |              |
|--|---|-----------------|------------|-------------------------|--------------|-------------------|--------------|
| <b>Step 2: School Receives Growth and Achievement Gap scores</b> |   |                 |            |                         |              |                   |              |
|  | <b>Growth</b>   | <b>One Year</b> | <b>RED</b> | <b>Two Year</b>         | <b>GREEN</b> | <b>Three Year</b> | <b>GREEN</b> |
| # of students with multiple years of data                        |   | ELA<br>91       | Math<br>88 |                         | ELA<br>42    | Math<br>39        |              |
| % of students who  |   |                 |            |                         |              |                   |              |
| Stayed in Advanced or Proficient                                 |   | 13%             | 27%        |                         | 12%          | 28%               |              |
| Grew at least one performance band                               |   | 27%             | 14%        |                         | 43%          | 31%               |              |
| Stayed in the same performance band                              |   | 42%             | 40%        |                         | 38%          | 23%               |              |
| Decreased one performance band                                   |   | 18%             | 19%        |                         | 7%           | 18%               |              |
| How Growth points are determined                                 |   |                 |            |                         |              |                   |              |
| 1 point if P/A + Growth > 1/2 of students                        |   | 0               | 0          |                         | 1            | 1                 |              |
| 1 point if % Growth > % Decrease                                 |   | 1               | 0          |                         | 1            | 1                 |              |
| Total Score  |   |                 | 1          |                         | 4            | 3                 |              |
| How Growth score is Determined                                   |   |                 |            |                         |              |                   |              |
| 3-4 points   | GREEN   |                 |            |                         |              |                   |              |
| 2 points   | YELLOW  |                 |            |                         |              |                   |              |
| 0-1 points   | RED   |                 |            |                         |              |                   |              |
| <b>Achievement Gap</b>   | <b>GREEN</b>  |                 |            |                         |              |                   |              |
| School API   | <u>2006-2007</u><br>687   |                 |            | <u>2007-2008</u><br>692 |              |                   |              |
| Lowest Performing Subgroup                                       | Latino  |                 |            | EL                      |              |                   |              |
| Lowest API   | 666   |                 |            | 674                     |              |                   |              |
| Achievement Gap  | 21  |                 |            | 18                      |              |                   |              |
| Change in Achievement Gap  |   |                 | -3         |                         |              |                   |              |
| % Change   |   |                 | -14%       |                         |              |                   |              |
|  | How Achievement Gap score is determined<br>GREEN: Gap small than 25 points OR Gap decreasing by more than 10%<br><br>YELLOW: Gap decreases by less than 10%<br><br>RED: Gap is greater than 75 points and not closing OR All subgroups are not scoring above 574 OR Gap is increasing |                 |            |                         |              |                   |              |

**MOVES UP OR DOWN?**  
  
  
  
  
  
  
  
  
  
**0**

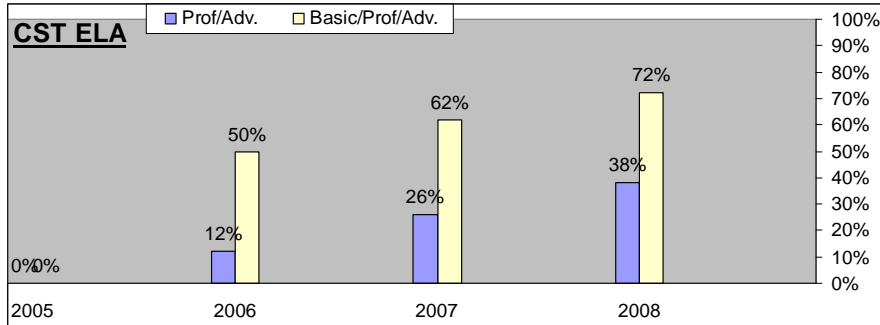
|   |                        |               |              |
|---|------------------------|---------------|--------------|
| <b>2008-2009 Tier</b>   |                        |               |              |
| This TIER determines the Accountabilities and Supports which the school will receive during the 2007-2008 school year |                        |               |              |
|   | <b>Schoolwide Tier</b> | <b>GROWTH</b> | <b>GAP</b>   |
| 2008-2009 Schoolwide Tier   | <b>BLUE</b>            | <b>GREEN</b>  | <b>GREEN</b> |

**Millsmont Academy**, based on the OUSD Tiering System is a **BLUE** school. Millsmont is **GREEN** in its two year growth and **GREEN** in its three year CST performance growth. The school maintained or increased student performance at a rate of 40% in ELA, and 41% in math from 2007 to 2008, short of the 50% required by the OUSD Tiering system. Additionally, a 5% difference in student math performance exists between students who declined by as compared with students that grew from 2007 to 2008, thus rating the school **RED** in its one year growth score. The school's over-all growth score is nonetheless **GREEN**. The school's Achievement Gap score is **GREEN**, with a gap of only 18 pts, meeting the OUSD Tiering System threshold requiring a gap of less than 25 pts.

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

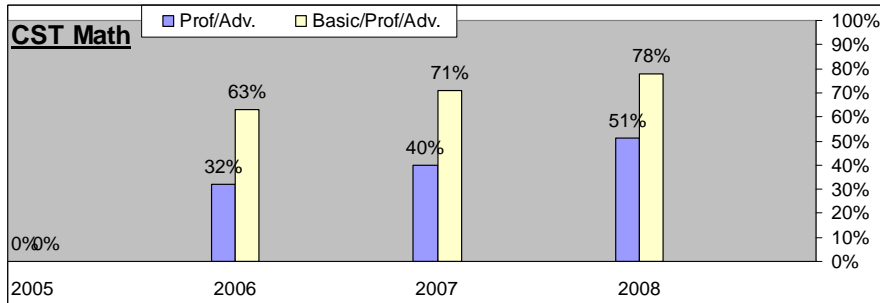
**CST English Language Arts (Performance Over Time)**

| YEAR | P/A | B/P/A |
|------|-----|-------|
| 2005 | N/A | N/A   |
| 2006 | 12% | 50%   |
| 2007 | 26% | 62%   |
| 2008 | 38% | 72%   |



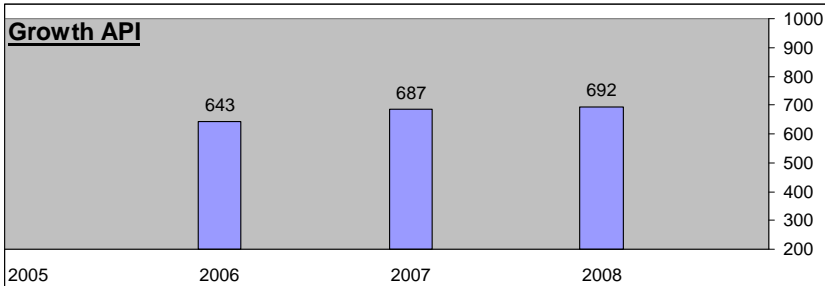
**CST Mathematics (Performance Over Time)**

| YEAR | P/A | B/P/A |
|------|-----|-------|
| 2005 | N/A | N/A   |
| 2006 | 32% | 63%   |
| 2007 | 40% | 71%   |
| 2008 | 51% | 78%   |



**API (Performance Over Time)**

| YEAR | API | RANK | SIMILAR |
|------|-----|------|---------|
| 2005 | N/A | N/A  | N/A     |
| 2006 | 643 | 1    | 3       |
| 2007 | 687 | 2    | 4       |
| 2008 | 692 | Pend | Pend    |



**AYP (Performance Over Time)**

|          | 2005 | 2006 | 2007 | 2008 |
|----------|------|------|------|------|
| AYP Met? | N/A  | NO   | YES  | NO   |
| AMO's    | N/A  | 76%  | 100% | 95%  |

**Millsmont Academy** has demonstrated steady and continuous growth in student CST performance in both English Language Arts and mathematics; increasing proficient and advanced levels by **26%** in ELA over a two year period, and **19%** in math over a two year period. Additionally, the school has decreased the percent of students scoring in the lowest two performance levels at a rate of **22%** in ELA over two years, and **15%** in math over two years. Acceleration rates in ELA have met or exceeded those required by California to meet AYP (10-11% annually).

**NOTE:** Millsmont Academy's API and AYP performance represents both the K-5 and the secondary (6-9) program. Millsmont Academy has demonstrated steady and continuous improvement in its API score achieving a score 8 points short of 700 in its fourth year of operation (692). Millsmont Academy has not consistently met all AYP targets annually set by No Child Left Behind when considered with its original K-9 configuration, however AYP would have been met by its K-5 program for 2008.



## VI. COMPARISON ANALYSIS

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

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

#### Order rank based on 2008 API Score

| School  | Grades | 2005 | 2006 | 2007 | 2008 |
|---|--------|------|------|------|------|
| North Oakland Community Charter School (NOCCS)                                | K-8    | 914  | 834  | 845  | 855  |
| Conservatory of Instrumental and Vocal Arts (MILLSMONT ACADEMY)               | K-8    | N/A  | N/A  | N/A  | 837  |
| (Below) <b>Demographically similar based on socio-economic status</b> (Below) |        |      |      |      |      |
| Monarch Academy   | K-5    | 651  | 713  | 795  | 776  |
| Berkley Maynard Academy (BMA)   | K-8    | N/A  | 645  | 730  | 769  |
| Lighthouse Community Charter (LCC)  | K-8    | 642  | 665  | 681  | 758  |
| Achieve Academy (EFC-UE)  | 4-5    | N/A  | N/A  | 740  | 735  |
| East Oakland Leadership Academy (EOLA)  | K-8    | 687  | 719  | 621  | 715  |
| Civicorps Elementary School (EBCC)  | K-5    | 701  | 722  | 696  | 698  |
| Reems (E.C.) Academy of Technology & Art                                      | K-8    | 690  | 713  | 716  | 695  |
| <b>Millsmont Academy</b>  | K-5    | N/A  | 642  | 687  | 692  |
| World Academy (EFC-EOCC)  | K-5    | N/A  | 636  | 643  | 682  |
| Huerta (Dolores) Learning Academy (DHILA)                                     | K-8    | 625  | 680  | 594  | 641  |
| Education for Change at Cox Elementary (EFC at Cox)                           | K-5    | 581  | 555  | 611  | 584  |

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

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

#### Order rank based on 2008 CST % Proficient/Advanced

##### CST ELA SCORES OVER-TIME

| School  |     | 2005<br>Prof/Adv<br>ELA | 2006<br>Prof/Adv<br>ELA | 2007<br>Prof/Adv<br>ELA | 2008<br>Prof/Adv<br>ELA |
|---|-----|-------------------------|-------------------------|-------------------------|-------------------------|
| North Oakland Community Charter School (NOCCS)                                | K-8 | *                       | 65%                     | 71%                     | 74%                     |
| Conservatory of Instrumental and Vocal Arts (MILLSMONT ACADEMY)               | K-8 | N/A                     | N/A                     | N/A                     | 60%                     |
| (Below) <b>Demographically similar based on socio-economic status</b> (Below) |     |                         |                         |                         |                         |
| Berkley Maynard Academy (BMA)   | K-8 | N/A                     | 23%                     | 42%                     | 45%                     |
| <b>Millsmont Academy</b>  | K-5 | N/A                     | 12%                     | 26%                     | 38%                     |
| Monarch Academy   | K-5 | 18%                     | 29%                     | 46%                     | 37%                     |
| Lighthouse Community Charter (LCC)  | K-8 | 20%                     | 24%                     | 27%                     | 37%                     |
| East Oakland Leadership Academy (EOLA)  | K-8 | 24%                     | 31%                     | 14%                     | 31%                     |
| Civicorps Elementary School (EBCC)  | K-5 | 34%                     | 36%                     | 25%                     | 30%                     |
| Reems (E.C.) Academy of Technology & Art                                      | K-8 | 24%                     | 36%                     | 34%                     | 28%                     |
| World Academy (EFC-EOCC)  | K-5 | N/A                     | 18%                     | 18%                     | 21%                     |
| Huerta (Dolores) Learning Academy (DHILA)                                     | K-8 | 15%                     | 20%                     | 15%                     | 19%                     |
| Education for Change at Cox Elementary (EFC at Cox)                           | K-5 | N/A                     | 13%                     | 12%                     | 12%                     |

**Order rank based on 2008 CST % Proficient/Advanced**

**CST MATH SCORES OVER-TIME**

| School  |     | 2005<br>Prof/Adv<br>Math | 2006<br>Prof/Adv<br>Math | 2007<br>Prof/Adv<br>Math | 2008<br>Prof/Adv<br>Math |
|---|-----|--------------------------|--------------------------|--------------------------|--------------------------|
| North Oakland Community Charter School (NOCCS)                                | K-8 | *                        | <b>52%</b>               | <b>69%</b>               | <b>69%</b>               |
| Conservatory of Instrumental and Vocal Arts (MILLSMONT ACADEMY)               | K-8 | N/A                      | N/A                      | N/A                      | <b>64%</b>               |
| (Below) <b>Demographically similar based on socio-economic status</b> (Below) |     |                          |                          |                          |                          |
| Monarch Academy   | K-5 | <b>38%</b>               | <b>51%</b>               | <b>73%</b>               | <b>75%</b>               |
| Berkley Maynard Academy (BMA)   | K-8 | N/A                      | <b>28%</b>               | <b>50%</b>               | <b>60%</b>               |
| Millsmont Academy   | K-5 | N/A                      | <b>32%</b>               | <b>40%</b>               | <b>51%</b>               |
| World Academy (EFC-EOCC)  | K-5 | N/A                      | <b>29%</b>               | <b>39%</b>               | <b>46%</b>               |
| Lighthouse Community Charter (LCC)  | K-8 | <b>26%</b>               | <b>21%</b>               | <b>32%</b>               | <b>45%</b>               |
| Civicorps Elementary School (EBCC)  | K-5 | <b>33%</b>               | <b>39%</b>               | <b>36%</b>               | <b>34%</b>               |
| Huerta (Dolores) Learning Academy (DHILA)                                     | K-8 | <b>22%</b>               | <b>36%</b>               | <b>23%</b>               | <b>31%</b>               |
| East Oakland Leadership Academy (EOLA)  | K-8 | <b>21%</b>               | <b>38%</b>               | <b>13%</b>               | <b>30%</b>               |
| Education for Change at Cox Elementary (EFC at Cox)                           | K-5 | N/A                      | <b>18%</b>               | <b>24%</b>               | <b>26%</b>               |
| Reems (E.C.) Academy of Technology & Art                                      | K-8 | <b>37%</b>               | <b>39%</b>               | <b>39%</b>               | <b>25%</b>               |

**Comparison Sub-Group ANALYSIS: Oakland Charter Schools**

- **NOTE:** Millsmont Academy’s API score includes the performance of the secondary students in grades 6-9 which have subsequently begun operation on a separate charter. The projected API score of the K-5 program for 2008 is **724**.
- Based on the combined K-5 and 6-9 program performance, Millsmont Academy is **12 API points (692) below of the median** performance (704) of all Oakland charter schools serving similar grades. The school is **26 API points (692) above the median** performance (665) of Oakland charter schools serving both similar grades and a demographically similar population based on student socio-economic status.
- **NOTE:** The CST performance presented here represents the students in the K-5 program, consistent with the proposed grade configuration of the renewal term.
- Millsmont Academy is **above the median** performance of Oakland charter schools serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- Millsmont Academy is **above the median** performance of Oakland charter schools serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.
- Millsmont Academy is **well above the average** performance (29%) of Oakland charter schools serving a similar grade level and similar demographic in its CST performance (38%) in **English Language Arts**.
- Millsmont Academy is nonetheless **well above the average** performance (42%) of Oakland charter schools serving a similar grade level and similar demographic in its CST performance (51%) in **mathematics**.
- Millsmont Academy has demonstrated consistent and steady improvement in API performance, CST ELA and CST math performance over the past four years.

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

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

**Order rank based on 2008 API Score**

| <b>SCHOOL</b>                               | <b>LEVEL</b> | <b>2007</b> | <b>2008</b> | <b>API change</b> | <b>met API?</b> | <b>met AYP?</b> | <b>F/R</b>   |
|---|--------------|-------------|-------------|-------------------|-----------------|-----------------|--------------|
| Lincoln Elementary                          | Elem         | 897         | 906         | 9                 | Yes             | Yes             | 80.4%        |
| Cleveland Elementary                        | Elem         | 851         | 862         | 11                | No              | Yes             | 58.1%        |
| Franklin Elementary                         | Elem         | 768         | 835         | 67                | Yes             | Yes             | 81.3%        |
| La Escuelita Elementary                     | Elem         | 771         | 827         | 56                | Yes             | Yes             | 80.1%        |
| Bella Vista Elementary                      | Elem         | 780         | 800         | 20                | No              | Yes             | 76.9%        |
| Tilden Elementary                           | Elem         | 771         | 799         | 28                | N/A             | Yes             | 63.0%        |
| Carl B. Munck Elementary                    | Elem         | 786         | 785         | -1                | No              | Yes             | 54.4%        |
| Sequoia Elementary                          | Elem         | 798         | 783         | -15               | No              | Yes             | 48.9%        |
| Laurel Elementary                           | Elem         | 776         | 780         | 4                 | No              | No              | 77.4%        |
| Parker Elementary                           | Elem         | 732         | 752         | 20                | No              | No              | 73.7%        |
| ASCEND                                      | Elem         | 690         | 751         | 61                | Yes             | Yes             | 86.7%        |
| Piedmont Avenue Elementary                  | Elem         | 710         | 750         | 40                | Yes             | Yes             | 58.8%        |
| Allendale Elementary                        | Elem         | 678         | 741         | 63                | Yes             | Yes             | 72.0%        |
| Marshall Elementary                         | Elem         | 754         | 735         | -19               | No              | Yes             | 65.7%        |
| International Community                     | Elem         | 680         | 730         | 50                | Yes             | No              | 85.1%        |
| <b>Millsmont Academy K-5 PROJECTION</b>     | Elem         |             | <b>724</b>  |                   |                 |                 | <b>62.0%</b> |
| Lakeview Elementary                         | Elem         | 709         | 721         | 12                | Yes             | No              | 61.2%        |
| Howard Elementary                           | Elem         | 677         | 716         | 39                | Yes             | No              | 78.1%        |
| Garfield Elementary                         | Elem         | 686         | 705         | 19                | Yes             | No              | 79.3%        |
| Markham Elementary                          | Elem         | 619         | 701         | 82                | Yes             | Yes             | 66.3%        |
| Burckhalter Elementary                      | Elem         | 684         | 696         | 12                | Yes             | No              | 75.7%        |
| Emerson Elementary                          | Elem         | 685         | 694         | 9                 | No              | Yes             | 65.1%        |
| <b>Millsmont Academy (K-9<sup>th</sup>)</b> | Elem         | <b>686</b>  | <b>692</b>  | <b>6</b>          | <b>Yes</b>      | <b>No</b>       | <b>62.0%</b> |
| Sobrante Park Elementary                    | Elem         | 667         | 692         | 25                | Yes             | Yes             | 68.3%        |
| Brookfield Elementary                       | Elem         | 684         | 692         | 8                 | No              | No              | 83.3%        |
| Sankofa Academy                             | Elem         | 535         | 691         | 156               | Yes             | Yes             | 85.0%        |
| Santa Fe Elementary                         | Elem         | 664         | 690         | 26                | Yes             | No              | 72.0%        |
| Manzanita Community                         | Elem         | 636         | 689         | 53                | Yes             | No              | 73.1%        |
| Lazear Elementary                           | Elem         | 648         | 666         | 18                | Yes             | No              | 76.4%        |
| Hoover Elementary                           | Elem         | 646         | 659         | 13                | Yes             | No              | 82.2%        |
| Rise Community                              | Elem         | 629         | 653         | 24                | Yes             | No              | 86.0%        |
| Manzanita SEED                              | Elem         | 675         | 652         | -23               | No              | No              | 70.6%        |
| Martin Luther King, Jr. Elementary          | Elem         | 636         | 645         | 9                 | Yes             | No              | 74.3%        |
| Lafayette Elementary                        | Elem         | 669         | 629         | -40               | No              | No              | 82.7%        |
| Preparatory Literary Academy of Cultural    | Elem         | 671         | 623         | -48               | No              | No              | 81.8%        |
| Learning Without Limits                     | Elem         | B           | 614         | B                 | N/A             | No              | 77.9%        |
| Maxwell Park Elementary                     | Elem         | 606         | 596         | -10               | No              | No              | 73.0%        |
| Futures Elementary                          | Elem         | B           | 572         | B                 | N/A             | No              | 80.0%        |
| Reach Academy                               | Elem         | 488         | 568         | 80                | Yes             | Yes             | 82.6%        |
| Community United Elementary                 | Elem         | B           | 550         | B                 | N/A             | No              | 84.6%        |
| Global Family                               | Elem         | B           | 515         | B                 | N/A             | No              | 80.6%        |

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

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

**Order rank based on 2008 API Score**

| SCHOOL                                      | LEVEL | 2007       | 2008       | API change | met API?  | met AYP?  | F/R          |
|---|-------|------------|------------|------------|-----------|-----------|--------------|
| <b>Millsmont Academy K-5 PROJECTION</b>     | Elem  |            | <b>724</b> |            |           |           | <b>62.0%</b> |
| ASCEND                                      | Elem  | 690        | 751        | 61         | Yes       | Yes       | 86.7%        |
| International Community                     | Elem  | 680        | 730        | 50         | Yes       | No        | 85.1%        |
| <b>Millsmont Academy (K-9<sup>th</sup>)</b> | Elem  | <b>686</b> | <b>692</b> | <b>6</b>   | <b>No</b> | <b>No</b> | <b>62.0%</b> |
| Sankofa Academy                             | Elem  | 535        | 691        | 156        | Yes       | Yes       | 85.0%        |
| Manzanita Community                         | Elem  | 636        | 689        | 53         | Yes       | No        | 73.1%        |
| Rise Community                              | Elem  | 629        | 653        | 24         | Yes       | No        | 86.0%        |
| Manzanita SEED                              | Elem  | 675        | 652        | -23        | No        | No        | 70.6%        |
| Preparatory Literary Academy of Cultural    | Elem  | 671        | 623        | -48        | No        | No        | 81.8%        |
| Learning Without Limits                     | Elem  | B          | 614        | B          | N/A       | No        | 77.9%        |
| Futures Elementary                          | Elem  | B          | 572        | B          | N/A       | No        | 80.0%        |
| Reach Academy                               | Elem  | 488        | 568        | 80         | Yes       | Yes       | 82.6%        |
| Community United Elementary                 | Elem  | B          | 550        | B          | N/A       | No        | 84.6%        |
| East Oakland Pride Elementary               | Elem  | B          | 550        | B          | N/A       | No        | 87.4%        |
| Global Family                               | Elem  | B          | 515        | B          | N/A       | No        | 80.6%        |

**Comparison Sub-Group ANALYSIS: OUSD District Schools**

- Millsmont Academy is **below the median** API performance (710) of District schools by 18 points (692) for 2008, as compared to schools serving similar grade levels and a similar population based on student socio-economic status.
- Millsmont Academy is **below the average** API performance (703) of District schools by 11 points (692) for 2008, as compared to schools serving similar grade levels and a similar population based on student socio-economic status.
- Millsmont Academy is **above the median** API performance (633) of **new** District schools by 59 points (692) for 2008, as compared to new schools serving similar grade levels and a similar population based on student socio-economic status.
- Millsmont Academy is **above the average** API performance (632) of **new** District schools by 60 points (692) for 2008, as compared to new schools serving similar grade levels and a similar population based on student socio-economic status.
- **NOTE:** Millsmont Academy’s API score includes the performance of the secondary students in grades 6-9 which have subsequently begun operation on a separate charter. The projected API score of the K-5 program for 2008 is **724**.

## **EDUCATIONAL PROGRAM: CHARTER SCHOOL RENEWAL QUALITY REVIEW**

The quality of the school's educational program has been evaluated through a three-day Site Inspection conducted on **October 22, 23, 24 2008** by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on **October 22 and 23, 2008**.

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

### **Strengths:**

- Millsmont Academy has been projected to achieve a 2008 API score of 724 for the K-5 population, however the 2008 score currently includes the performance of the secondary students that have since begun operation on a separate charter.
- The school has improved the performance of students based on the CST at accelerated rates consistent with those required of AYP targets.
- Emphasis on achievement is evident throughout the school.
- Teachers are afforded ample time and support to collaborate and align curriculum among and across grade levels
- Students are provided both Physical Education and music classes throughout the week.
- School-wide discipline system is in place with extensive input from staff. Impact of discipline plan is evident throughout the school.
- A variety of reading intervention programs are offered at the school including Read 180, Kaleidoscope, and SIPPS.
- School's impact on students, based on the matched cohort growth of students indicates that the school is maintaining and advancing students at increasing rates the longer a student attends the school.
- Parents rate the school positively.
- Leadership and coaches meet regularly, conduct walkthrough's and provide feedback to teachers that is aligned.
- School conducts benchmark assessments that are analyzed by staff and applied to reteaching and modifying instruction.
- Student assessments at the school include:
  - Beginning, Middle, and End of Year Benchmarks from Aspire in Math grades K-5
  - Beginning , Middle, and End of Year Benchmarks from Aspire in ELA grades 2 -5
  - Pre-CST Assessment
  - DRA 2 times minimum per year to assess reading level or Observation Survey for Kindergarten
  - Writing Snapshot writing 2 times per year to assess growth in specific genre
  - Cycle of Inquiry Assessments every few weeks
- School's curriculum includes the following effective practices:
  - Guided Reading
  - Guided Writing
  - Guided Math
  - OCR Phonics and SIPPS
  - Interventions for reading grades 1 -5
  - Backwards Mapping of Standards

### **Challenges:**

- Focus on Reading Comprehension, Writing Strategies, fact fluency and Geometry (strands identified by the school as challenges on the CST)

- Continue to develop an effective Parent Advisory Council
- School is working to increase the rigor in the areas of questioning and wait time
- School is working to build a concise and clear peer observation protocol to develop critical friends in order to push teacher practice
- School is working to develop more learning experiences across the curriculum to further integrate their educational experience

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

**Strengths:**

- The school has established clear and consistent expectations for behavior and a strong and positive culture to support student learning.
- The school is lead by an enthusiastic and knowledgeable principal who is also a strong instructional leader.
- Teachers are using data and the cycle of inquiry regularly to target areas for intervention and reteaching.
- The teaching staff work very well together and there is a strong sense of collaboration and collegiality.
- The school’s student academic achievement data show marked consistent growth.
- Students trust and respect the adults at the school.
- Parents support and appreciate the high academic and behavioral expectations of the school.

**Challenges:**

- Student CST scores in 5th grade science are particularly low.
- There are some inconsistencies in rigor of expectations and in pacing of instruction in the classes.
- The growth of the school is limited by its current facilities.

## Third Party Review Evaluation

### **Criteria 1: Improving Student Achievement**

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

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

### **Criteria 2: Strong Leadership**

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

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

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

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

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

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

Based on an analysis of Millsmont Academy's performance outcomes and an evaluation of its educational program over the past four years, the school is deemed an **Academic Success** for the purposes of renewal. **The school has met or made substantial progress towards meeting** its Measurable Pupil Outcomes identified in its charter. Additionally, **the school has attained achievement rates that, while slightly below the median of the all comparison schools, are above the median of comparable new schools** in those areas outlined in the OUSD Charter Renewal Standards. Finally, the school's Educational Program, over-all has been evaluated to be ***PROFICIENT*** and is thus likely to continue to improve and provide a quality option for Oakland's students and families.

### **Value-Added**

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

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

The effectiveness and viability of the school has been evaluated through a three-day Site Inspection conducted on **October 22, 23, 24 2008** by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on **October 22 and 23, 2008**.

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

### **Strengths:**

- The CMO, Aspire Public Schools has maintained strong fiscal and legal oversight of the school.
- The school has obtained a recent fire inspection and is working to complete all aspects outlined therein.
- The CMO provides budget support and training to the principal that has resulted in an increased capacity to strategically align budget to school's goals.
- The school maintains a clear parent complaint procedure and has been responsive to all complaints that have come to the attention of the authorizer.
- The school is in good standing with the parents and community and has welcomed site visits by the authorizer and other interested parties.
- The school has undergone a transition in the culture and discipline through a rigorous process

### **Challenges:**

- School needs to continue focus on development of the Parent Advisory Committee
- School needs to further develop parent engagement in academic aspects of the school program

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

### **Strengths:**

- The Aspire CMO mission and instructional model is consistently being implemented throughout the school with success.
- The school facility is clean, safe, attractive and appropriately resourced to support student learning.
- The school is operated and managed by support Aspire Public Schools, which provide the school with very good fiscal, operational and programmatic support.
- The administrators and teachers report that the CMO home office provides them well with the resources, materials and instructional assistance necessary to meet annual targets and goals established.
- Policies relating to fiscal and programmatic operations are transparent and consistently followed through.
- The Aspire CMO has a diverse board of directors and a knowledgeable leadership team who are determined to place student achievement first.
- With the board and CMO leadership support, Millsmont is working to maximize its funding and resources to support the program and school mission.
- Audits are clean, with one exception in 2006-2007 which has now been resolved.
- The CMO management team has also put in place structures to ensure legal compliance and sound fiscal oversight.

### **Challenges:**

- Parent participation in the Advisory School Council is not yet at the level of involvement and independence envisioned by the school's charter.



- It is noted that some of the parents interviewed, however, were unaware of Aspire monthly board meetings.
- Less evident, however, is how well board members understand what the site-specific improvement plans are in place and whether school are making progress on those plans.
- According the Aspire charter, the Advisory School Council (ASC) has a strong role in this; however, the Millsmont's ASC is still in early stages of development and not at a point where it can take on school-site governance responsibilities.
- The overarching result is that currently, Millsmont lacks formal parent representation in the governance of the school.

### **Third Party Review evaluation**

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

*A quality charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.*

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

#### **Criteria 5: Fiscal Accountability**

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

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

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

### **IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION**

An evaluation by staff of Millsmont Academy's Fiscal Accountability and Governance following over their recent charter term included:

- Evaluation of annual financial audits
- Resolution of parent/community complaints
- Timeliness of mandated reporting requirements
- Financial controls and budgeting process
- Effective use of resources
- Consistency and strength of Governing Board oversight and Charter Management Organization (CMO) support
- Standing with parents and within the community

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

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

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

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

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

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

- Provided a rigorous achievement oriented academic program
- Created a safe, nurturing environment for students
- Met the financial and governance aspects of the charter

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

- Inconsistent in its engagement of parents in the school's program

Staff has reviewed the school's records on file with the District and deemed that Millsmont Academy has adhered to its proposed educational program, pursued its measurable pupil outcomes as stated its charter, and has been compliant in its regulatory elements under its charter term.

## **RECOMMENDATION:**

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

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

This report recommends that the Oakland Unified School District State Administrator approve the charter renewal petition for Millsmont Academy for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2009 and expire on June 30, 2014. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

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

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

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

Attachment I: Charter Text Revisions

Attachment II: Charter School Renewal Quality Review

**APPENDIX I - CHARTER TEXT REVISIONS:** The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools one hard copy and one electronic copy in *Word* format of a revised charter to include all revisions outlined below no later than 5pm on Friday, May 1, 2009.

| Charter Text                                      | Text Reference | Required Revision  |
|---|----------------|--|
| <u>Governance</u>                                 | Page ( )       | <p><u>Add the following text:</u></p> <p><i>“MILLSMONT ACADEMY will comply with the District policy related to charter schools, as it may be changed from time to time.”</i></p>   |
| <u>Student Admissions Policies and Procedures</u> | Page ( )       | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>By October 1 of each year, MILLSMONT ACADEMY will notify the District in writing of the application deadline and proposed lottery date. MILLSMONT ACADEMY will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.”</i></p>  |
| <u>Public Records</u>                             | Page ( )       | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“MILLSMONT ACADEMY acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including MILLSMONT ACADEMY to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at MILLSMONT ACADEMY and of the District. MILLSMONT ACADEMY further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that MILLSMONT ACADEMY does not have that MILLSMONT ACADEMY needs in order to meet its obligations, the District shall provide</i></p> |

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|   |                  | <i>the same to MILLSMONT ACADEMY in a reasonably timely manner upon request.”</i>  |
| <u>VII. Reporting and Accountability</u>              | <b>Page ( )</b>  | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If MILLSMONT ACADEMY does not test (i.e., STAR) with the District, MILLSMONT ACADEMY hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.</i></p> <p><i>Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”</i></p> |
| <u>External Reporting</u>                             | <b>Page ( )</b>  | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“MILLSMONT ACADEMY will maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.”</i></p>  |
| <u>Section IV: Governance Structure of the School</u> | <b>Pages ( )</b> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“MILLSMONT ACADEMY shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. MILLSMONT ACADEMY acknowledges that it is subject to audit by OUSD.”</i></p>   |
| <u>Section IV: Governance Structure</u>               | <b>Page ( )</b>  | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Members of MILLSMONT ACADEMY’s Governing Board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.</i></p>  |

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|  |                        | <p><i>MILLSMONT ACADEMY and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”</i></p>   |
| <p><u>Addressing Parent Complaints</u></p> | <p><b>Page ( )</b></p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>MILLSMONT ACADEMY will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. MILLSMONT ACADEMY will not, at any time, refer complaints to the District.</i></p> <p><i>The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.</i></p> <p><i>MILLSMONT ACADEMY will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with MILLSMONT ACADEMY alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. MILLSMONT ACADEMY will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.</i></p> <p><i>MILLSMONT ACADEMY will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.</i></p> |

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|                                       |                 | <p><i>MILLSMONT ACADEMY will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.”</i></p>   |
| <u>Health and Safety Procedures</u>   | <b>Page( )</b>  | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“MILLSMONT ACADEMY shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.”</i></p>  |
| <u>Dispute Resolutions Procedures</u> | <b>Page ( )</b> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The staff and Governing Board members of MILLSMONT ACADEMY agree to attempt to resolve all disputes between the District and MILLSMONT ACADEMY regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.</i></p> <p><i>Any controversy or claim arising out of or relating to the charter agreement between the District and MILLSMONT ACADEMY, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.</i></p> <p><i>(1) Any controversy or claim arising out of or</i></p> |



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|  | <p><i>relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:</i></p> <p><i>To Charter School, c/o School Director:<br/>MILLSMONT ACADEMY</i></p> <p><i>To Coordinator, Office of Charter Schools:<br/>Office of Charter Schools<br/>Oakland Unified School District<br/>1025 Second Avenue, Room 206<br/>Oakland, California 94606</i></p> <p><i>(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue</i></p> |
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|  |                  | <p><i>Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.</i></p> <p><i>(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association (“AAA”). Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the AAA. If no agreement on a mediator is reached within 30 days after a request to mediate, the AAA shall select the mediator.</i></p> <p><i>(4) If the mediation is not successful, the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the guidelines of the AAA. If no agreement on an arbitrator is reached within 30 days after a request to mediate, the AAA shall select the arbitrator. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear its own costs and expenses.</i></p> <p><i>(5) Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by the other party in compelling arbitration of any controversy, claim, or dispute.”</i></p> |
| <b>Suspension and Expulsion: Due Process</b> | <b>Pages ( )</b> | <b>Add the following text and remove any text</b>  |

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| <p><u>for Students with Disabilities</u></p> |                        | <p><u>to the contrary:</u></p> <p><i>“In the case of a special education student, or a student who receives 504 accommodations, MILLSMONT ACADEMY will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine whether the student’s misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student’s IEP or 504 Plan. If it is determined that the student’s misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the student’s IEP, the student may be expelled.”</i></p> |
| <p><u>Independent Fiscal Audits</u></p>      | <p><b>Page ( )</b></p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“To the extent that MILLSMONT ACADEMY is a recipient of federal funds, including federal Title I, Part A funds, MILLSMONT ACADEMY has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. MILLSMONT ACADEMY agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of</i></p>  |

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|                          |                        | <p><i>NCLB include, but are not the limited to, the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.</i></li> <li>• <i>Develop jointly with, and distribute to, parents of participating children, a school-parent compact.</i></li> <li>• <i>Hold an annual Title I meeting for parents of participating Title I students.</i></li> <li>• <i>Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.</i></li> </ul> <p><i>MILLSMONT ACADEMY also understands that as part of its oversight of the school, the Office of Charter School may conduct program review of federal and state compliance issues.”</i></p> |
| <p><u>Facilities</u></p> | <p><b>Page ( )</b></p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If MILLSMONT ACADEMY fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 45 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not open unless an exception is made by the Office of Charter Schools. If MILLSMONT ACADEMY moves or expands to another facility during the term of this charter, MILLSMONT ACADEMY shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility</i></p>   |

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|   |                 | <p>at least 45 days before school is scheduled to begin operation in the facility or facilities. <i>MILLSMONT ACADEMY</i> shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools.</p> <p>Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”</p>   |
| <u>District Fee for Oversight</u>               | <b>Page ( )</b> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p>“The District may charge for the actual costs of supervisory oversight of <i>MILLSMONT ACADEMY</i> not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if <i>MILLSMONT ACADEMY</i> is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.”</p> |
| <u>IX. Miscellaneous Charter-Related Issues</u> | <b>Page ( )</b> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p>“[Charter School] must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire.”</p>   |
| <u>IX. Miscellaneous Charter-Related Issues</u> | <b>Page ( )</b> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p>“The District may revoke the charter of <i>MILLSMONT ACADEMY</i> if <i>MILLSMONT ACADEMY</i> commits a breach of any terms of its charter. Further, the District may revoke the charter if <i>MILLSMONT ACADEMY</i> commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of <i>MILLSMONT</i></p>  |

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|  |                        | <p><i>ACADEMY on any of the following grounds:</i></p> <ul style="list-style-type: none"> <li>• <i>MILLSMONT ACADEMY committed a material violation of any of the conditions, standards, or procedures set forth in the charter.</i></li> <li>• <i>MILLSMONT ACADEMY failed to meet or pursue any of the pupil outcomes identified in the charter.</i></li> <li>• <i>MILLSMONT ACADEMY failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.</i></li> <li>• <i>MILLSMONT ACADEMY violated any provisions of law.</i></li> </ul> <p><i>Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify MILLSMONT ACADEMY in writing of the specific violation, and give MILLSMONT ACADEMY a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.”</i></p> |
| <p><u>Impact on Charter Authorizer</u></p> | <p><b>Page ( )</b></p> | <p><u>Add the following text and remove any text to the contrary:</u></p> <p>In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;</p> <ul style="list-style-type: none"> <li>○ September 1 – Final Unaudited Financial Report for Prior Year</li> <li>○ December 1 – Final Audited Financial Report for Prior Year</li> <li>○ December 1 – First Interim Financial Report for Current Year</li> <li>○ March 1 – Second Interim Financial Report for Current Year</li> <li>○ June 15 – Preliminary Budget for Subsequent Year</li> </ul>   |
| <p><u>Impact on Charter Authorizer</u></p> | <p><b>Page ( )</b></p> | <p><u>Add the following text and remove any text to the contrary:</u></p>   |

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|  | <p><i>“MILLSMONT ACADEMY agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:</i></p> <ul style="list-style-type: none"> <li>• <i>MILLSMONT ACADEMY is subject to District oversight.</i></li> <br/> <li>• <i>The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of MILLSMONT ACADEMY.</i></li> <br/> <li>• <i>The District is authorized to revoke this charter for, among other reasons, the failure of MILLSMONT ACADEMY to meet generally accepted accounting principles or if it engages in fiscal mismanagement.</i></li> </ul> <p><i>Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit MILLSMONT ACADEMY books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:</i></p> <ul style="list-style-type: none"> <li>• <i>Compliance with terms and conditions prescribed in the charter,</i></li> <li>• <i>Internal controls, both financial and operational in nature,</i></li> <li>• <i>The accuracy, recording and/or reporting of school financial information,</i></li> <li>• <i>The school’s debt structure,</i></li> <li>• <i>Governance policies, procedures and history,</i></li> <li>• <i>The recording and reporting of attendance data,</i></li> <li>• <i>The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,</i></li> <li>• <i>Compliance with safety plans and procedures, and</i></li> <li>• <i>Compliance with applicable grant requirements.</i></li> </ul> <p><i>MILLSMONT ACADEMY shall cooperate</i></p> |
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|  | <p><i>fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to MILLSMONT ACADEMY. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.</i></p> <p><i>In addition, if an allegation of waste, fraud or abuse related to MILLSMONT ACADEMY operations is received by the District, the MILLSMONT ACADEMY shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.”</i></p> |
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Attachment II: Charter School Renewal Quality Review



# **Oakland Unified School District**

## **Charter School Renewal Site Visit Report**

### **Millsmont Elementary Academy**

**3200 62<sup>nd</sup> Avenue  
Oakland, California 94605**

**Principal: Kristin Gallagher**

**Dates of review: October 22-23, 2008**

**Lead Reviewer: Ting L. Sun**

**Cambridge Education (LLC)**

# Content of the report

## **Part 1: The School Context**

Information about the school

## **Part 2: Overview**

School strengths  
School challenges

## **Part 3: Main findings**

Overall evaluation  
How well the school meets the renewal site visit criteria

## **Part 4: School Quality Criteria Summary**

## Part 1: The School Context

### Information about the school

Millsmont Elementary Academy (MEA) is a small charter school that serves 222 students in grades kindergarten through 5. The school is managed and operated by the Aspire Public Schools Charter Management Organization (CMO).

Millsmont's current enrollment consists of 32% Latino, 62% African American, 1% Asian and Pacific Islander and 5% Declined to state/unknown. Sixty-seven (67%) percent of the students are known to be eligible for the free and reduced lunch program. Approximately 3% of the students have been identified with special needs and 2% have been identified as English Learners (EL). The student attendance rate Millsmont averages at 94%.

The school has shown steady progress on state assessments, either exceeding or meeting its API growth targets over the past two years. In 2007, the MEA had an API base score of 686, ranking the school 2 statewide and 4 among similar schools. These numbers include the additional tests scores of grades 6, 7 and 8, which now in the 2008-2009 school year, have transitioned to Millsmont Secondary Academy, another charter school.

## Part 2: Overview

### School Strengths:

- The school has established clear and consistent expectations for behavior and a strong and positive culture to support student learning.
- The school is lead by an enthusiastic and knowledgeable principal who is also a strong instructional leader.
- The Aspire CMO mission and instructional model is consistently being implemented throughout the school with success.
- Teachers are using data and the cycle of inquiry regularly to target areas for intervention and reteaching.
- The teaching staff work very well together, and there is a strong sense of collaboration and collegiality.
- The school's student academic achievement data show marked, consistent growth.
- The school facility is clean, safe, attractive and appropriately resourced to support student learning.
- Students trust and respect the adults at the school.
- Parents support and appreciate the high academic and behavioral expectations of the school.

### School Challenges:

- Parent participation in the Advisory School Council is not yet at the level of involvement and independence envisioned by the school's charter.
- Student CST scores in 5<sup>th</sup> grade science are particularly low.
- There are some inconsistencies in rigor of expectations and in pacing of instruction in the classes.
- The growth of the school is limited by its current facilities.

## Part 3: Main Findings

### Overall Evaluation:

**This is a proficient school overall.**

### Is the School An Academic Success?

Millsmont Elementary Academy (MEA) is a well-managed and well-maintained school with a solid focus on student achievement. The school has evolved into an elementary (grades K-5) only program over the term of its charter; but until the last school year, included middle school grade levels. Overall the school has made good progress in academic achievement as measured by state standardized tests.

The school is in its fifth year of operations and has academic performance trends that have just begun to evolve in the past two years with the growth of its student population. Millsmont Academy exceeded its target with +24 growth on its API between the 2006 and 2007 state testing cycles. The school's base API was 686 in 2007, ranking Millsmont Academy 2 statewide and 4 among similar. In 2008 MEA made its +6 growth target resulting in an overall growth API of 692, with the second grade students performing particularly well on the California Standards Test (CSTs).

The school has high academic and behavioral expectations for its students which has lead to a positive and supportive school culture focused on student achievement. MEA consistently implements the Aspire differentiated instructional model of using grouped centers and varied learning activities to deliver a standards-based curriculum. There are variances in the level of rigor, pacing and questioning from classroom to classroom and from teacher to teacher; however, the schoolwide focus on targeted areas such as writing and critical thinking are evident in all classes and at all grade levels. Additionally, there is strong evidence that the staff are using a variety of formative and summative assessment data well to target areas for intervention and re-teaching.

Students are attentive and well-behaved and enjoy the positive rewards that come with good grades and good behavior. All students and parents interviewed appreciate the support and attention that is given to the students at MEA and attribute the school staff with students' personal and academic successes.

### Is the School an Effective, Viable Organization?

Millsmont Elementary Academy is an effective, viable organization. The school is operated and managed by support Aspire Public Schools, which provide the school with very good fiscal, operational and programmatic support. The administrators and teachers report that the CMO home office provides them well with the resources, materials and instructional assistance necessary to meet annual targets and goals established. Policies relating to fiscal and programmatic operations are transparent and consistently followed through. The Aspire CMO has a diverse board of directors and a knowledgeable leadership team who are determined to place student achievement first. With the board and CMO leadership support, Millsmont is working to maximize its funding and resources to support the program and school mission. Audits are clean, with one exception in 2006-2007 which has now been resolved.

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

Millsmont Elementary Academy's charter has evolved to serve elementary grades only. It has met the terms of its charter in providing the K-5th grade students a small, safe and nurturing learning environment that focuses students on achievement and success. This is evidenced by its evolving student achievement data, school documents and information collected through the renewal site visit. MEA, with the support of the Aspire CMO is also meeting its charter terms in the areas of governance and fiscal accountability and compliance, though the Advisory School council is yet to become a fully independent site council.

## **Criterion 1: Improving Student Achievement**

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

### **This area of the school's work is proficient.**

Millsmont Elementary Academy has created a solid school culture that fosters self-discipline, learning and success. The school's motto is "College for Certain," and this mission is being positively supported through morning call responses exercises, colleges named after classrooms and student town hall meetings. Students and parents report that these activities are beginning to create a mindset for students that college is within their reach. In addition to these activities, the school has effectively outlined and implemented a clear and consistent behavior policy and is starting to instill a commitment the C.A.R.E.S (Cooperation, Assertiveness, Responsibility, Empathy and Self Control) lifestyle.

Student achievement trends at the K-5<sup>th</sup> grade levels are now beginning to evolve with middle school grade levels moving to Millsmont Secondary Academy. Prior to this year, state and federal achievement data for Millsmont included the middle school grade levels. With the middle grades, Millsmont Academy exceeded its target with +24 growth on its API between the 2006 and 2007 state testing cycles. The school's base API was 686 in 2007, ranking Millsmont Academy 2 statewide and 4 among similar. In 2008 MEA made its +6 growth target resulting in an overall growth API of 692, with the second grade students performing particularly well on the California Standards Test (CSTs). The school met all Adequate Yearly Progress (AYP) in 2007, but missed making AYP in 2007 based on subgroup proficiency targets. There is evidence provided through the Aspire CMO, however, that the MEA would have made AYP based grades K-5 student scores only. One area of particular concern, however, is students' performance on the 5<sup>th</sup> grade CSTs in science, in which only 9% of fifth-graders demonstrated proficiency in this subject.

The school consistently implements the Aspire differentiated instructional model of using grouped centers and varied learning activities to deliver a standards-based curriculum. In most of the classrooms, most of the students were well-engaged in the learning activities assigned. They were aware of what they needed to do and when to do it. However, there are variances in the level of rigor, pacing and questioning from classroom to classroom and from teacher to teacher. Some teachers are more adept at scaffolding steps to ensure proper behavior; but less in scaffolding questions to stretch students' thinking skills. In general, teachers balance direct instruction with group and independent learning activities. At times, however, direct instruction in classes tended to be rote and mechanical, requiring one-word answers or the copying of vocabulary. Nevertheless, the schoolwide focus on targeted areas such as writing and critical thinking are evidenced in all classes and at all grade levels. Additionally, there is good evidence that the principal, along with Aspire curriculum coaches, continue to monitor, support and work with teachers at the school to refine instructional strategies.

Much more noticeably consistent from classroom to classroom were expectations for student behavior. Students have responded well to "Mills Bills," college charms and the town hall meetings that positively reward them for working hard and for achieving goals. It is these aspects of the school that has most effectively promoted high expectations and a culture of achievement. There is now a steady focus on C.A.R.E.S (Cooperation, Assertiveness, Responsibility, Empathy and Self-control) principles, of which the upper grade students have a better understanding.

MEA classrooms are bright, cheerful and display examples of student work. They are well-resourced and equipped to deliver the instructional model outlined by Aspire Public Schools. The school is continuing to develop its student support systems. For example, MEA has this year acquired this year a full-time reading specialist and a full-time resource specialist. A counselor has been assigned to the school for four days a week. The school also provides additional support to students who may need additional help through the Read 180 program which gives targeted students an additional section of reading/writing daily. MEA also holds three Saturday schools a year. These are half-day sessions

which allow parents to attend school with their children. An afterschool program for currently established for childcare and homework assistance is emerging into an afterschool tutoring program. Because many of these support systems are new, there is not yet enough data to assess their full impact of student achievement; however, teachers, parents and students feel that they are well-supported.

Students, staff and parents are very happy to be at the school. Students reported they like their teachers very much and felt supported by all of the adults at the school. Students in the upper grades discussed the importance of working hard and working with each other cooperatively so everyone can learn. Parents and students are clear that the school expects its students to achieve academically. Parents praised the availability of teachers and the principal and their attention the children's social and academic needs. Parents interviewed, however, stated that they would like to see more regular, parental engagement by a larger number of parents. They feel that all parents need to be held accountable for supporting the school and for supporting their child's learning.

The school has made solid efforts in engaging in more parents in the school's learning process. For example, the principal has utilized creative strategies to increase the average attendance at the Advisory School Council (ASC) from 10 to over 70 this year. Additionally, the school has also put together workshops for parents to assist their children with homework. Parent engagement overall, however, is still not at the level that the school envisioned and that has been described in the school's charter.

## **Criterion 2: Strong Leadership**

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

### **This area of the school's work is proficient.**

The current Millsmont Elementary Academy principal is proving herself to be an effective site manager and strong instructional leader. The principal took over the position last November after two previous leadership transitions. She has worked diligently with the teaching staff to establish a transparent and clear behavior plan that has brought consistency and order to the school culture. She is new to administration and took up the position around the middle of the last school year. Because of this, she is still learning the nuances of charter school law and school budgets. However, she is well-supported and coached by the Aspire chief financial officer and by the regional director who also oversees a number of other Aspire schools in the region. The regional director provides coaching and works with the principal to establish goals and access related resources to improve the school's educational program.

The principal has done well in establishing herself with staff, students and parents, as evidenced by the 2007-2008 end-of-the-year surveys these stakeholders. Teachers interviewed during the onsite visit report that they appreciate the honest discussions and feedback they receive from her frequent walk-throughs and classroom observations. They also report that the principal is very instructionally focused, as she herself was formerly an Aspire teacher. Discussions in staff meetings additionally focus on curriculum and instruction, and the principal meets weekly with a leadership team of teachers at the school to discuss areas for celebration, for need or for concern. Students speak highly of the positive rewards that she has put in place, and parents also appreciate the clear communication that comes from the school. It is noted, however, that while a solid and positive school culture focused on achievement has been established, the school's mission and vision seem to be more implicitly (college banners, classroom college names, and achievement rallies) than explicitly communicated. For example, when stakeholders were asked what was the mission of the school, many noted, "student achievement," "success," and "learning," but few, until prompted, articulated, "to get to college," which is more explicitly in alignment with the school's motto.



Policies and expectations are clearly outlined in the school's parent/student handbooks and are implemented consistently. Students adhere well to the school's uniform policy, and behavioral and academic expectations are maintained schoolwide and reinforced by the teachers and the school administration. Because this foundation of discipline has now been laid, the principal's next step is to ensure the same level of rigor and consistency in instruction and in academic expectations. There is solid evidence that this is currently being done through the establishment of professional goals and by grade-level areas of academic focus through a "cycle of inquiry." The principal knows her staff well and uses data from a variety of sources to monitor the school program.

General school goals and areas of focus are communicated to parents through weekly newsflashes, monthly newsletters and monthly Advisory School Council meetings. Student-led conferences conducted each trimester invite parents to see student work. It is less clear, however, how the academic progress of students (i.e. API targets and overall schoolwide benchmark assessments) are communicated and discussed with parents. For instance, while many of the parents interviewed felt that the school did a good job in keeping them informed school activities and of how their children are doing in general, many did not get the results of regular assessments or class tests, unless it was specifically requested. Parents interviewed indicated a curiousness to better know and understand how their children are performing against absolute standards and benchmarks.

At this point in time, there is limited community involvement in the school; however, the school provides frequent fieldtrips in the community, such as the library and local museums. The school leaders knows the school well and has accurately identified areas for improvement in order to shape Millsmont Elementary Academy into the Aspire Public Schools elementary program it has now become. With her continuous, solid leadership, Millsmont Elementary Academy is well set to fulfill its mission.

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

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

#### **This area of the school's work is proficient.**

MEA is beginning to use data and student achievement results to plan for the future. The teachers at Millsmont Elementary Academy use a variety of student assessments, which include their own classroom assessments, Aspire-wide benchmark assessments, school interim assessments, and the state standardized tests, to assess what their students know and how they might be progressing. The results of these assessments are collected regularly; and formal, structured time is set aside for grade-level teachers to review student achievement data and to discuss lessons. For example, the teachers regularly engage in a "cycle of inquiry" discussions in which grade-level teams pull out trends and evidence on a specific student skill or academic standard. The examination of these trends then leads to re-teaching and/or changes in instructional strategies. There is good evidence that adjustments to curriculum are made based on the information collected. Teachers overall report that the reviewing student work and collaborative planning has been effective in planning centers and learning activities and in providing consistency across each grade-level.

Further, the Aspire Home Office annually provides the school with a comprehensive summary of its annual state STAR data, outlining trends and disaggregated significant subgroup performance. The school principal and the CMO director of data share this information with the teachers, who appreciate the detailed information. Last year's CST results for MEA showed improvement on CST's overall, with lower grade levels (2<sup>nd</sup> and 3<sup>rd</sup>) performing particularly well. There is evidence, however, of some patterns and trends in the student performance on English/language arts state tests with regards to gender, which the school was not aware as the data analysis provided by the CMO did not include this information.

Similar data is provided to the school for Aspire-wide benchmark assessments. Based on interim benchmark results, with the elementary grade levels disaggregated, Millsmont is performing on par with the other Aspire CMO school; but students in the upper grade levels tend performing lower than other

Aspire schools. The school principal and staff have a good sense of where the school is and where it needs to go. This has been translated to schoolwide, annual instructional focus and strategies, such as writing this year. There are not yet comprehensive short-term and long-term strategic plans that are underpinned by clear benchmarks and targets for achievement at each grade-level and in all subject areas. This is an area that the principal will undertake in the new charter term.

Parents have a general awareness of how Millsmont students perform on state tests. However, the school has not shared formal or structured detailed school performance levels and trends with stakeholders beyond its teachers. Nevertheless the school community has a good pulse on the areas that it needs to improve and there is a strong commitment overall to make this happen.

#### **Criterion 4: Criterion 4: Responsible Governance**

*A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.*

#### **This area of the school's work is proficient.**

Millsmont Academy is managed by Aspire Public Schools, a public non-profit charter management organization (CMO). Aspire has a ten-member board made up of individuals with diverse experiences in real estate, business, education, and finance. The board has monthly meetings which are notified at all Aspire schools sites. It is noted that some of the parents interviewed, however, were unaware of Aspire monthly board meetings. All Aspire board meetings are held in compliance with the Brown Act.

The Aspire CMO board works closely with the CMO management team which includes the Chief Executive Officer (CEO), a Chief Academic Officer (CAO), a Chief Operating Officer (COO), a Chief Financial Officer (CFO), and three regional Vice Presidents. There is strong evidence that the CMO management team provides regular reports of its schools' progress, including Millsmont to the board and that board procedures and policies are adhered to based on board minutes. Also, there is a clear emphasis on reviewing data at the board level, so that board members can effectively monitor the CMO-wide student achievement level CMO-wide as well as at each of its sites. Less evident, however, is how well board members understand what the site-specific improvement plans are in place and whether school are making progress on those plans. According the Aspire charter, the Advisory School Council (ASC) has a strong role in this; however, the Millsmont's ASC is still in early stages of development and not at a point where it can take on school-site governance responsibilities. The overarching result is that currently, Millsmont lacks formal parent representation in the governance of the school.

The board member interviewed commented that Aspire is "managed up, not managed down." This is reflected in the strong partnership with and trust in the CMO's management team and in the school site administrators. Responsibility for student achievement, therefore, is placed squarely on the shoulders of the CMO management team and principals. They, in turn, have developed very good support structures to support the teaching, learning and professional development needs of the school sites. The CMO management team has also put in place structures to ensure legal compliance and sound fiscal oversight. While the management team clearly plays a strong role in holding itself and the CMO accountable to the success of its mission, it is unclear what specific roles and responsibilities have been delineated between the board and the senior management staff.

Board meetings are open and minutes can be made available to the public upon request. There is solid evidence that board bylaws and policies are in place and there are comprehensive policies on conflicts of interest and address the disqualifications of interested parties. Community complaints procedures are provided to parents annually in the school's orientation packet to ensure adequate resolution of any parent or community concerns.

All required reports to the district have been submitted in accordance with timelines established.

## **Criterion 5: Fiscal Accountability**

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

### **This area of the school's work is proficient.**

The Aspire Board of Directors and management team work collaboratively to effectively monitor the financial plans of Aspire Public Schools as well as the specific budget at each school site through a formal budget process that adheres to required timelines. The Millsmont principal works with Aspire CFO and budget analysts to develop the school's annual budget, and the principal is pleased that she has this year been able to hire additional staff for reading support. As a small school, Millsmont, however, must be diligent in monitoring its annual budget. This year's preliminary budget, for example, shows a deficit (based on conservative figures), which is offset by carry-over funds from last year. However, the goal is to ensure that the school will not be reliant on carryover funds in the future and will stay within the means of its adopted budget.

A challenge that Millsmont currently faces is the limited size of its facility. This is currently impeding the growth of the school and its desire to expand to two classes per grade level (K-5). Expansion, even by two additional classes, would assist in a more sustainable budget for the school. There is strong evidence that Millsmont could easily fill two additional classes if the school had the facilities to accommodate those classes.

The CMO and the school adhere to the audit requirements in law for charter schools, and audits are performed in accordance with Government Auditing Standards. Audit reports for the past two fiscal years show one audit exception in the 2006-2007 school year, related to credentialing. This exception has now been resolved by way of a State Board of Education waiver. An administration fee of 7% of general purpose block grant revenues is charged to each school site to cover services from the CMO home office. This supports the fidelity of the CMO model and the myriad of instructional and operational support services provided by the CMO to its sites.

The CMO has a comprehensive set of fiscal policies which outline internal controls and ensure an appropriate system of checks and balances. These policies are shared with the school principals and monitored by the CFO. The current Millsmont principal underwent an Aspire-sponsored leadership training at which fiscal management and responsibility was a major component, so she has had some good exposure to managing a budget.

# School name: Millsmont Elementary Academy

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

| Criterion 1: Improving Student Achievement: A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students. |   | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|---|
| Criterion 1 overall score:   |   |   | X |   |   |   |
| 1.1  | Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, and state and federal standards |   |   | X |   |   |
| 1.2  | Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended         |   | X |   |   |   |
| 1.3  | Demonstrates high expectations for student achievement  |   | X |   |   |   |
| 1.4  | Provides a challenging and coherent curriculum for each individual student  |   | X |   |   |   |
| 1.5  | Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students                                  |   | X |   |   |   |
| 1.6  | Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement                  |   | X |   |   |   |
| 1.7  | Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism          |   | X |   |   |   |
| 1.8  | Productively engages parental and community involvement as a part of the school's student support system  |   | X |   |   |   |
| 1.9  | Shares its vision among the school community and demonstrates its mission in daily action and practice  |   | X |   |   |   |
| 1.10   | Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process            |   |   | X |   |   |

| Criterion 2: Strong Leadership: The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success. |  | 5 | 4 | 3 | 2 | 1 |
|---|--|---|---|---|---|---|
| Criterion 2 overall score:  |  |   | X |   |   |   |
| 2.1   | Effectively communicates and engages stakeholders in the vision mission of the school  |   | X |   |   |   |
| 2.2   | Consistently puts into practice the educational program outlined in its charter.   |   | X |   |   |   |
| 2.3   | Generates and sustains a school culture conducive to staff professional growth   |   | X |   |   |   |
| 2.4   | Actively monitors and evaluates the success of the school's program  |   | X |   |   |   |
| 2.5   | Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer                                 |   |   | X |   |   |
| 2.6   | Treats all individuals with fairness, dignity and respect  | X |   |   |   |   |
| 2.7   | Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate |   |   | X |   |   |
| 2.8   | Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success   |   | X |   |   |   |
| 2.9   | Abstains from any decision involving a potential or actual conflict of interests   |   | X |   |   |   |
| 2.10  | Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter   |   | X |   |   |   |
| 2.11  | Engages community involvement in the school  |   |   | X |   |   |

|  |  |          |          |          |          |          |
|--|--|----------|----------|----------|----------|----------|
| <b>Criterion 3: A Focus on Continuous Improvement: A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.</b> |  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>Criterion 3 overall score:</b>  |  |          | <b>X</b> |          |          |          |
| 3.1  | Uses information sources, data collection and data analysis strategies for self-examination and improvement.   |          | X        |          |          |          |
| 3.2  | Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction |          | X        |          |          |          |
| 3.3  | Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter.  |          |          | X        |          |          |
| 3.4  | Uses student assessment results to improve curriculum and instruction.   |          | X        |          |          |          |
| 3.5  | Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement.   |          | X        |          |          |          |

|  |  |          |          |          |          |          |
|--|--|----------|----------|----------|----------|----------|
| <b>Criterion 4: Responsible Governance: A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.</b> |  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>Criterion 4 overall score:</b>  |  |          | <b>X</b> |          |          |          |
| 4.1  | Ensure that policies are implemented in a fair and consistent manner.  |          | X        |          |          |          |
| 4.2  | Monitor the trends, issues and potential changes in the environment in which charter schools operate.  |          | X        |          |          |          |
| 4.3  | Seek input from impacted stakeholders.   |          | X        |          |          |          |
| 4.4  | Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter. |          | X        |          |          |          |
| 4.5  | Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status.                                  |          | X        |          |          |          |

|   |   |          |          |          |          |          |
|---|---|----------|----------|----------|----------|----------|
| <b>Criterion 5: Fiscal Accountability: A charter school fulfils its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.</b> |   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>Criterion 5 overall score:</b>   |   |          | <b>X</b> |          |          |          |
| 5.1   | Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability. |          |          | X        |          |          |
| 5.2   | Conducts an annual financial audit which is made public.  |          | X        |          |          |          |
| 5.3   | Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely.  |          | X        |          |          |          |
| 5.4   | Ensures financial resources are directly related to the school's purpose: student achievement of learning goals.  | X        |          |          |          |          |