



OAKLAND UNIFIED SCHOOL DISTRICT

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TO: Vincent Matthews, State Administrator
& Members of the OUSD Board of Education

Legislative File

File ID No.: 09-0814

FROM: David Montes de Oca, Coordinator; Office of Charter Schools

Introduction Date: 3/11/2009

Enactment No.: _____

DATE: May 27, 2009

Enactment Date: _____

By: _____

RE: ERES Academy
Charter Petition Request

ACTION REQUESTED

Approve the petition and charter to establish ERES Academy, as revised. The proposed charter is amended from the filed petition to incorporate the included revisions, conditions and deadlines below. The petition presents a sound educational program; the petitioners are demonstrably likely to successfully implement the program set forth in the petition; the petition contains the required signatures and affirmations; and the petition contains reasonably comprehensive descriptions of all of the 16 elements required by the California Charter Schools Act.

SUMMARY

Staff recommends that the OUSD State Administrator and Board of Education approve the petition for ERES Academy, to open in Fall 2009, under the California Charter Schools Act. Staff recommends approval based on factual findings, specific to this petition, detailed in this report.

PROCEDURAL BACKGROUND

- 1) The lead petitioner submitted the ERES Academy petition on March 15, 2009 at a regularly scheduled Board of Education meeting.
- 2) Staff held an introductory meeting with the lead petitioner, Gloria Lee, on March 23, 2009 to explain the petition review process and obtain petitioning group contact information.
- 3) A public hearing was held on March 25, 2009. Representatives from the lead petitioning group presented.
- 4) Staff conducted two Petitioner Interviews on April 22, 2009 and April 23, 2009.

STATUTORY BACKGROUND

Pursuant to Education Code §47605:

Charter law outlines the criteria governing the approval or denial of charter school petitions. The following excerpt is taken from the Charter Schools Act, Education Code §47605. This excerpt delineates charter approval and denial criteria:

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.*
- (4) The petition does not contain an affirmation of each of the conditions described in Education Code §47605(d).*
- (5) The petition does not contain reasonably comprehensive descriptions of the 16 required charter elements.*

DISCUSSION

Staff convened a petition review team comprised of leadership within the District, which subsequently conducted an evaluation of the petition pursuant to the Charter Schools Act and with the application of the Oakland Unified School District Petition Evaluation Rubric.

Following the petition review process, staff conducted two Petitioner Interviews on April 22, 2009 and April 23, 2009, in an attempt to clarify various aspects of the petition, as well as to evaluate the capacity of the petitioners to successfully implement the program as set forth in the petition.

ERES Academy is proposed to be part of the Aspire Public Schools network of schools. ERES Academy proposes to open as a direct-funded charter school, operating in District 5. The school proposes to serve 220 students in grades K-8 in its first year. ERES Academy will serve up to 370 students in grades K-8 if the school is able to expand or locate a nearby facility large enough to accommodate a larger student body.

The petition presents a sound educational program, based on an analysis of the petition pursuant to Education Code §47605 (b)(1) above; supported by the following evidence:

EVIDENCE

Education Code §47605(b)(5)(A)(i) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate.

Target Population	Evidence	Page Number
	<p>1) The petition provides a description of the students to be served at ERES Academy that specifically identifies students facing barriers in accessing a college education. The petition states that the educational program is designed to serve students from low-income families, students whose primary home language is not English, students living in communities with low-performing schools and low college-going rates, and students who would be the first in their families to attend college.</p> <p>2) The mission of the school is to provide a college-focused “College for Certain” culture and is aligned with the target population.</p> <p>3) The petition includes descriptions of elements which align with the needs of the target population; including small school size, small class size, intersessions, extended school day and extended school year, after school tutoring, and advisory.</p> <p>CONSIDERATIONS: The Petition Review Process noted that ERES Academy has targeted the families currently attending Dolores Huerta Learning Academy, which will close as of June 30, 2009. Currently, the Dolores Huerta Learning Academy population is 97% Latino. Thus, the Petitioning Group¹ was questioned regarding the following:</p> <ul style="list-style-type: none"> o ELL Support <ul style="list-style-type: none"> • Aspire’s summer 2009 training has been redesigned to focus more explicitly on English Language Development strategies. • Aspire trains all teachers in Guided Language Acquisition Design. 	6, 10

¹ Petitioning Group refers to:

- Aspire Home Office Leadership-Mike Barr (Chief Financial Officer), Jose Jimenez (Director of Facilities Plant Operations), Allison Leslie (Instructional Coach)
- Lead Petitioner-Gloria Lee (Regional Vice President, Bay Area)
- Proposed Principal-Tatiana Epanchin (Current Principal of Monarch Academy)
- Founding Parents-Rosaura Monroy, Maria Moreno, Carmen Hernandez, Cecilia Suarez, Irma Cervantes, Ana Sanchez, Maria Castellanos, Cristella Gutierrez, María Teresa Hernandez

	<ul style="list-style-type: none"> • Aspire instructional support staff has isolated specific ELL supports from the Aspire Instructional Guidelines that are currently implemented in Aspire schools. • ERES Academy will use Open Court Reading Phonics Kits' ELL segments and leveled reading book guides with specific reference to their use with ELL students. • Berkley Maynard Academy has developed a top ten list of successful strategies for ELL students, which will be implemented at ERES Academy. <ul style="list-style-type: none"> ○ Recruitment goals and the diversity of the school population <ul style="list-style-type: none"> • The Petitioning Group stated their intent to attract a more diverse student population to ERES Academy than currently attends Dolores Huerta Learning Academy. • The Petitioning Group has instituted recruitment strategies designed to attract a more diverse student population including speaking at various community events, churches, Headstart centers, and agencies serving a variety of ethnicities. • Additionally, the Petitioning Group has reached out to families whose students do not currently attend Dolores Huerta Learning Academy. ○ The implications of the underperformance of Dolores Huerta Learning Academy and the needs of its former students <ul style="list-style-type: none"> • The assessment system permits teachers and instructional staff to quickly identify students whose struggling and implement appropriate interventions. • The proposed principal of ERES Academy indicated her intent to have all teachers attend summer training, including visiting model classrooms in existing Aspire schools, which will begin before ERES Academy opens. • The Aspire intranet (MyAspire) and listservs provide forums for exchanging lesson plans, other resources, and sharing best practices. 	
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Education Code §47605(b)(5)(A)(i) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

Analysis of the petition with respect to the educational program presents the following sound educational program elements:

Educational Program	Evidence	Page Number
	<ol style="list-style-type: none"> 1) The educational program as outlined in the petition seeks to equip students with a foundation of knowledge, skills, and habits to “excel inside and outside the classroom.” 2) The educational program as outlined in the petition seeks to ensure that students become voracious, competent and lifelong learners, prepared for college and for the 21st Century world. 3) The educational program as outlined in the petition seeks to develop students’ ability to analyze information, ask good questions and innovate new ideas, express themselves thoughtfully, and demonstrate self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. 4) The petition describes a looping model to be utilized in the elementary grades whereby students will stay with the same teacher for two grades [e.g. K-1, 2-3, 4-5]. 5) The petition describes a “subject-specialized” structure whereby teachers will teach a single subject area (humanities, math, science) to all students in grades 6-8, creating a three-year loop by subject area, allowing teachers and students to have deep, continuous relationships. 6) The petition describes a 90-120 minute block schedule for students in grades 6-8 to permit students to delve more deeply into subjects with these extended periods of time, have more opportunity for additional supports from their teachers, and allow teachers to integrate elements of the curriculum more seamlessly. 7) The Instructional Guidelines outlined in the petition require the use of various research-based pedagogical strategies including explicit instruction, guided and independent practice, problem-solving, inquiry, and project-based instruction. 8) The petition describes additions to the core content areas including visual and performing arts, technology, and health that will either be integrated into core content areas or provided as stand-alone courses. 9) The petition proposes curriculum that is aligned with state standards. 10) The petition describes a plan for developing a Personalized Learning Plan (PLP) for each student, intended to provide teachers, parents, and students with a common understanding of the student’s learning objectives. 	6-29

	<p>11) The petition describes a plan for implementing a “Cycle of Inquiry” process to examine student performance data. As described in the petition, the Cycle of Inquiry entails examining pre- and post-test data with colleagues in a structured way, with the objective of refining classroom practice in response to data and in pursuit of student mastery of standards.</p> <p>12) Several forms of intervention are provided to students achieving below grade level; these interventions are built into the PLP.</p> <p>13) Interventions outlined in the petition include in-class tutoring, before- or-after school tutoring, and specialized support classes.</p> <p>14) The petition states that students achieving above grade level will be supported through the Instructional Guidelines, which are designed to differentiate and individualize instruction for students at different levels, and through the looping model and small class sizes.</p> <p>15) The petition outlines a process for addressing the needs of English Learners that includes identifying students, diagnosing their needs, providing supports such as Specially Designed Academic Instruction in English (SDAIE), and professional development for teachers.</p> <p>16) The petition outlines reclassification procedures for English Learners that utilize multiple criteria in determining whether to classify a pupil as proficient in English including, assessment of language proficiency using an objective assessment instrument, participation of classroom teachers in decisions on placement, parental opinion and consultation.</p> <p>17) The petition illustrates an understanding of federal and state special education requirements; it includes a plan for identifying students through the use of diagnostic assessments and states intent to use a Student Study Team process to identify and address the needs of students identified with learning disabilities.</p> <p>18) The petition describes a process for establishing 504 plans for eligible students.</p> <p>CONSIDERATIONS: The Petition Review Process notes that ERES Academy will have limited time to hire staff, develop and implement professional development plans likely to be responsive to the needs of students and staff, acquire materials and resources, and recruit families. Thus, the Petitioning Group was questioned regarding the following:</p> <ul style="list-style-type: none"> o Staffing/Professional Development Plan <ul style="list-style-type: none"> • The proposed principal stated an expectation that teaching staff will be hired no later than mid-June, and that several 	
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	<p>teachers within the Aspire network have already indicated interest in interviewing for teaching positions at ERES Academy.</p> <ul style="list-style-type: none"> • Every teacher new to Aspire attends a week-long training retreat during the summer, and receives an instructional coach who works closely with that teacher throughout the school year. • Every teacher new to Aspire attends a week-long training retreat during the summer, and receives an instructional coach who works closely with that teacher throughout the school year. • The start date for teachers will be approximately July 20; this early start date will enable the teachers to receive additional training and participate in classroom observations at other Aspire elementary school. • Aspire will facilitate Professional Development for all Bay Area Aspire teachers, facilitating collaboration across sites and support for ERES Academy as a new school. <ul style="list-style-type: none"> ○ Acquisition of Materials and Resources <ul style="list-style-type: none"> • Aspire, as an organization with multiple schools, highlighted its ability to predict costs based on existing schools, and has existing lines of credit. • Aspire is exploring the possibility of acquiring furniture and supplies from Dolores Huerta Learning Academy. 	
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Education Code §47605(b)(5)(B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

Measurable Pupil Outcomes	Evidence	Page Number
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	<p>Pupil Outcomes</p> <ol style="list-style-type: none"> 1) The petition proposes use of assessments that include multiple measures such as Aspire’s standards-based writing assessment, an internal assessment, and the California Standards Test, an external assessment; providing for a balanced assessment system. 2) The petition proposes assessments and outcomes which are aligned to the state standards. 3) The Measurable Pupil Outcomes section of the petition addresses Language Arts, Math, Science, Social Science, and Life Skills, outlining which assessment instruments will be used and the frequency of their use. 4) The Measurable Pupil Outcomes section of the petition lists specific annual targets to be met. 	24-26
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Education Code §47605(b)(5)(C) The method by which pupil progress in meeting those pupil outcomes is to be measured.

Pupil Progress	Evidence	Page Number
	<ol style="list-style-type: none"> 1) Pursuant to the petition, assessment data will be used to inform instruction, evaluation of the school’s program, and professional development needs. 2) The petition outlines how the school intends to monitor student progress through the use of Personalized Learning Plan, which will provide the teacher, parents, and student with a common understanding of the student’s learning style and learning objectives so that all parties may act based on that understanding. Aspire Public Schools’ home office provides support to schools through extensive data analysis of the CST, CELDT and CAT6 each year; an analysis of the weakest CST strands is produced for each teacher, grade level, school, and the organization as a whole. 3) The petition details the means by which student progress will be communicated to families and to the community, which include; student-led parent conferences, progress reports, and Personalized Learning Plans (PLP’s). 	15, 26-28

The petitioners are demonstrably likely to successfully implement the program set forth in the petition, based on an analysis of the petition and research on the petitioners pursuant to Education Code §47605 (b)(2) above; supported by the following evidence:

EVIDENCE

Petitioner Capacity	Findings
	<ol style="list-style-type: none"> 1) The proposed principal of ERES Academy, Tatiana Epanchin, is an experienced principal with demonstrated strength in the Aspire system. Ms. Epanchin is currently the principal of Monarch Academy, which received In the California Distinguished School award in 2008. Under her leadership, Monarch Academy's API grew from 651 in 2005 to 776 in 2008. 2) Aspire Public Schools, founded by Don Shalvey, launched its first two schools in fall, 1999 in California's Central Valley. 3) Aspire has the demonstrated experience and successful track record of opening 21 schools throughout California, five of which currently operate in Oakland. . Aspire's experience provides specific knowledge around the appropriate allocations required for a first year school, in addition to maintaining an established line of credit. 4) There is a network of current teachers in Aspire schools, already familiar with the "Aspire way" and interested in teaching at ERES Academy. 5) In 2003 Aspire's first two schools ranked a 9 and 10 on the state Academic Performance Index. 6) A 2008 Bridgespan Group report stated that in 2003 "more than 90 percent of Aspire parents rated their children's school an 'A' or 'B', and 97 percent of teachers expressed satisfaction in their job." 7) In 2005 all fourteen Aspire schools exceeded their state target on the California state testing program, with an average increase of 50 points. 8) A 2006 report by the Bill & Melinda Gates Foundation states that "<i>Aspire's first campus, University Public School, was in the top three percent of all California schools in three-year growth on the state's Academic Performance Index.</i>" 9) Two of Aspire's schools, University Public school and University Charter School received the California Distinguished School award in their first year of eligibility. 10) A 2006 Bridgespan Group report outlined three essential questions Aspire Public Schools proposed to pursue in its Strategic Planning beginning in 2003: <ul style="list-style-type: none"> • What strategy will allow Aspire to get from 10 schools to its ultimate vision of transforming education in California? • What changes in the organization will be necessary to implement the strategy? • How can Aspire make its work financially sustainable? 11) In 2006 all eighteen Aspire schools exceeded their state target on the California state testing program, with an average increase of 45 points. 12) In 2007 Aspire Public Schools was awarded the Social Capitalist award for its "innovation in school reform". 13) In 2007 Aspire schools improved by an average of 30 points on the state's Academic Performance Index. 14) In 2007 seven Aspire schools have exceeded the state's performance target of 800; University

Charter School in Modesto crossing 900.

15) Based on a 2007 report by Fast Company a web-based business, through June, 2007, **99 percent of Aspire graduates earned admission** to one or more four year universities.

Oakland: Aspire Public Schools

School	2008 API	2007 API	2007 ELA Growth	2007 Math Growth	2008 AYP Met?
Millsmont Academy K-5	692 (+5)	687 (+44)	31.6% increase	21.6% increase	NO
Monarch Academy K-5	776 (-19)	795 (+85)	-24.3% decrease	2.7% increase	YES
Berkley Maynard K-5	769 (+39)	730 (+87)	6.7% increase	16.7% increase	YES
Lionel Wilson Prep 6-12	735 (+68)	667 (+11)	24.3% increase	38.9% increase	YES

The chart above reflects the performance of Aspire Public Schools in Oakland through 2008. Three out of four schools made AYP. Three out of four schools improved ELA performance. All schools improved in math performance.

Monarch Academy and Millsmont Academy underwent substantial review as part of the charter renewal process in 2009. Both schools received ratings of 'Proficient' and demonstrated evidence of alignment of practices across all three schools (including Berkley Maynard Academy) that demonstrates the capacity of the Aspire organization to successfully replicate its effective practices, while also adapting them to the varied contexts of each school. See Attachment III for the Rating Sheets from the Renewal Reports produced by Cambridge Education for Monarch Academy and Millsmont Academy.

Education Code §47605(g) The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including but not limited to, the facilities to be utilized by the school...The description of the facilities to be used by the school shall specify where the school intends to locate.

Facilities Plan	Findings	Page Number
	<ol style="list-style-type: none"> 1) The petition states that ERES Academy will be housed at 1936 Courtland Avenue, the current site of Dolores Huerta Learning Academy, which is closing at the end of the 2008-2009 school year. The facility is a former church school and is equipped and appropriate for continued use as a school. 2) The petition states that Aspire expects to fund several improvements to the facility, including lights, painting, and electrical work, which will be financed through Aspire's existing credit lines. 3) The petition states that ERES Academy will comply with the State 	50-51

	Building Code, and will run all required facility system tests, including sprinkler systems, fire extinguishers, and fire alarms.	
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The petition contains reasonably comprehensive descriptions of the 16 required charter elements, based on an analysis of the petition pursuant to *Education Code §47605 (b)(5) above*; supported by the following evidence:

EVIDENCE

Education Code §47605(b)(5)(A)(i) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to education, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

Element A	Rating Meets	
		<ol style="list-style-type: none"> 1) The petition contains an explanation of why the educational philosophy and approach are appropriate for and likely to result in improved educational performance for the target population. 2) The petition outlines a curriculum framework that is aligned with the mission, state standards and student needs. 3) The petition includes references to strategies for evaluating the effectiveness of implementation of the curriculum, and responses when student performance falls short of goals. 4) The petition details an understanding of state and federal special education requirements. 5) Pursuant to the petition, the school proposes a plan to address the needs of ELL students.

Education Code §47605(b)(5)(B) The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.

Element B	Rating Meets	
		<ol style="list-style-type: none"> 1) The educational objectives presented in the petition are aligned with the mission and educational program of the school. 2) The petition proposes multiple performance measures for each academic subject to be applied to student learning objectives. 3) The measurable pupil outcomes described in the petition are specific, measurable, and time-bound. 4) Thinking skills and basic skills are integrated into the four subject areas

		and are subdivided into strands and specific standards by grade and skill level, based on California content standards.
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Education Code §47605(b)(5)(C) The method by which pupil progress in meeting those pupil outcomes is to be measured.

Element C	Rating Meets	<ol style="list-style-type: none"> 1) The petition identifies a range of formative and summative assessments, including state-mandated assessments. 2) Pursuant to the petition, student assessment and performance data will be used to evaluate and inform instruction on an ongoing basis. The petition describes the process of Student-Led Conferences during which students and parents discuss student achievement, progress towards graduation, and performance on state assessments. These conferences include the development, modification, and review of a student's Personalized Learning Plan. 3) The petition states that student performance information will be communicated to parents, community members, and other stakeholders.
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Education Code §47605(b)(5)(D): The governance structure of the school, including but not limited to, the process to be followed by the school to ensure parental involvement.

Element D	Rating Meets	<ol style="list-style-type: none"> 1) The petition contains a governance plan that contains the appropriate legal structure, and that complies with legal obligations and incorporates sound governance and operating practices. 2) The petition proposes a governing board that will contribute the necessary range of knowledge and skills necessary to operate and oversee an effective charter school. 3) The petition outlines procedures to ensure parent involvement, including the creation of an Advisory School Council comprised of parents, community, and school representatives, who will participate in developing school policies, make recommendations, and assist with community engagement. <p>CONSIDERATIONS: District staff noted deficiencies of the establishment and function of Advisory School Councils, as proposed in the petition, in existing Aspire elementary schools. The Petition Review Process noted that founding parents, as members of the Petitioning Group, were asked about their engagement during the Petitioner Interview held on April 22, 2009. Petitioning Group responses indicated that that Founding Parents have been authentically engaged in the development of this petition, including interviewing the principal, providing feedback on the beginning/end times of the school day, and the proposed grade levels to be served. Petitioning Group responses to questions about staffing indicated that they will be involved in the teacher hiring process.</p>
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Education Code §47605(b)(5)(E): The qualifications to be met by individuals to be employed by the school.

Element E	Rating Meets	
		<ol style="list-style-type: none"> 1) The petition contains a description of the qualifications for and responsibilities of the principal, teachers, and office manager. 2) Professional development and staff evaluation plans are detailed in the petition. 3) Petitioner responses during the Petitioner Interview held on April 22, 2009 stated that every new Aspire teacher will complete a one-week long training during the summer, and will receive an Instructional Coach. 4) Petitioner responses during the Petitioner Interview held on April 22, 2009, stated that every Friday is an early release day for students and staff engages in Professional Development, with individual teacher meetings with the principal occurring bi-monthly.

Education Code §47605(b)(5)(F): The procedures that the school will follow to ensure the health and safety of pupils and staff...

Element F	Rating Meets	
		<ol style="list-style-type: none"> 1) The petition contains descriptions of the health and safety policies and procedures to be used at the school, such as background checks, mandated reporting, facility safety, anti-harassment procedures, and the school safety plan. 2) The petition contains descriptions of the required health screenings to be conducted at the school, which includes annual hearing and vision screening, a kindergarten oral health assessment review, and immunization audits. The required text revisions require ERES Academy to hold earthquake drills consistent with Education Code Section 35297.

Education Code §47605(b)(5)(G): The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Element G	Rating Meets	
		<ol style="list-style-type: none"> 1) The petition describes the process by which ERES Academy will achieve a racial and ethnic balance, including, including conducting outreach activities to attract an applicant pool that broadly reflects the racial and ethnic balance of the District and community in which the school will be located.

		2) The petition states additional strategies for achieving a racial and ethnic balance including establishing an enrollment timeline that enables a broad recruiting and application process, creating and distributing enrollment information in multiple languages, meeting with community organizations, hosting 3-5 open houses and individual tours for interested parents, and varying forms of print advertising.
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Education Code §47605(b)(5)(H) Admission requirements, if applicable.

Element H	Rating	1) The petition does not contain admissions requirements.
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Education Code §47605(b)(5)(I): The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

Element I	Rating Meets	<p>1) Pursuant to the petition, the school will conduct an annual independent fiscal audit according to the Charter Schools Act. The Chief Operating Officer of Aspire will select an independent auditor and the Chief Financial Officer will be responsible for overseeing the independent audit.</p> <p>2) The petition outlines the process by which Aspire will submit a report of audit exceptions or deficiencies to the District, and commits to resolve all exceptions and deficiencies to the satisfaction of the District.</p>
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Education Code §47605(b)(5)(J): The procedures by which pupils can be suspended or expelled.

Element J	Rating Meets	<p>1) The petition includes a draft school-wide behavior plan that makes expectations for student behavior clear, provides for extrinsic rewards (while building towards students developing the ability to provide their own intrinsic rewards), and describes consistent and escalating consequences for inappropriate behavior. This plan will be distributed to families and students, and students will be taught the elements of the plan.</p> <p>2) The petition includes a description of the suspension and expulsion procedures to be followed, which comply with CA Education Code.</p> <p>3) The petition states that the school will notify the District of any expulsions and will account for suspended or expelled students in its average daily attendance accounting.</p> <p>4) The petition states that regarding the discipline of students with disabilities, ERES Academy will ensure its compliance with the mandates</p>
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		of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973.
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Education Code §47605(b)(5)(K): The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

Element K	Rating Meets	<ol style="list-style-type: none"> 1) Pursuant to the petition, all employees qualifying for membership in STRS or PERS will be covered under the appropriate system. The petition states that the Aspire Home Office will work with the Alameda County Office of Education to ensure arrangements are made. 2) The petition details the right of all Aspire employees to contribute to an optional 403(b).
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Education Code §47605(b)(5)(L): The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

Element L	Rating Meets	<ol style="list-style-type: none"> 1) The petition outlines the rights of student to attend other charter or district schools, pursuant to existing enrollment and transfer policies of the District or county of residence.
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Education Code §47605(b)(5)(M): A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

Element M	Rating Meets	<ol style="list-style-type: none"> 1) The petition contains a description of employee return rights, and states that district employees will not be precluded from leaving either the district or the charter school. The petition states that District policies, procedures, or collective bargaining agreements under Education Code 47604 will apply.
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Education Code §47605(b)(5)(N): The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

Element N	Rating Meets	<ol style="list-style-type: none"> 1) The petition proposes a dispute resolution process to be used. For matters unable to be solved by the District Superintendent and the Chief Executive Officer of Aspire will be referred to a mutually agreed-upon mediator.
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Education Code §47605(b)(5)(O): A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

Element O	Rating Meets	1) The petition declares that Aspire Public Schools is deemed the exclusive public school employer of the employees of the school.
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Education Code §47605(b)(5)(P): A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

Element P	Rating Meets	1) The petition outlines the procedures to be followed in case of closure. Among the procedures to be followed are those for documentation of official closure action, notification to parents and students, notification to receiving districts, student and school records retention and transfer, financial close-out, and dissolution of assets.
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Sixteen Elements Table

Element	Inadequate	Reasonably Comprehensive	Statutory Reference
Description of the educational program of the school, including what it means to be an "educated person" in the 21 st century and how learning best occurs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(A)
Measurable pupil outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(B)
Method by which pupil progress is to be measured	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(C)
Governance structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(D)
Means for achieving racial and ethnic balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(G)
Admission requirements, if applicable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(H)
Procedures for ensuring health & safety of students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(F)
Suspension and expulsion procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(J)
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(L)
Dispute resolution procedure for school-authorizer issues related to the charter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(N)
Procedures for school closure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(P)
Qualifications to be met by individuals employed at the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(E)
Manner for covering staff members through the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(K)
Employee rights of return, if any	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(M)
Statement regarding exclusive employer status of the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(O)
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(I)

Petition Signatures

Pursuant to CA Education Code Section 47605(a)(1)(B), the petition contains the signatures by a number of teachers that is equivalent to at least one-half the number of teachers that the charter school estimates will be employed at the school during its first year of operation.

Required Affirmations

Pursuant to CA Education Code Section 47605(b)(4) the petition contains an affirmation of each of required conditions contained in CA Education Code Section 47605(d)(1).

RECOMMENDATION

Staff recommends that the Oakland Unified School District's State Administrator/Board of Education **approve** the petition for ERES Academy under the California Charter Schools Act. The factual findings illustrated in this report demonstrate that the petition satisfies the five legally required categories of *Education Code § 47605*:

- (1) *The charter school presents a sound educational program for the pupils to be enrolled in the charter school;*
- (2) *The petitioners are demonstrably likely to successfully implement the program set forth in the petition*
- (3) *The petition contains the number of signatures required;*
- (4) *The petition contains an affirmation of each of the conditions described in Education Code §47605(d);*
- (5) *The petition contains reasonably comprehensive descriptions of the 16 required charter elements.*

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))*.

The term of this charter will be from July 1, 2009 through June 30, 2014, the maximum period allowed under the California Charter Schools Act (*Education Code §47607(a)(1)*). The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

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 conditions on opening and associated deadlines as a condition of the charter.

The District retains the authority to delay opening for a period of up to one year, if any of the conditions on opening are not satisfactorily met by the associated deadlines. Not meeting any one of the conditions on opening and associated deadlines set forth in this approval may be grounds for revocation as set forth in the California Charter Schools Act (*Education Code §47607(c)(1)*).

Pursuant to OUSD Governing Board Policy, BP 0420.4, if the school does not open on or before September 30, 2011, it will be considered a demonstration of petitioners' lack of capacity to implement the program set forth in the petition and the District will initiate charter revocation procedures.

ATTACHMENT 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 **Track Changes** version of the revised charter, as well as a **Final Text** version of the revised petition to include all revisions outlined below no later than **5pm on Wednesday, July 1, 2009**.

Charter Text	Text Reference	Required Revision
<u>VII. Reporting and Accountability</u>	Page (52)	<p><u>Add the following text:</u></p> <p><i>“ERES ACADEMY will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.”</i></p>
<u>VI. Student Admissions Policies and Procedures</u>	Page (45)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>By October 1 of each year, ERES ACADEMY will notify the District in writing of the application deadline and proposed lottery date. ERES 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> <p><i>Aspire Public Schools recognizes that its “Inter-Aspire Transfer” admissions practices, which include the preference of existing Aspire students within the random public lottery are not set forth in this petition and Aspire acknowledges that this practice is not approved by the District pursuant to Education Code Section 47605(d)(2)(B).</i></p>
<u>Section IV: Governance Structure of the School</u>	Pages (50)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ERES ACADEMY, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries</i></p>

		<p>regarding financial records, from the District and shall consult with the District regarding any such inquiries. ERES ACADEMY acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of ERES ACADEMY, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ERES ACADEMY by law or charter provisions."</p>
<p><u>Section IV: Governance Structure of the School</u></p>	<p>Page (50)</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"Members of ERES ACADEMY's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.</i></p> <p><i>ERES ACADEMY and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school."</i></p>
<p><u>IX. Miscellaneous Charter-Related Issues</u></p>	<p>Page (57)</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"Pursuant to OUSD Board Policy 0420.4 ERES ACADEMY must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools."</i></p>
<p><u>IX. Miscellaneous Charter-Related Issues</u></p>	<p>Page (58)</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"The District may revoke the charter of ERES ACADEMY in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.</i></p>

<p><u>VIII. Impact on Charter Authorizer</u></p>	<p>Page (56)</p>	<p><i>In addition, if an allegation of waste, fraud or abuse related to ERES ACADEMY operations is received by the District, the ERES ACADEMY shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. <u>This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ERES ACADEMY by law or charter provisions</u>”</i></p>
<p><u>Impact on Charter Authorizer</u></p>	<p>Pages (55-56)</p>	<p><i>Add the following text and remove any text to the contrary:</i></p> <p><i>As a condition of the terms of this charter approval, Aspire Public Schools agrees to adhere to the following mandated reporting timeline pursuant to the annually required submission dates established by the Oakland Unified School District for all authorized charter schools. These dates are subject to change. Charter school will be notified in advance of an changes.</i></p> <p><i>August 15: ¼ Custodial Fee*</i> <i>August 15: ¼ SSO Fee*</i> <i>August 27: Statistical Month 1a</i> <i>September 1: Final Interim Financial Report for Prior Year (unaudited actuals)</i> <i>September 24: Statistical Month 1b</i> <i>October 1: ¼ Facility Fee*</i> <i>October 22: Statistical Month 2</i> <i>2nd or 3rd Week of October: 20 Days ADA report</i> <i>November 1: ¼ Custodial Fee*</i> <i>November 1: ¼ SSO Fee*</i> <i>November 19: Statistical Month 3</i> <i>December 1: 1st Interim Financial Report</i> <i>December 1: Final Audited Financial Report for Prior Year</i> <i>December 1: ¼ Facility Fee*</i> <i>December 16: Statistical Month 4</i> <i>January 14: Statistical Month 5</i> <i>January 15: 1/3 Special Education Encroachment*</i> <i>February 1: ¼ Custodial Fee*</i> <i>February 1: ¼ SSO Fee*</i> <i>February 11: Statistical Month 6</i></p>

	<p> <i>March 2: 2nd Interim Financial Report for Current Year</i> <i>March 11: Statistical Month 7</i> <i>Around March 25: Auditor Selection Form</i> <i>April 1: 1/3 Special Education Encroachment*</i> <i>April 1: 1/4 Facility Fee*</i> <i>April 1: 1/4 Custodial Fee*</i> <i>April 1: 1/4 SSO Fee*</i> <i>April 15: Statistical Month 8</i> <i>May 6: Statistical Month 9</i> <i>May 15: Charter Schools Online Funding Survey</i> <i>June 3: Statistical Month 10</i> <i>June 16: Preliminary Budget Projections for Subsequent Three Years</i> <i>June 30: Statistical Month 11</i> <i>June 30: 1/3 Special Education Encroachment*</i> <i>July 1: 1/4 Facility Fee*</i> <i>End of July TBD: 1% Oversight Fee Charge (Charge based on P2 funding on State Aid, In Lieu, and Categorical BG, certified around July 3-5. Schools notified of fee amount by second week of July and payment due to OUSD by end of July.)</i> </p> <p><i>*if applicable</i></p>
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ATTACHMENT II - CONDITIONS ON OPENING: The vast majority of these items are intended to be “one time” submissions for new schools. Only those items marked with an asterisk (*) are intended to be updated annually. **Please pay careful attention to the due date for all conditions on opening.** All items listed are to either be emailed on or before the due date to paige.hirsch@ousd.k12.ca.us and cc'd to vilma.bermudez@ousd.k12.ca.us or hand-delivered to the OUSD Office of Charter Schools at 1025 2nd Ave Room 206, Oakland, CA 94606. *Hand-delivered items must receive a receipt from the Office of Charter Schools to ensure verification of timely submission.*

Charter Revision		
Wednesday, July 1, 2009	<input type="checkbox"/>	Submit to the District’s Office of Charter Schools one hard copy and one electronic copy in <i>MS Word</i> format of a Track Changes version of the revised charter, as well as a Final Text version of the revised petition to include all revisions outlined in the charter approval.
Enrollment Policies and Application for Admission		
Friday, July 31, 2009	<input type="checkbox"/>	Submit Board-approved Enrollment Policy and an Application for Admission.
Friday, July 31, 2009	<input type="checkbox"/>	Submit list of enrolled students—including name, DOB, prior school, home language, Oakland residency or not, and CSIS number (list to be updated September 15, 2009 and annually) using Excel template provided by the Office of Charter Schools.*
Complaint Procedures		
	<input type="checkbox"/>	Submit Board-approved Uniform Complaint Process, posting location(s), and method of notifying parents of this annually.
Student Learning Time		
Friday, July 31, 2009	<input type="checkbox"/>	Submit certification of instructional hours to be provided in 2009-2010.* Carefully read <i>Education Code §46201(a)(3)</i> . [instructional minutes requirement]
	<input type="checkbox"/>	Submit adopted 12-month school calendar distinguishing dates with standard or reduced instructional time, and noting vacation days.*
Code of Conduct, Student Handbook, and Recommended Policies		
Friday, July 31, 2009	<input type="checkbox"/>	Submit Student and Family Handbook.* (Prepare student/family handbook and registration materials--to include the enrollment schedule, school calendar, all policies and procedures pertaining to health and safety, homework, attendance, discipline, suspension and expulsions, parent complaint procedures--in all languages as distributed.)
	<input type="checkbox"/>	Submit Governing Board-approved Code of Conduct. (Prepare the school’s Code of Conduct so that it is consistent with the program and school characteristics outlined in your charter petition, as well as with applicable California <i>Education Code</i> .)
Insurance Policies		
Friday, July 31, 2009	<input type="checkbox"/>	Submit evidence of commercial general liability insurance for not less than \$1,000,000 per incident; to include the District as additionally insured.
	<input type="checkbox"/>	Submit evidence of fidelity bond coverage for not less than \$50,000 per occurrence and workers’ compensation insurance.
Financial Organization		

Friday, July 31, 2009	<input type="checkbox"/>	Submit copy of the school's Annual Information Sheet & Funding Survey" to the CDE (plus annual filings to be provided to CDE by June 1 and any updates in future years).
School Facility and Building Safety		
Friday, June 26, 2009	<input type="checkbox"/>	Submit a copy of an executed lease or deed for a facility, or suitable comparable, noting occupancy on or before June 26, 2009.
	<input type="checkbox"/>	Submit written assurance that the facility selected for the school is programmatically accessible to physically handicapped individuals.
	<input type="checkbox"/>	Make available for inspection a current Certificate of Occupancy.
	<input type="checkbox"/>	Make available for inspection a current Fire Inspection Certificate.
	<input type="checkbox"/>	Make available for inspection a current Building Safety Inspection Certificate.
	<input type="checkbox"/>	Make available for inspection a current Health Inspection.
	<input type="checkbox"/>	Make available for inspection a current Asbestos Inspection Report and Management Plan.
Friday, July 31, 2009.	<input type="checkbox"/>	Submit Blood Borne Pathogens Exposure Control Plan.
	<input type="checkbox"/>	Submit Facilities Safety and Evacuation Plan.
	<input type="checkbox"/>	Submit Board-approved Emergency Preparedness Handbook.
	<input type="checkbox"/>	Submit Board-approved Drug, Alcohol, and Smoke Free Environment Policies and Procedures.
Special Education Program Plan		
Friday, July 31, 2009.	<input type="checkbox"/>	Submit executed MOU for special education services.
	<input type="checkbox"/>	Submit adopted 504 plan, policy, and procedures.
	<input type="checkbox"/>	Submit Special Education Identification and Assessment Plan.
Budget and Cash Flow		
Friday, July 31, 2009.	<input type="checkbox"/>	Submit 2 paper copies, in addition to an electronic version of an updated and revised cash flow statement and 3-year projections. Include revised facility expenses.
School Health Plan and Medications Administration Plan		
Friday, July 31, 2009.	<input type="checkbox"/>	Submit School Health Plan (to comply with immunization audit, hearing and vision screening requirements) and Medications Administration Plan.
Instructional Staff		
Friday, July 31, 2009.	<input type="checkbox"/>	Submit a list of teachers hired--including name, DOB, assignments, subject matter certification and credential evidence, qualification to teach ELL students, evidence of current clear tuberculosis test, date of fingerprinting, date of background review.*
	<input type="checkbox"/>	Submit employee handbook, including policies and procedures that ensure the health and safety of students and staff.
Friday, July 31, 2009.	<input type="checkbox"/>	Submit list of teachers requiring Beginning Teacher Support and Assessment.
	<input type="checkbox"/>	Submit Board-approved personnel policies.
Programming Plans		
Friday, July 31, 2009.	<input type="checkbox"/>	Submit English Learner Plan--adopted policies and procedures that pertain to use of a home language survey and mandatory CELDT testing.
	<input type="checkbox"/>	Submit a list of which courses the school considers non-core, non-college preparatory courses.
	<input type="checkbox"/>	Submit a course catalog, or equivalent, notifying parents about transferability of courses to other public schools and the ability of courses to meet college entrance requirements.

Evaluation of School Leader, School Administrators, and Teachers		
Friday, July 31, 2009.	<input type="checkbox"/>	Submit performance evaluation criteria and evaluation plan templates for school site leader/administrator and teachers.

ATTACHMENT III – Monarch Academy and Millsmont Academy Renewal Report Rating Sheets

School name: Monarch Academy

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

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

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

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

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

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		

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

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

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