

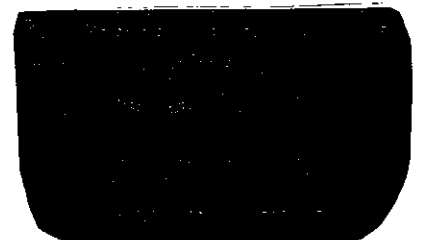
# **ERNESTINE C. REEMS ACADEMY OF TECHNOLOGY AND ARTS**



## **CHARTER RENEWAL PETITION**

Presented by Lisa Blair, Executive Director, To the Oakland Unified School District  
February 11, 2009

File ID Number: 09-0487  
Introduction Date: 2/11/09  
Enactment Number: \_\_\_\_\_  
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By: \_\_\_\_\_



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- A) Performance Report
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- Letters of Community Support
- Red-line Version of Original Charter

## **INTRODUCTION**

E.C. Reems Academy of Technology & Arts is a small, K-8 school serving students in the severely economically depressed East Oakland area. The majority of students at E. C. Reems Academy would otherwise attend Parker and Webster elementary schools and, Frick, and Elmhurst middle schools. One hundred percent (100%) of the students come from ethnic minorities; 65% are African American and 35% are Hispanic or Latino. Seventy-two percent (72%) qualify for free or reduced lunch and 9% are English Learners. While serving this disadvantaged group of students, E.C. Reems Academy maintains incredibly high success rates.

The success of E.C. Reems Academy is marked by improvement in student achievement school wide and for numerically-significant subgroups, fiscal stability, enrollment growth and high attendance rates, demonstrable parent and student satisfaction and involvement, and the creation of a safe, clean, welcoming school environment in area rife with crime and violence on the streets and in the schools.

Highlights of this success include:

- Similar Schools Index: E.C. Reems Academy has ranked either a 9 or a 10 on the state's similar schools ranking for the last five years.
- E.C. Reems Academy outperforms local middle and elementary schools (see Performance Report Appendix A).
- Greater progress in narrowing the gap between its current API score and the state benchmark API (800) than OUSD or the weighted average improvement of the schools which E. C. Reems Academy students would otherwise attend. E. C. Reems Academy closed 17.3% of the API gap, whereas OUSD closed 12% of the gap, and schools which E. C. Reems Academy students would otherwise attend closed 14% of the gap (weighted average).
- There is high parent satisfaction with the school. On average, parents gave E. C. Reems Academy high marks 97% of the time on a range of issues dealing with education, teaching, discipline, safety, and school culture.
- High attendance rates among students and teachers (96% and 95% respectively).
- Financial stability as demonstrated by a balanced budget and substantial cash reserves as well as audit reports that are free from significant findings.

Appendix A (Performance Report) describes the school's significant progress over the last five years including evidence that E.C. Reems Academy:

- Is an academically successful school
- Has met the terms of the original charter
- Has a solid plan for the next five years
- Has strong leadership and governance
- Is a fiscally sound organization
- Focuses on continuous improvement

## **BACKGROUND**

### *Oakland Community Organizations*

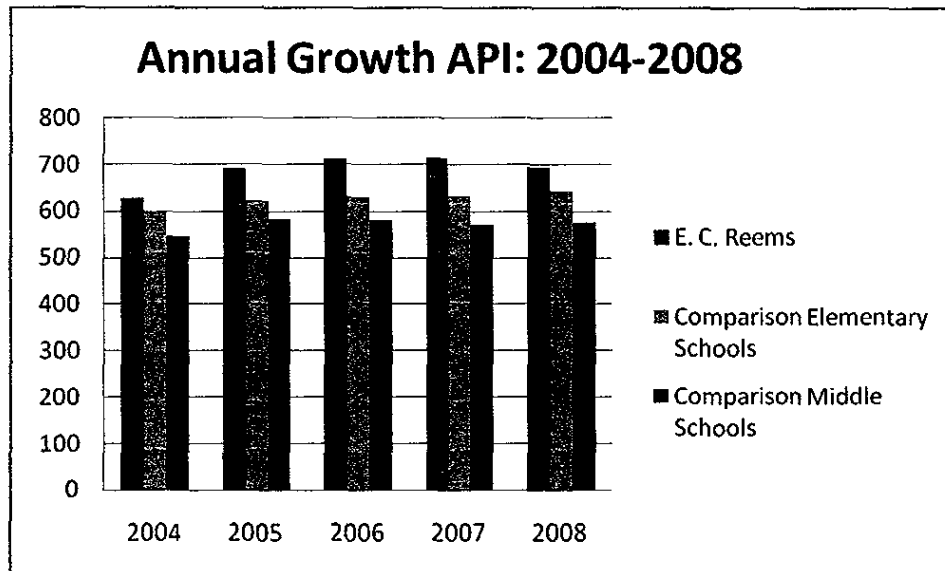
E. C. Reems began as an outgrowth of Oakland Community Organizations (OCO), a coalition of churches and families that had successfully advocated for such things as speed bumps on busy residential streets and small class sizes in local public schools. After an ultimately unsuccessful attempt to create a small school within a school at Jefferson Elementary, a core group from OCO that was focused on education began to develop a charter petition for five small community schools, one of which was E. C. Reems Academy.

### **Successes at E. C. Reems Academy for Technology & Arts**

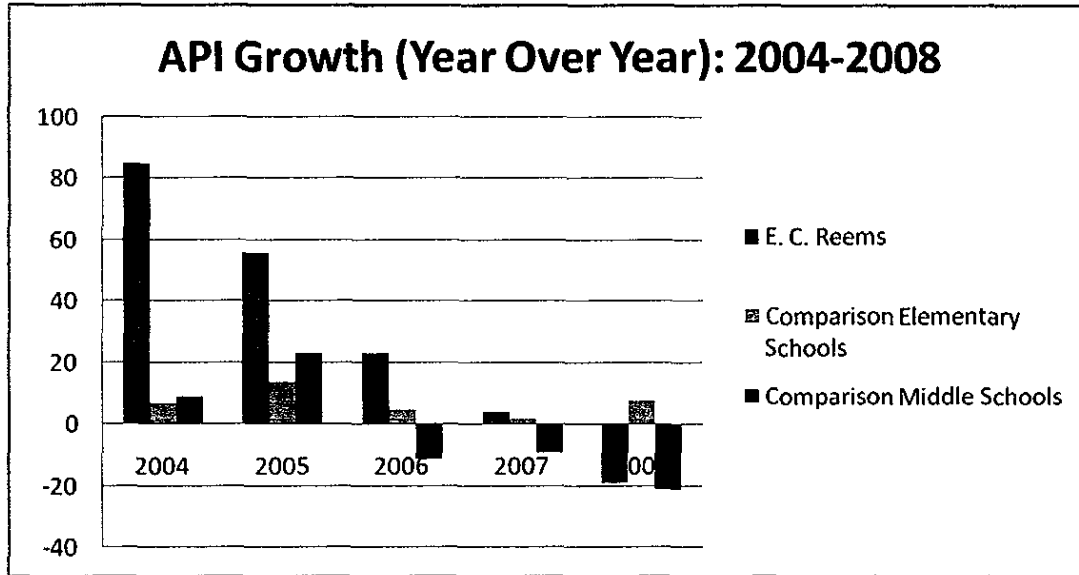
*Academic Success (See Performance Report for more details)*

#### **API Growth**

The school's annual growth API has increased steadily from 2004 to 2008 resulting in a total increase of more than 100 points. Furthermore, the school has shown higher absolute scores than both middle and elementary schools with similar demographics.



The school's API growth has shown positive results for four of the past five years. As previously noted however, E.C. Reems Academy had a decrease in its API score this past year. Nevertheless, when compared to schools with similar demographics, E.C. Reems Academy has demonstrated much stronger growth in its API score at both the middle and elementary school levels as shown below.



### *Parent Satisfaction Success*

E.C. Reems Academy is a product and creation of its community. E.C. Reems Academy places enormous value on the feedback it receives from its community. Outside of the academic achievement of its students, E. C. Reems Academy measures its success primarily through the satisfaction of the community that created it.

E.C. Reems Academy actively seeks parent input through a variety of channels including the parent committee, parent representatives on the Board, and direct parent contact. The school collects input from parents through a parent survey. The results of the 2008 parent survey are attached as Appendix C.

On only four questions did less than 90% of the parents not agree or strongly agree with the positive statements presented about the school. Parents are satisfied with the quality of the teaching, academic program, school culture, school management, and the accessibility, communication, and responsiveness of staff and teachers.

Another metric of parent satisfaction is their willingness to commit valuable volunteer hours to the school. Over the past three years, volunteer hours among community members have increased from 950 hours in the 2000/01 school year to 6,853 hours in 2007/08. These volunteer hours do not include parent meetings which are held four to eight times per year and are attended by roughly 65 parents per meeting, representing about 20-35% of the families at the school at each meeting. At these meetings parents discuss their concerns, plan events for the school, and think of ways that they can support the school.

### *Student and Teacher Attendance Success*

Another key indicator of the success of E. C. Reems Academy, as outlined in its original charter, is its high attendance rate of teachers and students. The attendance rate at a school is an indicator of how engaged the students are in the educational program, and how motivated the

parents are to ensure their children arrive at school on a consistent basis. E. C. Reems Academy has had increasing attendance rates over the past three years, reaching 96% attendance rate in the 2007/08 school year, which exceeds the benchmarks outlined in E. C. Reems Academy's charter (the school promised to have a higher annual attendance rate by comparable grade level than OUSD). The school currently maintains a 96% attendance rate. In addition to high attendance rates, E. C. Reems Academy continues to grow in enrollment.

Teacher attendance is an indicator of how engaged and committed the teachers are to the school, students and community. It is common practice for teachers to arrive early and remain at school an hour or more after their official day ends. Many teachers continue to tutor students after 4:00 PM, the end of the workday.

### *Opportunities for Teachers' Professional Success*

In accordance with its original charter, E. C. Reems Academy has emphasized teacher professional development. Development opportunities have increased tremendously in the past year; in the 2007/08 school year, teachers attended thirty-four on-campus professional development workshops compared with ten in the 2000/01 school year. These workshops emphasize literacy strategies training, writing strategies, learning styles training, and school health and safety. Additionally, E. C. Reems Academy lead teachers attended the 3-day California Charter Schools Association (CCSA) annual conference in Sacramento, and several teachers attended a number of grade level conferences including Kindergarten programming and technology in the classroom. The school is committed to professional development and financially supports conference attendance, BTSA, and training sessions.

### *Teacher Attrition/Turnover*

The stability of the teaching staff is a key aspect of student achievement. On average E.C. Reems Academy experiences about a 30% turnover annually. However, there is a group of teachers that have worked at the school for six years or longer and provide a historical understanding of success at the school. These teachers serve as Lead Team Coordinators and are responsible for three grade levels or six classes and serve as an adjunct to administration.

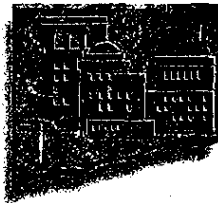
### *Financial Success*

E.C. Reems Academy has strong fiscal management, lead by the Executive Director. As of 2008, the school's reserves have grown in excess of \$400,000. The school has moved from the mandated 3% budget reserve to a 5% budget reserve contingency in a time when budgets are being cut, schools are closing and operational costs are rising.

### *Conclusion*

The Board, staff, administration, and parents of E.C. Reems Academy are proud of the progress the school has made and continues to make. In accordance with its original charter, the school has also successfully created a community in which parents participate regularly, and both parents and students are excited about the learning program. Parents are satisfied with the school across a broad range of parameters, and make an effort to ensure that their children are in attendance. Interest in the school increases each year as evidenced by growing enrollment. Financially, the school is stable and well-positioned to succeed in the long-term.

**ERNESTINE C. REEMS**



**ACADEMY OF TECHNOLOGY & ARTS**

## **Charter Renewal Application February 2009**

### **Assurances**

#### *Affirmations*

As the authorized lead petitioner, I, **Dr. Avis Hinkson**, hereby certify that the information submitted in this petition for the renewal of E.C. Reems Academy of Technology & Arts charter school, located within the boundaries of the Oakland Unified School District, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, E.C. Reems Academy of Technology & Arts:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of E.C. Reems Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend E.C. Reems Academy, and who submit a timely application, unless E.C. Reems Academy receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admission to E.C. Reems Academy of Technology & Arts shall not be determined according to the place of residence of the student or his or her parents within the State except as provided in Education Code Section 47605 (d)(2) and Education Code Section 51747.3. [Ref. Education Code Section 47605(d)(2)(A)-(B)]

- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in E.C. Reems Academy of Technology & Arts hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, E.C. Reems Academy of Technology & Arts shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to E.C. Reems Academy including but not limited to:
  - E.C. Reems Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - E.C. Reems Academy shall on a regular basis consult with its parents and teachers regarding E.C. Reems Academy of Technology & Arts's education programs.
  - E.C. Reems Academy shall comply with any jurisdictional limitations to locations of its facilities.



*Educating Urban Youth to Succeed in Life*

- E.C. Reems Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- E.C. Reems Academy shall comply with all applicable portions of the No Child Left Behind Act.
- E.C. Reems Academy shall comply with the Public Records Act.
- E.C. Reems Academy shall comply with the Family Educational Rights and Privacy Act.
- E.C. Reems Academy shall comply with the Ralph M. Brown Act.
- E.C. Reems Academy shall meet or exceed the legally required minimum of school days.
- E.C. Reems Academy shall comply with Article 5.5 of Charter 5 or Part 28 of the Education Code and implementing regulations adopted thereafter.

  
\_\_\_\_\_  
Dr. Avis Hinkson  
Board President Signature

2/11/09  
Date

## **Element A: Description of Educational Program**

*Education Code 47605(b) (5) (A)*

*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.*

*If the proposed school will serve high school pupils, a description of how the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements*

### **Revised Mission Statement**

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

### **Vision Statement**

E.C. Reems Academy is recognized as a school that empowers local youth with the tools to academically succeed in life.

### **Motto**

*"Educating Urban Youth to Succeed in Life."*

### **Educational Model**

E. C. Reems Academy uses the Effective Teaching Practices as the foundation for learning. To (successfully) meet the goal of creating higher order learning environments for all students, E.C. Reems Academy employs a constructivist, hybrid education model. The pure constructivist model relies heavily on prior knowledge and understanding to construct new knowledge and understanding from authentic experience, which is often limited or non-existent in the lives of disadvantaged urban youth. To fulfill the philosophical tenets of constructivism, we:

1) artificially inseminate prior knowledge through the use of virtual experiences, and 2) create active learning environments to express the knowledge gained through these venues.

This practice, along with aspects of Socratic methodology, creates a learning environment where the eight learning styles can be incorporated into the day-to-day learning activities and open the door to higher learning as a natural progression. Within the context of the constructivist model, we employ differentiated instruction to address the learning needs of all students.

E. C. Reems Academy administrators and lead team coordinators implement its academic program in alignment with the charter.

**The Ernestine C. Reems Academy of Technology & Arts  
Educational Program**

**OVERVIEW OF CURRICULUM DESIGN & PEDAGOGY SUPPORT**

As indicated in the 2002-2004 report, reading and reading comprehension were areas where strong intervention was needed to improve academic achievement. The identified data has been carefully examined and the items delineated in the report have subsequently been addressed. Research-based materials are currently being used, a better-trained cadre of teachers has been employed and the focused instructional leadership to implement the necessary changes has improved tremendously. Moreover, a systematic plan for ongoing staff training has been developed and implementation of a viable classroom observation and evaluation process has provided support for quality teaching and learning for all students.

There were several mitigating factors that impeded our progress in reading during the 2002-2004 school years. Since that time, after a rather thorough self-review and examination of our curriculum, the strategies and methodology that worked well and those that needed improvement have been identified. For example, comprehension was an important skill area in reading that needed immediate focus and attention and we addressed this critical skill area in the subsequent content.

We tracked growth comparing and analyzing state test scores, assessments and quizzes, and decided that we needed to purchase a series of textbooks to support academic achievement and address the identified weaknesses. In 2002, we purchased the Open Book series by McGraw-Hill SRA, for grades K-5, and the HighPoint Reading Series by Hampton Brown for our 6-8<sup>th</sup> grade students. High Point is an intervention program, which successfully strengthened basic reading and reading comprehension skills. In 2004, we retired the High Point series and purchased the Holt Literature/Language Arts series to challenge our students at grade level.

**Comprehension is constructing meaning from text** is without a doubt the key that unlocks the door to literacy. We live in a world of printed words and having the capacity to interpret and comprehend text is one of the most important survival and everyday skill areas that students can possibly achieve.

Since comprehension permeates all aspects of standardized and other testing, it made sense to initiate a school-wide focus in this area. The basic premise supports the notion that the content of most standardized tests are made up of passages that require the ability to read, comprehend information, think critically and solve problems. Since the same skills are required for reading comprehension it makes common sense to merge these two important mega skills together.

It was with this thought in mind that we approached literacy in all curricular areas at our school. All subjects require students to have the capacity to read and comprehend information, follow directions and complete assignments.

Our students enjoy motivating activities that are highly competitive. They enjoy any projects or programs whereby they compete against peers in their classes or school-wide. With these criteria, "Read Between the Lines" (RBL) was born. This is one of the programs that worked well and merged reading comprehension and test taking skills. The program involves using reading passages in a test format to teach students how to read and focus on key words in the directions, questions and the passages. It also teaches students how to highlight important information and use the process of elimination to find the correct answers. Using the test preparation passages, grade levels compete against each other to see how many students can answer the most questions correctly. A rotating trophy is awarded to each of the classes (per grade level) that get the most answers correct on the weekly RBL test.

This program encourages students to read carefully, fluently and comprehend the content. While the students are trying hard to earn the trophy, their reading skills are improving substantially.

At the beginning of each new school year we review, compare and analyze our current STAR and CAT/6 data with those from the previous years. We not only look at percentages but also find it helpful to identify both the names and numbers of students in each performance level in ELA and math. This information is also used as an initial planning tool. Based on the test scores, teachers complete a form placing students in their classrooms into the performance level groups. This helps with differentiated reading and math groups.

## CURRICULUM & INSTRUCTIONAL DESIGN

The scope and sequence of our instructional program is very comprehensive. It involves a myriad of components and strategies all working in tandem to meet the needs and learning styles of all of our students. This includes those that are achieving at, above and below grade level as well as English Learners and students with special needs.

In this process, literacy is the common thread that weaves English language arts, math, algebra, social studies, science, technology, art and PE, all subject matter disciplines together. Our program is structured to enable students to achieve academically and become literate in all of these areas as they matriculate from elementary, middle, high school, college and throughout life.

The basic fundamental road map that guides our instructional program evolves from coordination of the California grade level content standards. Inherent in this process is a rigorous, challenging program that encompasses a variety of interesting and creative activities, strategies and programs.

**Differentiated instruction** is one of major strategies employed by our staff that facilitates and supports learning. Differentiated instruction allows the teacher to work individually with small groups throughout the day to address students' academic needs. This process allows the teacher to work at an accelerated rate for the high achievers and slow the instruction to a place where the

struggling students are comfortable and can understand the instruction using prior knowledge to connect the learning to real life situations. Teachers use the text pacing guides to insure acquisition of state content standards by the close of the school year.

Listed below is another critical strategy that we subscribe to; it's known as the "Effective Teaching Model." Teachers were trained using this model and it is the engine that drives our entire instructional program.

### **EFFECTIVE TEACHING MODEL**

Each component of the effective teaching model is interrelated and work in concert with the other. For activities to be effective and ensure that learning is taking place at least three to four of these steps must be followed. One component depends on the effectiveness of the previous one.

**Step 1: State the Objective (Anticipatory Set)**

This is an introduction to the activity and aims to tell the students what they're going to learn. Lay it out clearly so that students understand the purpose as well. Motivate students to get their attention at the beginning.

**Step 2: Guided Practice (Teacher Directed Instruction)**

The teacher guides the students through the activity asking questions, eliciting responses, using demonstrations, etc. During this stage, the teacher employs the following strategies:

**Prior knowledge:** (Connects the learning to real life experiences)

This strategy is especially important for struggling students. When students can connect the learning to real life experiences this supports and facilitates learning.

**Modeling:** (Demonstrations)

This is a critical part of the instructional process. This shows/helps students understand what to do and how to do it

**Check for Understanding:** (Assess the learning)

The teacher is assessing students understanding of what is being taught. This stage will determine if further instruction is needed. If some of the students understand what to do, let them practice the activity independently. This gives the teacher time to pull the other students that didn't understand aside and give additional differentiated instruction. It is this stage that will determine whether the students should move to the next step which is independent practice.

**Step 3: Independent Practice (Seat work, test, written assignment, etc)**

Please note that this step is not necessary for each activity. This step should only be done after the guided practice activity is understood. If, while checking for understanding, the teacher discovers that some of the students don't understand the assignment, they should pull these

students aside and give additional instructions using different strategies if necessary. The students that understand what to do should be given the opportunity to practice. They should not have to wait until the other students catch up.

**Step 4: Closure** (Summarize the activity)

Always bring closure to all activities before transitioning to a new lesson or activity. This may be in the form of assessment of the activity, or next step in terms of what will happen next. Will the lesson warrant new strategies or can teacher move on to a new concept or skill? Don't just end or drop the activity without saying something about the next step.

### **CLASSROOM MANAGEMENT**

Quality teaching and classroom management go hand-in-hand. In a well-managed classroom, the teacher directs the instruction and students are engaged in the learning process. This type of classroom exhibits certain attributes that make it special. Parents will often request this type of class because they want their students to obtain the best education possible. This classroom is student-centered, organized and where high expectations rule. Everyone knows their role and it is this type of teaching and learning community that we are striving to build in all of our classrooms at E.C. Reems Academy.

In an environment conducive to learning, effective strategies are modeled, students understand the assignments and achievement is usually high. Through our formal and informal classroom observations, evaluations and individual teacher meetings, we provide support for our teachers to ensure they have the capacity to manage their classrooms as described above. This process can take many forms including professional development, observing other teachers while at the same time building a professional and collegial relationship with a common goal of improving student achievement.

Over the past two years we enrolled a number of students that were unfamiliar with our school culture. To address issues of classroom management that did not previously exist in E.C. Reems Academy, we hired a consultant to facilitate Lee Canter's Classroom Management for Academic Success which focused on classroom management skills and creating a positive learning environment. The workshop helped teachers re-engage students, and re-establish a positive learning environment.

### **STATE STANDARDS**

The state grade level content standards form the basic framework and foundation from which the instructional program evolves. The state-adopted textbooks in English Language Arts, math, history/social studies, science, PE, technology and art are strategically and carefully orchestrated with the required subject matter content for elementary and middle school students.

To enhance and augment the contents of the grade level standards, teachers use a variety of strategies and methodology to meet the needs and learning style of our students, which includes quality pedagogy and best practices.

Teacher's **weekly lesson plans** guide and reflect the grade level standards and exhibit skill development and benchmark assessment in all subject areas. It is our belief that all students can learn in a positive environment and an atmosphere where high expectations are the guiding principle and philosophy of the classroom and school site.

Our curriculum is rigorous and challenging in a small class size setting, Student Performance Outcomes indicate that we are making steady academic progress, however we continue to assess our progress and make adjustments and changes accordingly.

### ENGLISH LANGUAGE ARTS PROGRAM

Literacy is the foundation of learning and as such, E.C. Reems Academy is dedicated to ensuring that all students are able to reach his/her maximum potential. This includes students **at, above** as well as **below** grade level. We have a mechanism in place for identifying students who are experiencing difficulty socially as well as academically. This process includes scheduling a meeting of all stakeholders, the parent and staff to develop a plan for support and monitoring student progress.

Ninety minutes are allocated daily for reading instruction for students in grades kindergarten through 8<sup>th</sup> grade. This time is sacred and not to be interrupted.

Comprehension is a challenge for these students because for the most part, they tend to be word-by-word slow readers. They also have problems recognizing and decoding unfamiliar words and a bad habit of ignoring punctuation marks thus distorting the meaning of what they're attempting read.

#### **Our Formula for correcting this problem:**

Initially, we are not concerned with the student's comprehension because that will come later when the fluency and other phonetic problems have been corrected. For these students, we place emphasis on implementing lots of practice in oral reading, phonemic awareness, and other phonics skills, which will enable students to learn to use these skills to decode unfamiliar words.

Next, we add sentences with questions and explanation marks so that they learn to read with expression and intonation as well. This process is corrected over time with consistency and practice. Comprehension usually evolves from this strategy.

Prior to the beginning of every new school year in August, we review our STAR test results and identify all of the **Below Basic and Far Below Basic students**. Classroom teachers also assess these students in reading/language arts and math at the beginning of school as well and use the STAR test results to plan instruction and form differentiated reading and math groups in the

classroom. Teachers use prior knowledge as a key element when teaching struggling students. This helps to connect the learning to real life experiences that they can draw upon to retain curriculum content

Beginning in the Spring of 2009, teachers in grades K-3 will assess students using the CPAA – Children’s Progress Academic Assessment software. Grades 4-8 will be assessed using the Discovery Education Predictive Assessment software in the Fall of 2009. These tools will further validate and monitor student achievement and provide intervention strategies to move students towards proficiency.

Students also receive cross-age tutoring, peer tutoring, buddy reading, and technological support and participate in the afterschool tutoring program. Parents are also required to read to their children at night and sign a reading log.

### **Reading Clinic Participation:**

At the beginning of the year, students identified as **below basic and far below basic** are eligible to receive over and above reading instruction in the Reading Clinic, which is part of our GAP Program. Two retired reading specialists work with these students in their areas of need, based on STAR, CAT/6 results as well as various assessments administered in the lab.

Students are expected to learn and be able to (1) transfer word knowledge and sound spelling skills to the reading text, (2) read fluently, (3) read both narrative and expository materials at grade level, (4) read expressively and comprehend what they read, (5) and also learn to coordinate reading comprehension, vocabulary and other skills to test taking strategies.

### **Activities That Work Well**

Daily practice of the sound spelling cards. Read short stories and identify the main idea, inferences, details and other comprehension strategies. Utilize mispronounced words from the text being read to teach syllabication skills for reading multi-syllabic words. Understand word knowledge and oral reading practice relative to questioning and discussions. Read stories to lower grade students.

### **Assessment**

We use formative and summative assessments. The pre- and post- Reading Level Indicator Assessment Informal reading inventory is administered to all Reading Clinic students. Other methods of assessments include: informal observations, monthly written tests for word knowledge and comprehension as well as quarterly fluency tests. Additionally, students take a 6-week test on content taught in the Clinic.

**Accelerated high achieving students** who scored **Advanced and Proficient** on the STAR test are allowed to soar to their highest potential. Instructions for these students are geared toward Marzano’s Taxonomy in terms of accelerating the content “into, through and beyond” the text. They are also looped up to a higher grade for reading and math instruction while maintaining subject matter content in their regular classrooms.



These students have the capacity and are able to (1) read a myriad of novels including the “classics,” (2) write and complete research reports, (3) participate in project-based learning activities and in higher level thinking curriculum skills in the technology lab. Due to their qualifications, these students are eligible to receive scholarships to some of the private schools in the area. Additionally, they visit the local college campuses and many of them are selected to attend math and science classes at UC Berkeley during the summer.

**The California English Language Development Test (CELDT)** is required by the state to be administered to students who speak a language other than English. This test evaluates the students listening, reading, speaking and writing skills in English. While most of our students are fluent in English, those that need extra support receive it in the reading Clinic, one-on-one tutoring and participate in a technology program titled “Open Book.”

Teachers in grades kindergarten through 5<sup>th</sup> use the “**Open Court**” textbooks. This program is known for its strong emphasis on phonemic awareness, decoding skills, vocabulary development, fluency rates, recognition of high frequency words and comprehension development. These skills are well documented in the grade level standards and inclusive in the classroom instructional program.

The middle school teachers use the Holt Literature Language Arts program. This is a big change from the remedial High Point Program used in the 2002 school year. This program is more challenging and culturally diverse. It enables students to function academically at a higher level of instruction that incorporates critical thinking skills in various genres that include narrative and informational text as well a strong emphasis on comprehension.

#### **What (K-8 grades) teachers expect their students to learn**

Students are expected to read at grade level, be equipped with the tools to decode unknown words, enhance and augment their vocabulary, read grade level material fluently, with expression, intonation, and be able to comprehend what they have read. This may include grade level textbooks, passages from the test preparation booklets, signs, newspapers, novels, and other supplemental materials.

#### **Strategies that are working well:**

Basic instructional items such as hands-on activities, any competitive curriculum activities, partner and buddy reading, reading games, role-playing, prior knowledge experiences, field trips and other pedagogical techniques that have proven successful relative to our reading program.

#### **How are activities assessed**

Reading progress is assessed individually and by the whole class. Teachers use a variety of inventories including informal and formal tests, running records, weekly, monthly and quarterly benchmark assessments, reports and projects based on various criteria. They also employ cumulative, diagnostic, teacher made tests, miscue analysis and observations as fundamental tools.

## MATHEMATICS

The Assessment and Curriculum Review indicated in the 2004 OUSD Renewal report that there was a need to discard the Saxon math textbooks because they were obsolete and did not correlate to the California State Standards. Harcourt math textbooks were subsequently purchased for students in grades kindergarten to 6<sup>th</sup> to address this concern. As a result of purchasing the new textbooks, students exhibited a stronger showing in terms of accelerating their achievement to a higher performance level. Consequently, this supported our efforts and enabled us to make steady progress on our test scores from 2003 to 2007 school years, i.e. over a 5-year period. While there were several mitigating circumstances that caused our 2008 STAR test scores to show a rather disappointing nosedive, we are nevertheless working hard to bring the test scores back up to our goal of moving our students to the advanced and proficiency performance levels.

Our goal is to move 25 students into Proficiency annually for the next five years resulting in advancing another 165 students into the Proficiency/Advanced categories and meeting NCLB mandates.

McDougal-Little Math 2 and Algebra textbooks were also purchased for 7<sup>th</sup> and 8<sup>th</sup> grade students. These textbooks correlate to the California State Standards and are used throughout the state.

Math is all around us; it's prevalent in every aspect of our society and is the engine that runs our country. Math makes more sense and is more meaningful to students when they can connect the math through the lens of their personal lives.

Our math program is academically rigorous and designed to ensure that all students develop a strong foundation of all math strands, in interesting and challenging ways. Ninety minutes of uninterrupted time is allocated each day for math instruction. Teachers differentiate the achievement level groups and use a variety of resources to supplement the math program.

### **What teachers expect students to learn**

Teachers in grades kindergarten through 8<sup>th</sup> have high expectations for their students and want them to demonstrate grade-appropriate skills and concepts as defined by the California State Standards. It's important to develop a strong foundation for all math operations, learn the basic mathematical skills and concepts including computation, number sense, algebra, geometry, problem solving, whole numbers, fractions and decimals. Additionally, students have the capacity to decipher word problems, learn the math vocabulary and be able to pass grade level assessments at a high level.

### **Math activities that work well:**

Learning math material in a real life way and making math relevant to students' lives e.g., banking, shopping, etc. (2) hands-on activities using real objects, (3) use of manipulatives, math games, (4) using individual small white boards, (5) calendar activities, telling time, counting real

money and buying items to make computational skills relevant, (6) using daily flash cards and working with partners.

Modeling the various operational steps and students learning to write descriptions of how to solve a specific math problem supports the integration of writing with math. Teachers also use critical thinking supplemental materials that make math fun and engaging.

**How are the activities assessed**

Teachers use ongoing benchmark assessments i.e., weekly, monthly quizzes, unit, chapter tests, written and verbal responses and informal observations.

**MATHMATICK: A FORMULA FOR SUCCESS**

To make math fun and engaging, E.C. Reems Academy has a school-wide competitive program titled “Mathmatick” that our students simply adore and love to participate in. This program was the brainchild of the vice principal and while its concept is very simple, it is by far one of the most effective and successful programs that get students fully engaged in math while learning the basic computational facts.

Its premise is simple: when students learn/memorize the basic addition, subtraction and multiplication facts they are able to move at a faster pace through the higher-level math skills like multiplication, division, fractions, decimals, algebra, geometry, etc. The program builds student’s self-esteem and confidence. It also allows the low achievers to be on the same level or even surpass the high achievers because many of the low achievers have passed the test before the high achievers.

Mathmatick motivates and encourages students to learn their basic facts and be able to pass a 10-minute test of 100 problems with 100% accuracy every week. When students pass, their names are bubbled in on the Mathmatick bulletin board located in the main hall. Students take pride in Mathmatick and may take the test as many times as needed to pass with 100% accuracy.

The students dearly love to take the test and look forward to Mathmatick test days. Only one person in the school has the test and is allowed to administer it. Students receive a trophy or medal as a reward when they pass both tests.

**WRITING: (Expository Paragraphs)**

The writing project at E.C. Reems Academy was initiated in November 2006 with a major concern that (1) most of our students were unable to write a simple cohesive sentence. (2) they were unfamiliar with a formal writing structure and for the most part, had not been exposed to or had access to a consistent writing process.

A school-wide goal was established to ensure that all second to eighth grade students would be able to write a cohesive 4-step expository paragraph by March 30, 2007. The first step in this process was to train the teachers. One of the following four steps was taught at each staff-training session. As teachers learned each of the writing steps, they went back to their class and taught the step to their students. The students then practiced each step using their individually selected topic. All students had a writing folder so that their writing progress could be monitored and assessed over a period of time.

**Step One:** *Brainstorm* (Prewriting stage). Students select a familiar topic and brainstorm at least twenty to thirty words, categorize the words, and make a list. The listed words are subsequently infused into details for the paragraph.

**Step Two:** Topic *sentence*. This sentence states the *main idea* of the paragraph. The *key word* in this sentence tells the reader what the rest of the paragraph is going to be about. This is the most challenging part of the writing process.

**Step Three:** Supporting *details* help to clarify the topic sentence by providing specific details using words from the brainstorm list. Students apply transitional words to help show the relationship between details.

**Step Four:** Concluding *sentence* ties all sentences together.

Writing is the corner stone of all language arts skills. You might say that learning to write is like learning to bake. The outcome of writing an effective expository paragraph is synonymous with the outcome of baking a cake. All ingredients/skills must be inclusive and applied well.

The ingredients for the writing process consist of *spelling, grammar, mechanics, parts of speech, fluency, reading, etc.* These skills need to be applied to the writing process however, if they are taught in isolation, students view them as a separate entity and fail to see how they are connected to writing a paragraph or essay. A good example is spelling. Students don't seem to understand how spelling is connected to the writing process. They tend to think of spelling as memorizing a given number of words for the weekly test, only to forget them after the test. Spelling is critical to writing and equally as important as the other language arts skills.

The writing process is one of the most challenging of all language arts skills to teach. It is time consuming and takes nearly the entire school year to achieve positive results. This process has to be coordinated with lots of practice, editing, revising and rewriting, etc. Communication skills are critical life-long skills. Moreover, students will need these key skills in high school, college and especially for future employment opportunities.

Acquiring effective writing skills will benefit students now as well as support their future endeavors! As a result of this staff training and student participation, our school produced two bound anthology books of student's writing.

**Writing expectations and activities that work well**

Since we want our school to be the premier school for student's writing, we place strong emphasis on teaching writing skills. To enhance student's writing skills, they practice paragraph writing on a daily basis.

**Activities that Work Well**

Journal writing in which the students write stories using the sequence of events including first, next, then and last; drawing pictures to represent words in the kindergarten and the lower grades; using sentence expansion on a daily basis to enhance writing and make sentences more interesting; writing a cohesive paragraph, underlining the key word in the main topic sentence; writing for a specific purpose by using multiple paragraphs, sentence variety and voice to meet the needs of an audience using different voices; editing writing using the proofreader's checklist both individually and in peer editing groups; using text and supplementary material to reinforce grammar, mechanics and conventions.

**HISTORY SOCIAL STUDIES**

Kindergarten through 5<sup>th</sup> grade use the Houghton Mifflin textbook series and the middle grades use McDougall Little social studies textbooks. These books correlate to the California State Standards. They also use a variety of novels, CDs and other technological supplementary materials to enhance and augment the program. Our social studies program range from a curriculum that discusses self, communities, cultures to cities, countries the nation and the world.

**What teachers expect their students to learn**

Community building understands that history happens on a daily basis, the concept of past and present, and how things change as well as responsibility including fair play, good sportsmanship and respect the rights and opinions of others. Understand that while their world starts in Oakland there is a larger world beyond. Students will be able to read maps of the US and the world. Middle school students will understand the six themes of history, government, current events and the continents, etc.

**Activities that work well**

Hands-on activities using the globe and maps to find and identify places in the states and world, starting each chapter with a story that integrates the reading and writing, projects, timelines, collages based on material covered in class, current events in the weekly reader, games, etc. Students also participate in organized field trips that provide practical application to the content studied in their History/Social Studies curriculum.

**How activities are assessed**

Activities are assessed through hands on activities, discussions, student participation, portfolios and a series of paper/pencil and other tests.

## SCIENCE

Kindergarten through 5<sup>th</sup> grades uses the Harcourt Series and the middle grades use Pearson Prentice Hall textbooks e.g., 6<sup>th</sup> grade Earth Science, 7<sup>th</sup> grade Life Science and 8<sup>th</sup> Physical Science. Our Science books correlate to the California State Standards. Teachers also use a variety of supplementary hands-on materials to enhance and augment the science program. Each year, our students participate in a school wide Science Fair whereby students develop experiments from the science curriculum content taught in their classrooms.

### **Teachers expect their students to learn:**

The life cycle of plants and animals, the five senses, as well as understand that materials come in solids and liquids, study, describe and observe the weather. Students are also expected to ask questions and investigate to find answers. Students will learn to transfer scientific knowledge and apply to real life situations, understand that science is everywhere and foster curiosity and conduct scientific inquiry.

### **Activities that work well:**

Visits to the pumpkin patch and carving the pumpkin, hatching butterflies, hands-on investigations and writing activities to summarize and tie together the concepts, incorporating technology and art, planting a vegetable garden and learning to cook healthy meals using the vegetables from the garden. Students also participate in organized field trips that provide practical application to the content studied in their science curriculum.

### **Assessment of science activities**

Formal and informal observations, various forms of assessments including biweekly and end of the chapter tests, essay questions, science fair projects, and student participation.

## TECHNOLOGY

Technology is viewed as part of the curriculum, curriculum support and as a resource tool to students. Through the use of technology students become active learners, applying authentic, real-world context to learning.

### **What teacher expects the students to learn**

The student is expected to become an active participant in their own learning by linking concepts, skill elements, and experiences; identify patterns and connections; enhance experiential learning through inquiry and information processing, and develop critical thinking skills.

Computer technology begins in kindergarten and students are taught to use the keyboard, write simple words, read words, and identify characters. They also learn to use the software programs Word and PowerPoint and to drop in pictures and clip art. Each year students become more proficient in the Office Suite, research, report writing, developing web pages, blogging, creating newsletters, and developing games. Computer technology places the student at the center of their own learning. Computer technology shifts the definition of 'knowing' from being able to stock information and repeat it to being able to critically make use of it.

**Activities that work well:**

- ✓ Students begin the day discussing culturally relevant information.
- ✓ Students work individually and in groups.
- ✓ Students work on projects that integrate grade level information, Microsoft Office tools, research and production.

Currently, E.C. Reems Academy administration, classrooms, support staff and parents have access to computers and other supportive technology during traditional school hours in classrooms, computer labs, and the Library Media Center, which is currently in development. Student access during non-traditional hours, through our afterschool program is also available. All classrooms have access to individual digital projectors, DVD players, television and multi-media computers with internet access and share the use of scanners, digital cameras, color printers, and networked software.

The technology class that provides lab access to each K-8 student for one hour once a week on 1:1 basis. There are twenty-eight Mac computers in the Computer Lab and a rack of 26 computer laptops for Middle School use. The Middle school students have access to twenty-six laptops for shared use, providing a 1:1 computer access and use by students. Students in math also use the laptops in our advanced classes on 1:1 basis. Teachers may bring their classes to the technology class/lab to work on assignments, or to give specific instructions on a specific assignment with prior arrangement in addition to their weekly scheduled time. Students have access to technology class/lab for after school usage during designated lab hours of 3 to 4 PM to work on assignments.

English language learners who have been identified as needing supplemental support have access to the technology class/lab twice per week. All teachers and staff can access their school web pages via any web browser. Teachers and staff can access their personal files and their student files from any computer on the network via the server. Students learn basic computer skills like using hardware and peripherals, word processing, spreadsheets, desktop publishing, Internet browser, and presentation software. Students use these skills throughout the curriculum to research, design, and publish documents and to prepare presentations that demonstrate clear questioning and creative research strategies. Students also develop computer skills in the context of teaching the core curriculum through curriculum integration of technology. All teachers are expected to access their email daily and use the student data management software GradePro, to manage student data. Teachers also utilize a variety of on-line discovery vignettes and programs, including The Discovery Education On-line Program to augment instruction and productivity software such as word processing, spreadsheets, and presentation software to write essays, papers and other products.

The administrative staff currently uses Grade Pro Software as a data management tool to develop, maintain, and track student files.

### **Summary of Technology Resources for E. C. Reems Academy of Technology & Arts**

- All instructional areas are connected to the Internet via cable
- Wireless school campus
- Technology Classroom/lab with twenty-eight student computers and one instructional desktop
- Twenty-one classrooms with digital projectors and one instructional computer
- Twenty classrooms with DVD players
- Twenty-five laptops for middle school use in core curriculum and for advanced math students
- All computers are networked to three printers for student and teacher use
- All administrative staff has one lap top
- All support staff e.g. Reading specialist, Math Specialist and Counselors have access to shared laptop per program
- A student-to-computer ratio of 1:1
- Before and after school access to the computer lab for teachers and their students
- School website online, and content web pages of all teachers
- Data management software for all teachers
- Access for all students and teachers to word processing, data collection and presentation software.

## **PHYSICAL EDUCATION**

Our PE program correlates to the California State Standards. It serves students in kindergarten through 8<sup>th</sup> grade. Our 5<sup>th</sup> and 7<sup>th</sup> grade students participate in activities that will prepare them to pass the annual state required physical fitness test. The data from this test is sent to the state in March of each year.

### **What teacher expects the students to learn:**

In addition to the content of the state standards, students will develop a sense of overall health, knowledge and awareness of their bodies, the importance of stretching and how to become healthier both physically and mentally. Additionally, they will develop a sense of community and teamwork. Students will participate in games that increase their cardio activity to increase stamina, build confidence, and encourage participation.

### **Activities that work well:**

A daily stretch routine combined with a pledge at the beginning of class; use of competition to add to intensity and motivation; development of a sense of teamwork that encourages students to work with others they do not normally interact with; use of different kinds of games i.e., football,



basketball and volleyball. In addition, students participate in competitive races and a double-dutch contest.

## ART

Our art program evolves from the content embedded in the California State Standards. It continues to be a major part of the foci of our school. Our goal is to support students in their effort to understand and demonstrate artistic perception, creative expression, historical and cultural context, aesthetic values, connections, relationships and applications. Additionally, we want our students to understand that artistic ability may be infused in many other professional careers e.g., architectural and interior design, pottery, quilts, painting as well as past and present works of art.

### Activities that work well

- ✓ The class begins with a meditation exercise designed to center the students and move them into a right brain environment.
- ✓ Students describe and analyze the elements of art.
- ✓ Mixing primary colors to create secondary colors as well as demonstrate how colors create mood and personality within a picture.
- ✓ Making free hand sketches.
- ✓ Using lines to create depth in their pictures.
- ✓ Discuss various artists past and present.
- ✓ Compare and contrast their works of art.
- ✓ Use sculptural material such as clay or paper to create form and texture.

### Assessment

Formal and informal observations relative to written tests and grade level art project.

## SPEAKING

We want our students to be able to speak confidently before an audience of their peers and others. We want them to be able to do the following:

- Give oral reports
- Memorize and recite grade level poetry and famous speeches
- Share stories in front of class
- Partner read
- Participate in book clubs, literature circles, debates, trials, various class and school wide activities and in front of different audiences
- Retell and explain stories
- Author's Chair activity
- Answer questions using who, what, where, when, and why

To enhance student's speaking ability, and address the state standards relative to speaking skills, students participated in the following scheduled assembly programs throughout the year:

- ✓ Martin Luther King
- ✓ Thanksgiving
- ✓ Black History
- ✓ Cesar Chavez
- ✓ Winter Holiday
- ✓ Music Conductor
- ✓ Awards Assemblies and others.

## **OPEN BOOK PHONICS & READING PROGRAM**

Open Book is an on-line reading and comprehension program designed to teach slow learners and second language learners how to read. It is a self-paced computer program that increases fluency, and comprehension. The program supports learning at any age or grade. It is available to students in English and Spanish, though our students (all English speakers) use the English version.

The following is the list of the effective techniques implemented by staff to foster student achievement at E.C. Reems Academy. These techniques will continue to be implemented school-wide.

### **Assessments**

Annually teachers conduct a battery of academic summative and formative assessments to determine individual student levels of knowledge and develop individual student profiles to better monitor academic success on a regular basis. The profile is used as an instructional blueprint. The blueprint is supported through monthly reviews and progress reports.

### **Progress Reports**

The Progress Report is a month to month system designed to track student development. Teachers produce monthly progress reports designed to keep parents abreast of their child's academic development and whether they are at grade level. If the student is below grade level in a subject the report indicates interventions, if above grade level, methods of advanced engagement.

### **Looping High Achievers**

Students that are above grade level in a subject area are looped to the next grade level for instruction to more fully engage the student at their academic level versus their grade level. High achievers are looped to the next grade level, but are responsible for work at grade level and the looped level.

### **Tutoring**

Peer, cross age, before and after school tutoring. Buddy reading was also an effective tool.

**Differentiated Instruction**

Differentiated instruction is a new instructional tool and is being integrated into our instructional strategies. Previously teachers divided students into learning groups but did not necessarily incorporate critical thinking skills to drill down and elucidate inferential knowledge. This is done during Language Arts and Mathematics instructional periods in individual classrooms. Grade level teachers work together, usually one teacher instructing the struggling and low performing students and the other teacher instructing the grade level and middle group. (There are two teachers per grade level, grades Kindergarten through eighth.

**Test Preparation**

There was a tremendous school-wide emphasis on test taking strategies with a focus on comprehension. A variety of commercial and other test formatted materials were also provided to teachers.

**Reading and Mathematics School-wide Competitive Programs**

Very successful motivational school-wide programs have been designed by the Vice Principal, not only to make learning fun, but to improve reading, language arts and mathematics skills in a contest competitive format. Grade levels compete against each other. Trophies, prizes and other incentives are given to the classes achieving 100% on the various written tests. These programs enhance and support the regular reading and mathematics curriculum. The following motivating programs were implemented:

**“Read Between the Lines/ Math Between the Lines”**

These strategies were designed to support various learning styles and assists students in becoming more proficient in reading and mathematics comprehension skills.

**“Mathemattick”**

A pull out program for students in grades 4-8. This program involves students memorizing 100 addition, subtraction and multiplication basic math facts. The purpose of Mathemattick is to motivate students to learn the basic math facts to increase their pace and support higher level skills and concepts.

**Test Rally**

An upbeat assembly designed to motivate and build student confidence just prior to taking the state tests.

**Pull-Out Instruction**

This Gap program is designed for struggling and low performing students to improve their reading and mathematics skills.

**Weekly Professional Development**

This staff training addresses student and teacher needs, as well as teacher requests, e.g. Teaching Expository writing to students in preparation for the state required 4<sup>th</sup> and 7<sup>th</sup> grade writing tests, Harcourt Math, Differentiated instruction, integrating comprehension and test taking strategies.

## **SPECIAL EDUCATION**

### **Plan for Students with Disabilities**

E.C. Reems Academy welcomes all children with disabilities, whether such children are currently or newly identified as disabled. E.C. Reems Academy is committed to working with the district to meet the needs of special learners.

#### **Overview**

E.C. Reems Academy shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

E.C. Reems Academy agrees to adhere to the policies, procedures and requirements of the Oakland Unified School District as well as the Alameda County SELPA.

E.C. Reems Academy shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

E.C. Reems Academy complies with all state and federal laws related to the provision of special education instruction and related services and utilizes appropriate SELPA forms.

#### *Section 504 /ADA*

E.C. Reems Academy is solely responsible for its compliance with Section 504 and the ADA. All facilities of E.C. Reems Academy of Technology & Arts are accessible for all students with disabilities in accordance with the ADA. E.C. Reems Academy facility does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs offered by E.C. Reems Academy.

E.C. Reems Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of E.C. Reems Academy of Technology & Arts. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

The Executive Director serves as the 504 Coordinator.

The 504 team is assembled by the Executive Director and includes the parent/guardians, the student (as appropriate) and qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team reviews the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations are used to help determine eligibility under Section 504. The student evaluation is

carried out by the 504 team who evaluates the nature of the student's disability and the impact upon the student's education. This evaluation also includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information used during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the E.C. Reems Academy professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The 504 Coordinator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

*Services for Students under the "IDEIA"*

E.C. Reems Academy provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). E.C. Reems Academy remains, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, E.C. Reems Academy of Technology & Arts reserves the right, in the future, to make written verifiable assurances that E.C. Reems Academy of Technology & Arts shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, E.C. Reems Academy of Technology & Arts seeks services from the District for special education students enrolled in E.C. Reems Academy of Technology & Arts in the same manner as is provided to students in other District schools.

E.C. Reems Academy follows the District and SELPA policies and procedures, and uses SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. E.C. Reems Academy complies with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. E.C. Reems Academy requests an annual meeting between E.C. Reems Academy of Technology & Arts and the District to review special

education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that E.C. Reems Academy of Technology & Arts and the District have an ongoing mutual understanding of District protocol, and to facilitate ongoing compliance.

As long as E.C. Reems Academy functions as a public school of the District for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), E.C. Reems Academy complies with the Memorandum of Understanding (“MOU”) with the District which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of E.C. Reems Academy of Technology & Arts.

#### *Referring Students for Special Education Services*

The referral process includes Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. E.C. Reems Academy identifies and refers students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program. Modifications to the general program are documented prior to a referral for Special Education. A student is referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. Implementation of Special Education service begins with pre-referral remediation and monitoring of low achievers by Student Support Team members. The team, which includes students’ teachers, identifies problem areas for low achievers and plans interventions that are monitored and reviewed at subsequent meetings. When students do not make satisfactory progress after implementation of remedial programs and strategies, they may be referred for evaluation under Section 504 or the IDEIA.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns, and strategies that have been used in the past. These people may include but are not limited to teachers, parents, counselors, doctors, administration, social workers, parole officers, and other law enforcement officials.

Examples of modifications and accommodations that are implemented by a SST before referral for assessment at E.C. Reems Academy are: provide study carrels, use of room dividers, provide headsets to muffle noise, seat child away from doors/windows, seat child near model (child or teacher), rearrange child groups (according to instructional needs, role models, etc.), seat child closer to the front of the room, vary working surface (e.g., floor or vertical surface such as blackboards), simplify/shorten directions, written homework assignments, give both oral and written directions, have child repeat directions, have child repeat lesson objective, change question level, change response format (e.g., from verbal to physical; from saying to pointing), provide sequential directions (label as first, second, etc.), use of manipulatives, alter objective criterion level, provide functional tasks (relate to child’s environment), reduce number of items on a task, highlight relevant words/features, use rebus (picture) directions, provide guided practice and increase allocated time.

### **English Language Learners**

E.C. Reems Academy complies with all applicable federal laws in regard to services and the education of English Language Learner (ELL) students.

E.C. Reems Academy includes a home language survey on its admissions form. Students who check a language other than English as the language spoken in the home shall be CELTD tested within thirty (30) days of enrollment and annually thereafter, prior to October 31 of each year, unless already re-designated as English proficient.

The E.C. Reems Academy classrooms contain multiple supports for ELL students. There is a diversity of materials and concrete lessons that provide many opportunities for support strategies such as sheltered English, in addition to labeled items and leveled materials. The E.C. Reems Academy philosophy honors individual learning needs and the classroom creates an environment of acceptance of diverse learners. E.C. Reems Academy teachers use SDAIE strategies in the classroom and encourage peer tutoring and cooperative learning, which are recommended strategies for English Language Learners.

E.C. Reems Academy supports ELL pupils through several programs including small group settings, a 'pull out' literacy program, Open Court, and OPEN BOOK, a Spanish Language Computer Literacy and Reading Program. One-on-one reading support is available as needed.

Non-school factors influence the student's academic achievement, particularly as it relates to English as a second language learners, and socioeconomic status. To this end, E.C. Reems Academy offers ELL parent's access to its OPEN BOOK Computer Literacy and Reading Program to teach them reading and basic computers skills. Acquisition of these skills in turn will assist parents and allow them to work more diligently with their children with their studies. As the parents overcome literacy deficiencies, pupils will benefit academically and become English literate at a more rapid pace.

### **Ernestine C. Reems Academy of Technology & Arts is needed in East Oakland**

**East Oakland is a community devastated by socioeconomic factors** that undermine the ability of local youth to break free from the barriers that lead to an unhealthy adulthood. **Educational opportunities are often considered a by-product of subculture survival.** Ernestine C. Reems Academy of Technology & Arts offers a learning environment that invests in low teacher-pupil ratios, direct attention to individual pupil needs, identification of individual pupil learning styles, one-on-one support, real-world experiences and exposure, health education and support, parent training, social and psychological support for pupils and parents, teacher induction and retention training to foster a better understanding of community dynamics that impact learning, and tools to reinforce and continue to engage teachers in an at-risk community, thus reducing teacher turnover and improving academic and social continuity. These factors contribute to increasing academic achievement, matriculation, and social development skills among a population noted for high dropout rates and low academic achievement, and statistics that support an increase in juvenile and adult incarceration and death rates. **E. C. Reems Academy stands as a safe educational institution, in an otherwise violent community setting.**



## **What it means to be an 'Educated Person' in the 21<sup>st</sup> Century.**

*Education Code 47605(b) (5) (A)*

**The schools' goal is to enable pupils to become self-motivated, competent, lifelong learners.**

The 21<sup>st</sup> century is a major departure from the 20<sup>th</sup> century. The industrial era required citizenry to learn to think logically and linearly. The 20<sup>th</sup> Century developed an educational framework that produced workers to support industrialization, i.e. production. The 21<sup>st</sup> century departs from this concept of educational framework. The citizenry no longer operates under the auspices of manufacturing assembly lines, or a system delivery that required employees to function using an assembly line thought process and mentality. The 21<sup>st</sup> century is systems-centered, where educated people must learn core and non-core subjects using 'think smart technology', while learning to predict situations and outcomes based on current information, i.e. educators must teach critical thinking skills.

Educated people must envision the big picture, thus enabling them to visualize system transitions, to not only forecast but also develop new protocols to support change, i.e. educators must teach systems thinking. The 21<sup>st</sup> century is a computer-oriented century, where nanotechnology is the wave of the future. Educated people must become knowledgeable about technology, its uses, and how to apply them at home, or work, i.e. educators must become a part of the technology revolution and teach, as well as use technology in the classroom. We are also becoming a sustainable environment whereby people must understand relationship issues regarding leadership, civic culture, behavior, personal finance, and ecology – the relationship between earth and man, i.e. educated people must be astute in subjects that foster sustainability and lifelong learning habits. Educated people must be global thinkers.

Living in a global environment requires a level of sensitivity and understanding of world cultures. Given that we are training future leaders, we strongly promote multiculturalism, integrating culture, ethnicity, art, and technology into the core subjects to provide an understanding and awareness of world cultures and how they interact on a global basis.

Academic achievement, social acuity, and civic responsibility are the major components needed to become an educated person in the 21<sup>st</sup> Century.

## **WHOM IS THE SCHOOL ATTEMPTING TO EDUCATE**

### **Target Pupil Population - Ethnicity and Grade Levels**

*The schools' primary focus is academic achievement in preparation for entrance into college.*

**Currently, sixty-five percent of the pupils are African American and thirty-five percent are Hispanic.** While the school demographics mirror the neighborhood demographics, **no ethnicity is discriminated against;** all races and ethnicities are welcome to attend E.C. Reems Academy.

To this end, the school offers pupils an academic forum to learn and demonstrate 21<sup>st</sup> century leadership skills.

**The K-8 pupil population** ranges between 355 and 365 students. The maximum number of students is confined by the size of the facility and does not allow for additional growth.

**E. C. Reems Academy is a school that emphasizes all of the skills needed to become an educated person in the 21<sup>st</sup> Century.**

### **How Learning Best Occurs**

*Education Code 47605(b) (5) (A)*

**As an extended elementary school, classes operate in self-contained environments**, where pupils remain with their teacher during all core subject studies. Teachers and instructors other than the home grade teacher teach computer, art, music, and physical education courses.

**Learning best occurs through project-based learning and scaffolding models that integrate reading and analysis as the foundational tools for learning.** Further, **small classroom populations, 20:1 grades K- 4, 25:1 grades 5- 8**, provide a learning environment where the K-8 teacher can teach in whole groups or clusters while addressing and meeting each pupils academic and social needs; when grades 9-12 are added, it will have a pupil-teacher ratio of 25/27:1. All teaching methods will support multiple-intelligence learning styles producing individual and group work. **Instructional strategies such as tactile/kinesthetic, clustering/mind-mapping techniques, peer editing/writing as process, and interdisciplinary curriculum planning will be used to empower pupils to become self-motivated, responsible learners.**

**Learning is enhanced through the development of character education building blocks and the Guiding Principles, borrowed from the Seven Principles of Kwanzaa, to train pupils in social skills development. These tools contribute to personal behavioral success and respect for process and procedures that support classroom management and hence increased levels of academic achievement.**

### **Plan for Students Who are Performing Above and Below Grade Level**

The school addresses students' academic needs through several methods: student study teams (SSTs), individual educational plans (IEPs), student assessments in reading, language skills and concepts, and mathematics, after school enrichment programs, technology-based reading, writing and mathematics programs, on-line assessments, learning style assessments, and state test results. These methods help students in the FFB, BB, B categories by identifying this population and using pull-out methods, and other intervention tools to increase their skill levels. These prevention and intervention and research tools will provide the necessary information to develop, improve, or change instructional programs.

Through our Teacher Induction and Retention component we offer various opportunities to strengthen our teacher's skills in a variety of areas including Differentiated Instruction, using Thematic Units, Special Educational Law, Leadership Skills and Behavioral Pediatrics.

We also offer before and after school tutoring, summer school, service learning and social skills and character education curriculums to strengthen and support students' academic rigor.

We conduct regular meetings with parents to discuss academic and social achievement. In addition to one-on-one communications we send home monthly progress reports, school newsletters and teacher produced weekly reports. Report cards are generated three times a year. The report card format is narrative, quantitative and qualitative.

### **SUPPORT FOR STUDENTS IN READING**

E.C. Reems Academy uses four types of reading assessments to determine which type of intervention program is appropriate for which students. We use two data driven screening tools: (1) screening assessments to determine which students were on target for meeting the content standards and which needed further (2) diagnostic assessment.

We use applied screening assessments because they are formative and are used for early identification of both at-risk readers and grade-level readers. The assessment focuses on grade level appropriate skills, and screening is conducted by the teacher.

Further, we rely on progress monitoring assessments to track student progress toward grade level expectations and content standards. This formative assessment includes classroom-based assessments and is used to determine a student's rate of progress towards grade level expectations, to identify readers who are not demonstrating adequate progress in daily lessons, and to influence instructional decisions. This method is used three times a year: fall, winter and spring.

Diagnostic assessments are given when a student is identified as reading below standard and is not responding well to instruction. We use diagnostic assessments because they are formative assessments and provide more in-depth information regarding a student's particular strengths and deficits.

Outcome assessments are summative assessments given at the end of the school term to all students. Data may be used to identify students in terms of those who achieved grade level expectations, those who made progress, and those who did not. Data also provides a bottom-line evaluation of the effectiveness of a reading plan, including the effectiveness of current instructional strategies. We employ this tool to determine where more training and mentoring may be needed. The tests are norm referenced and criterion referenced.

State-wide achievement tests are another outcome based assessment, and is aligned with grade level expectations. This criterion-referenced outcome assessment provides skill-based benchmarks for instruction.

Not all students attending the school read below grade level, and therefore do not require a reading intervention program.

### **SUPPORT FOR STUDENTS IN MATH**

During the 2002 school year, we purchased the Hampton-Brown Math Series to improve teaching and learning and provide a strong mathematics foundation for our students, however, this series proved to be remedial with an intervention focus and did not challenge or meet the needs of our students mathematically. Therefore, in 2004, we purchased a different series that not only challenged our students but addressed the state standards as well.

As a part of our strategic plan, we purchased the following new math textbooks over a three year period: (2004-2005) Harcourt Math Series for grades K-6. (2006-2007) McDougal Littell Series for grades 7-8; Math-2 for grade 7 and Algebra for grade 8. Our goal is to advance our 7<sup>th</sup> grade students to Algebra and 8<sup>th</sup> grade to Geometry by the 2010 – 2011 school year.

Upon disaggregating the STAR test scores during the Summer Institute, we learned that many of our students were having difficulty in mathematics. Having moved from an intervention text series, we recognized that differentiated instruction practices were weak and teachers needed further training to assist the low achievers while continuing to engage the average and above average students. A discussion and additional training was provided, however, we realize that a continued effort is needed in this area.

Recognizing that purchasing a new text series was not sufficient, we decided to duplicate our Reading Program, known as the Gap Program, and seek funding to begin our Mathematics Clinic. We were awarded a grant to fund the Clinic which was introduced in late Fall 2008.

Further, recognizing that manually tracking student achievement is becoming more cumbersome as the years progressed; our system faltered as individual students continued to excel but the cohort began to stagnate and in 2008 took a dive. Support on a universal level was not being accomplished, as desired (see STAR Test results 2004-2005, 2005-2006, 2006-2007 and 2007-2008). To address this area, we are purchasing the CPAA – Children’s Progress Academic Achievement Software for grades K-3. This tool disaggregates Language Arts and Mathematics data by student, grade, and school levels, identifying strengths and areas of need in the three levels. This tool will help move slow achievers that are stagnating in Basic to Proficiency. This tool will also help us realize our NCLB goals.

In addition to purchasing CPAA, we are purchasing the Discovery Education Predictive Assessments Software for grades four through eight. This Software also contains video from Discovery Education streaming, the digital video-based learning resource proven to increase student achievement. We have subscribed to Discovery Education Streaming for four years and it has proven successful as a supplemental resource, and a tool to develop a base of virtual prior knowledge that middle and upper income students experience in life.

**Mathematics Textbooks**

<b>Textbook Series</b>	<b>School Yr Adopted</b>	<b>Grades</b>	<b>Type of Math</b>
Harcourt Mathematics	2004-2005	K-6	General Math
McDougal Littell	2005-2006	7	Math Course 2
McDougal Littell	2007-2008	8	Algebra 1
****	2008-2009	****	****
****	2009-2010	****	****
McDougal Littell	2010-2011	8	Geometry

**Software**

<b>Software</b>	<b>School Yr Adopted</b>	<b>Grades</b>	<b>Type</b>
Children's Progress Academic Assessments	(Trial) Spring 2009 Full Implementation 2009-2010	K-3	Formative Assessment
Discovery Education Predictive Assessments	(Trial) Spring 2009 Full Implementation 2009-2010	4-8	Predictive Formative Assessment

**Other Tools and Interventions**

<b>Tool/Intervention</b>	<b>School Year Implemented</b>	<b>Grades</b>
Mathematik	2007-2008	2-8
Mathematics Clinic	2008-2009	3-8
After School Math Homework Club and Tutoring (3-4 pm)	2008-2009	K-8
After School Math Challenge (ASES Program)	2008-2009	4-8

## **Element B: Measurable Pupil Outcomes**

*Educational 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.*

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### **What pupils should know upon graduation from Ernestine C. Reems Academy of Technology & Arts**

Pupils should know and demonstrate grade appropriate skills defined by the California State Content and Performance Standards, as well as E.C. Reems Academy academic and social standards. Pupils will demonstrate academic, life-long learning, and social skills needed to excel in high school and life.

#### **1. Core Academic Skills**

**Language Arts:** Pupils will demonstrate comprehensive reading, writing, thinking, test taking strategies, listening, speaking and presentation skills, using multiple forms of expression, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various periods and cultures.

**Mathematics:** Pupils will demonstrate abilities to reason logically and know how to apply mathematical processes and concepts in the areas of arithmetic, algebra, geometry and other mathematical subjects identified by the school and governing board.

**History/Social Studies:** Pupils will comprehend and demonstrate civic, historical, and geographical knowledge that produces an understanding of cultural dynamics, relationships, and global dependencies.

**Science:** Pupils will extrapolate and apply scientific research and inquiry methods to use concepts native to biology, earth sciences, ecology, and physics to everyday life as a means of supporting higher learning strategies.

**Foreign Language:** Pupils will have a basic understanding of and knowledge in listening, reading, writing, and speaking a foreign language, i.e. Spanish.

## 2. Other Academic Skills

### **Technology -**

Pupils will **demonstrate an understanding of computer, and multimedia skills** designed to support learning. **These skills will enhance delivery of core skills.** Pupils will learn how to use computer software such as Word, Excel, PowerPoint, FrontPage, and Publisher, to design and produce professional research papers, documents, web pages, newsletters and other media tools, and data reports.

These skills support and enhance basic computer knowledge. Further, the curriculum is delivered via the same technology to prepare pupils to focus on careers vs. jobs. These skills and abilities support interests in pursuing education and training.

Pupils will develop and understand the capabilities in delivering video and radio mediums via technology-based networking. These skills will enhance their ability to understand technology-delivered media communications.

Further, this knowledge will contribute to their ability to communicate ideas and thoughts using 21<sup>st</sup> century technology. These skills will provide a broader understanding of critical thinking skills, process and process development, and strategic planning skills.

### **The Arts -**

One of the foci of E.C. Reems Academy is Art. Visual Arts, Technology and Art, (e.g. computer-aided design, architectural design, and other forms of multimedia), and music offer pupils skills that will support careers in the fields noted above, as well as other careers. Through this program, pupils will understand and demonstrate artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, and applications. "These competencies and creative skills in problem solving, communication, and management of time and resources will contribute to lifelong learning and career skills." (California State Art Standards)

## 3. Social and Life Planning Skills -

**Pupils will learn skills that support social development and enable them to participate in society as functioning adults.** These skills are taught using the Tanzin Resiliency in Education Program and focus on character development, conflict resolution and mediation, citizenship and leadership skills, and service and stewardship skills development. Academically, pupils demonstrate study skills, critical thinking skills, planning skills, time management skills, and process skills that will underlie, and support academic achievement throughout their adult lives.

Ernestine C. Reems Academy exit outcomes address standards and goals for special education, Limited English proficient, and other special student populations, as specified in the State and Federal Education Statutes.

### **Curriculum Alignment to Pupil Performance Standards**

**The curriculum aligns with pupil performance standards using a number of assessment and evaluation tools to determine achievement, intervention, and modification needs.** These tools include, but are not limited to: annual assessments to determine pupil learning profiles, monthly progress reports, testing, portfolios, class projects, service learning, state testing, and other instruments that support assessment and evaluation, such as selection and participation in district programs and competitions. These performance standards and assessments will be described in Element C.

### **How the School supports Pupils who do not meet Pupil Outcomes**

**Pupils requiring special education assistance** receive services to support their style and ability to learn. Many pupils enrolled at E. C. Reems Academy arrive as low achievers. Upon arrival all pupils are assessed, generally at the beginning of each school year, to determine a baseline and establish a pupil academic profile.

The profile outlines the pupil's strengths, weaknesses, and style of learning. This tool is used to evaluate success and identify areas of concern.

**If a pupil does not meet pupil outcomes**, support systems such as, one-on-one, district RSP, and computer-aided, self-paced programs are introduced into the pupils' academic profile plan and systematically implemented to aid in learning and attaining grade level skills. The IEP (Individual Education Plan) is the mechanism to frame the above.

Additionally, after school tutoring and support programs provide underachieving pupils with additional support from teachers, instructors, support personnel and computer aided programs to help underachievers understand and excel in the subject(s) of concern. See Pupil Assessment Process template, Element C.

### **Alignment of School Outcomes and Impact on Learning**

**In addition to individual pupil outcome goals, E.C. Reems Academy has set high standards for the school itself and its board, staff and parents.**

#### **School-wide Performance Goals -**

**At least 70% of the pupils will increase one grade level or skill levels of progress each academic year**, as evidenced by scores on the state CAT 6 Test, the STAR Writing Test administered to fourth and seventh grade pupils, as well as other assessments. Performance standards, assessments, and test modifications for pupils with special needs is determined by the pupils IEP and is followed accordingly to provide opportunities for



all pupils. Performance standards and assessments for English Language Learners are in accordance with the state adopted English Language Development standards and CELDT Test results.

Pre- and post-tests reflect academic growth to support 'clear and convincing' standards to show that E.C. Reems Academy is comparable to all other area schools in the district.

Performance Goals: Writing Proficiency- scoring a 4 on the 1-4 rubric scale, grades 4 and seven

Grade	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
4	55%	65%	75%	85%	100%
7	30%	50%	70%	90%	100%

By the 2012-2013 school year, all students in grades 4 and 7 will attain a proficiency score of (8) performance level in writing. This will be measured incrementally over a 5-year period by the annual STAR test results.

Student progress will be monitored quarterly each year to insure that students become more adept as writers and are capable of mastering the STAR Writing Test.

Currently we use the 7 Steps of Writing and Practice methodology in grades, 2 – 8. This program has been effective in teaching students how to write well, but has not translated in STAR Test results. This suggests that 1) new teachers will require training in the application of the Writing Steps and continuing teachers may need to be motivated to use this process daily and, 2) we need to identify and purchase writing software assessments for elementary and middle school.

Our school-wide goal is to purchase writing software by June 2009 and train teachers how to use the assessment software during the Summer Institute this coming August 2009. Implementation will begin September 2009.

The writing software and the 7 Steps of Writing will help insure that we meet our performance goal of maximum proficiency by 2012-2013.

The school is currently ending the use of SASI XP as its SIS Software and will migrate to Power School beginning late June 2009. Power School will provide interoperability framework.

Students who attend E.C. Reems Academy are expected to meet the above outcomes, which are aligned to the school vision, mission, curriculum, and assessments described in Element A and C

To better serve our students and community, E.C. Reems Academy will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. E.C. Reems Academy will submit to the State Administrator and the District Board, at any time prior to expiration, a description of any

changes to the above student outcomes as an amendment of the charter. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

## **Element C: Methods to Assess Student Progress toward Outcomes**

*Education Code 47605(b) (5) (C)*

*The method by which pupil progress in meeting those pupil outcomes is to be measured.*

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**Expected student outcomes as defined in the State Content Standards provide the primary method of measuring what the student has learned from subject-to-subject, year-to-year and the duration of enrollment at Ernestine C. Reems Academy of Technology & Arts.** The testing measurement tools to assess students include the CAT 6 (when offered) and the STAR Writing Test for Grades four and seven, the CELDT for English Language Learners, and the physical education test for grades five and seven, and other comprehensive reading, language arts, and mathematics examinations. Other measurement tools such as, student portfolios, teacher and administration tests, progress reports, report cards, projects and reports, and oratorical presentations will help quantify annual and exit outcomes.

**Benchmarks are determined by teachers and administrators** to ensure that State Content and Performance Standards are being met throughout the year. The benchmarks are aligned with the State, District, and E.C. Reems Academy standards. **We conduct benchmark reviews at the close of each month, or ten times a year, to evaluate student achievement.** There are four levels of review: We purchased two software assessment programs to track progress using predictive tools, monthly Academic Progress Reports assess and identify student achievement. Individual student interventions are identified to remediate subject materials or enhance level of study for students that excel beyond the current benchmarks. If a student does not respond to the Progress Report interventions, an SST is conducted to support the at-risk student offering and more comprehensive academic interventions. If the SST does not remediate the deficiency, then the District, conducts an IEP, to determine other academic strategies and interventions beyond those available at the school. **Articulation from grade level-to-grade level also ensures that student outcomes meet State Content and Performance Standards.** This is accomplished through grade level meetings designed to define academic achievement outcome; agreement among intra-grade level teachers to assess, prioritize, teach, and evaluate the same skills to all students in the respective grade, and finally, inter grade level articulation to assure that students matriculate to the next grade level demonstrating the skills identified in the State, District and school standards.

**Teachers and administrators review benchmarks to ensure that each grade level addresses areas of deficiency.** Inter-grade level meetings are scheduled throughout the year to review areas that may require more attention. **Each grade articulates expected outcomes with the grade below and grade above to guarantee consistency in delivery of content and performance standards in each of the core academic areas of language arts, mathematics, history/social studies, and science.** The same process is used to ensure that non-core subjects like music, technology, art, physical education, and foreign language, meet the same level of rigor required to ensure achievement in the core content areas.

**The exit outcomes include acquisition of core and non-core skills.** The exit outcomes are measured using the same tools defined above. **Non-academic skills such as leadership, citizenship, conflict resolution and mediation are measured through participation in**

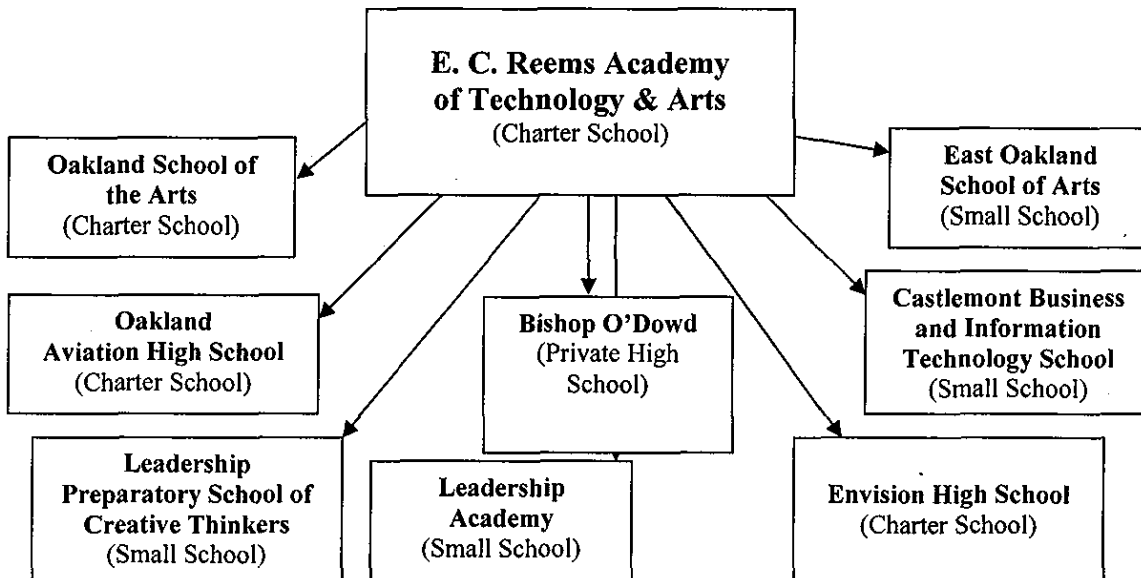
**leadership capacities in and outside of class; participation in clubs and organizations; participation as liaisons and representatives of school programs; election and appointment to school offices, and ranking at District-level competitions.**

**Exit outcomes address** not only the needs of mainstream students, but also **the standards and goals for special education, Limited English proficient students, and other special student populations.**

**Attendance is another measurement tool.** As we experience a decline in truancy the students' grades improve. Our goal is to maintain a 97% student attendance rate. **Attendance is a key factor in the development of academic achievement.** Many students transfer from district schools with low grade point averages. Accompanying low grades is high truancy rates. E.C. Reems Academy provides tools to remediate truancy concerns with parent/guardian meetings, teacher support, and attendance in the Tanzin Resiliency in Education Program. As the student begins to attend school regularly, the academic profile then becomes a viable tool to address academic deficiencies. **This process contributes to an increase in grades and the ability to master grade-level subject matter.**

**Developing measurement tools and outcome expectations** will continue to change as the target population meets current assessment goals and increased levels of academic achievement. **This is a natural process** and is to be expected when growing a school. Further, as the student population continues to matriculate from grade to grade, the level of academic achievement will increase placing greater focus on advanced/higher learning skills and tools. E.C. Reems Academy is beginning to experience school-wide performance increases that have resulted in the development of new articulation academic management techniques. **These techniques have prepared the school to become a feeder school to Oakland Charter and Oakland District High Schools.** (See following chart identifying assessment tools used to measure student progress toward outcomes.)

**Local High School Feeder Articulation Diagram**



Our goal is to continue to strengthen Oakland Schools by challenging our students learning capabilities and capacity. As a public charter K-8 school we have the responsibility of preparing our youth to excel. Challenging our youth through a rigorous curriculum encourages academic achievement and preparation to refine learning once they enter high school and move from pupil to student status. While simultaneously encouraging character in leadership skills, our students will achieve the highest levels of education and leadership, which we hope will yield their return to bring others forward.

**Assessment Tools Used to Measure Student Progress toward Outcomes**

Assessment Tool	Grade/s	Expected Outcomes	Year	Target - % of Student Increase towards Proficiency
Children's Progress Academic Achievement Software	K-3	Identifies the student's zone of proximal development (ZPD). Recommends activities and intervention strategies tailored to each child's specific needs to master the Language Arts and Mathematics State Content Standards.  The child will take the assessment 3-5 times a year tracking the child's progress in Language Arts and Math.	Spring 2009	30% of the students score Proficient on the State Test annually

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		It helps teachers develop intervention strategies to meet the students' specific needs. It increases teachers' ability to assess student development throughout the year.		
Discovery Education Predictive Assessment Software	4-8	Students can take tests that are challenging as the state test; use their own progress and be more fully engaged in the learning process; improve their performance based on testing results; can predict students proficiency, mastery and AYP performance with 80-90% accuracy.	Beginning Fall 2009	30% of the students score Proficient on the State Test annually
State Release Test Question Quizzes	2-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; and provide interventions	January 2009	30% of the students score Proficient on the State Test annually
Weekly Quizzes	K-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; provide interventions	On-going	30% of the students score Proficient on the State Test annually
End of Chapter Quizzes	K-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; provide interventions	On-going	30% of the students score Proficient on the State Test
Tests	K-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; provide interventions	On-going	30% of the students score Proficient on the State Test annually
Student Portfolios	Upper Elementary 4-5 6-8	Students demonstrate critical thinking; identify and solve problems creatively; increase applied knowledge and understanding of subject matter; students will develop the power to think critically, acquire technical competency; students will form a personal artistic vision	Beginning Fall 2009	First year , 30% of students will score a 3 on a 4 point rubric
Progress Reports	K-8	Measure academic achievement month to month;	Monthly	55% of the students will score at or above grade level each month; 30% of the students

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				score Proficient on the State Test annually
Report Cards	K-8	Measure academic achievement	Tri-semester	60% of students maintain a B or above GPA; 30% of the students score Proficient on the State Test annually
Educational Games/during and after school	K-8	Students will develop critical thinking skills while using content skills to win	Weekly	Contribute to STAR test proficiency

## **Element D: School Governance**

*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*

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Ernestine C. Reems Academy of Technology & Arts constitutes itself as a California Public Benefit Corporation pursuant to California law. The school is being governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The Governing Board's major roles and responsibilities includes establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the top administrative staff. The Board, whose members have a legal fiduciary responsibility for the wellbeing of the organization and the school, rotate off the board, insuring consistency and institutional memory, to govern the school. The school's governing board is composed of a maximum of eleven members, to include:

- 1 Statutory President, Dr. Ernestine C. Reems Dickerson, or her designee
- 1 Oakland Community Organization Representative
- 2-4 Business Representatives
- 1-2 University Representatives
- 1 Teacher Representative
- 1 Parent Representative
- 1 Student Representative (Non-voting)

Board members serve a term of two years, with a maximum of three consecutive terms (initial terms were staggered to ensure continuity in management of the school). Dr. Ernestine C. Reems' position had no term limit. The Board conducts an open and well-publicized nomination process to allow parents and other interested parties to nominate themselves or others for appointment to the Board when vacancies arise. All new members must be approved by the Board, with the exception of the OUSD representative.

If the OUSD Board desires, it may have one of its members appointed as a member to the Board of Ernestine C. Reems Academy of Technology & Arts.

The parent representative is of vital importance in that they monitor the pulse of parent concerns. The parent representative is responsible for reporting the outcomes of the monthly parent meetings to the board. The parent representative is the bridge between the school and the community.

There are two parent organizations: the School Site Council (SSC) and the Parent, Teacher Organization (PTO). These two organizations provide parental input in all areas related to the



school. Parents are the most important member in a child's life and education. Their participation and exposure increases student achievement more than any other factor.

### **Parent Volunteers and Participation**

Parents are an integral part of their children's learning and are required to spend time at the school in a variety of venues, including assisting teachers, chaperoning fieldtrips, assisting administrative staff, and supporting fundraisers and school activities. Presence and visibility are key components that reinforce that students are valued, especially students whose parents do not play a major role in their child's lives, be it academic or social. Parent volunteers, like teachers, become surrogates to our students, in that their presence and participation as role models ensures students that they are valued and consequently cared for in a manner that does not often exist in their own homes. Children's academic success is tied to a sense of self-worth. A sense of self-worth is acquired when a child is taught that they are worthy of being taught. It occurs when adults affirm their success in school. Parents are the primary support group as it relates to fundraising. Our parents contribute to the school budget through fundraising. The funds are used to purchase supplemental materials, student programs and fieldtrips.

## **Ernestine C. Reems Academy of Technology & Arts Board of Director's Responsibility Template**

### **Board of Director's Responsibility**

### **Board of Director's Role**

#### Legal Responsibility

- Exercises fiduciary role to ensure that the school is properly managed.
- Maintains legal status; insures that the proper paperwork is submitted to governmental agencies.
- Reviews financial and business dealings.

#### Board Accountability

- Establishes and communicates clear expectations of Board directorship.
- Assures effective participation of Board directors.

#### Financing and Accounting

- Approve annual budget.
- Reviews monthly/other scheduled financial reports.
- Ensures that proper internal controls are in place.
- Hires and oversees auditor

#### Strategic and School-wide Plan

- Approves school goals and objectives.
- Reviews strategic/school-wide plan and progress.
- Assesses compliance/progress in achieving educational and other outcomes agreed t in the charter contract.

#### Evaluation of Programmatic Success

- The board will evaluate student performance data.

#### Monitors Special Ed and English as Second Language Learner Programs

- Ensures that all special education and second language learner programs support compliance and

Policy Creation and Approval

delivery.

- Develop and/or adopt written policies.
- Responsible for reviewing policies periodically.

Personnel

- Sets and reviews personnel policies.
- Hires Executive Director & evaluates performance.

Resource Development

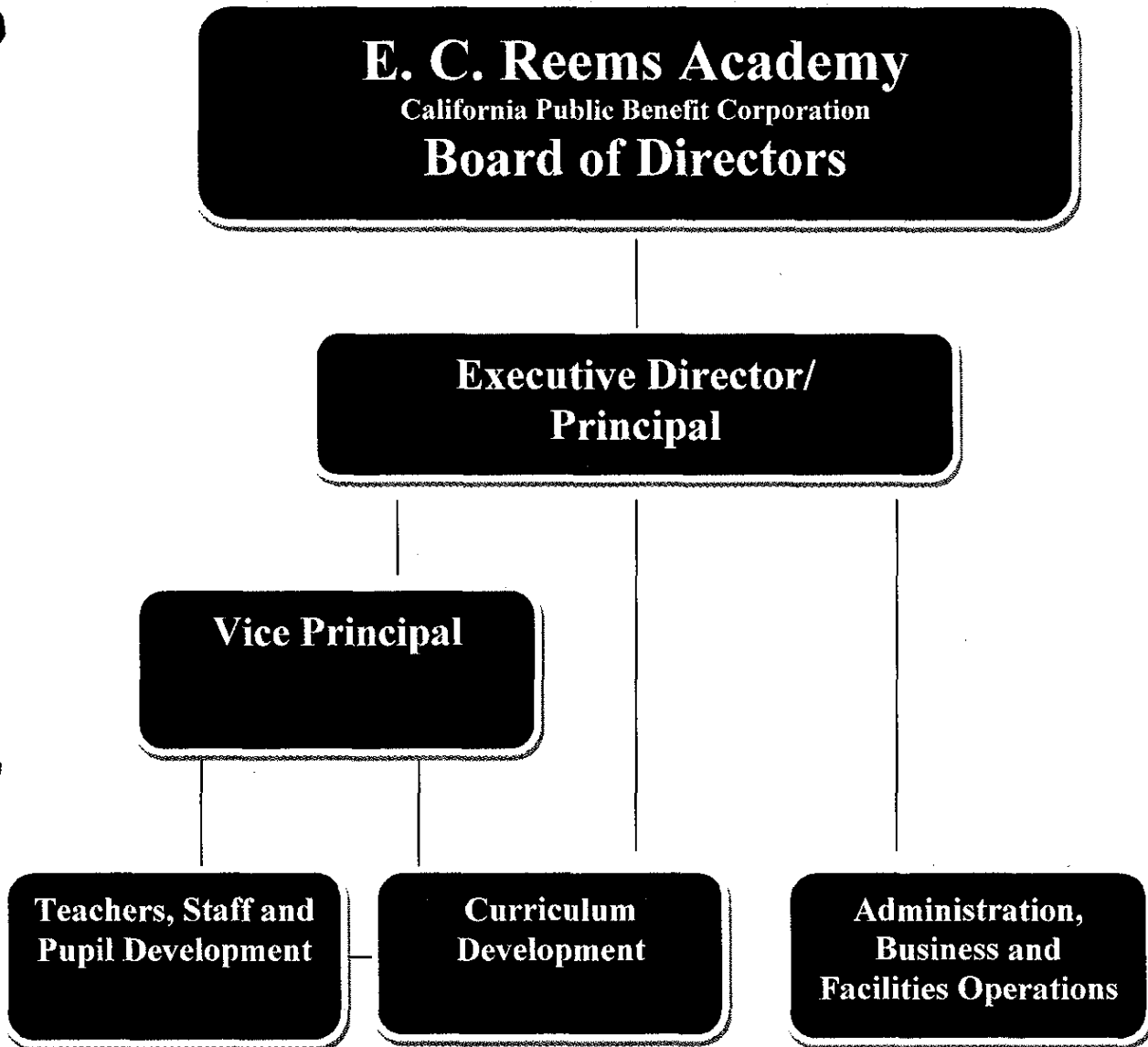
- Responsible for assuming long-range commitments of resources; establishes a fund development plan and participates in its implementation.
- Reviews and approves all major grant proposals.

Decision Making

- Defines and communicates the role of the Board, and Executive Director in making decisions.
- Assures appropriate involvement of board directors in ECR Academy decision making.

Community Relations

- Promotes the school to parents, and the general public, including serving as an ambassador of the school.
- Vigorously pursues capital investments for school development.
- Reports an annual finding in the form of an executive summary to parents and the general community.



## **Element E: Employee Qualifications**

*Education Code 47605(b) (5) (E)*

*The qualifications to be met by individuals to be employed by the school.*

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### **Administrative and Operational Staff Qualifications**

The Executive Director is selected by the Board with input from parents and the community. Staff is selected by the Executive Director. All staff operates on performance-based annual contracts with the charter school. The Executive Director is evaluated on an annual basis using a process developed by the Board, which includes parent and staff surveys of school performance. This is an annual process.

The operational staff, as well as the Executive Director, is provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirement. All non-instructional staff possess experience and expertise appropriate for their position with the school as outlined in the school's staffing plan and the school's adopted personnel policies.

All staff must provide a Department of Justice criminal background check and fingerprints to insure pupil and staff safety. In accordance with NCLB, all 'core' teachers hold a credential that has been filed with the Alameda County Department of Education. All staff submit TB test results every four years. Live Scan reports, credentials, temporary waivers, and TB test results are pre-employment requirements and must be submitted to school personnel prior to the inception of employment. At-will contracts are offered upon submittal of the noted documents.

Administrative Staff includes (not exhaustive and may change according to need)

- Executive Director
- Vice Principal
- School Counselor

Operational Staff includes (not exhaustive and may change according to need)

- Office Manager
- School Secretary
- Receptionist
- Lunch Staff
- Custodial Staff
- Security Staff
- Lunch Attendants

Teaching/Instructional Staff (not exhaustive and may change as needed)

- Certificated/credentialed Teachers
- Non-certificated/non-credentialed Teachers
- Instructional Aides
- Harm Reduction Therapists
- Reading Resource Instructors

- Mathematics Resource Instructors
- Interns
- Mentors

Instructional Aides, Interns and Mentors will work side-by-side with a teacher, as teacher support.

### **Teacher Qualifications**

Ernestine C. Reems Academy of Technology & Arts retains or employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. The School also observes and complies with NCLB teacher credentialing requirements. All core teachers met the NCLB “highly qualified” requirements by the 2006-2007 school years.

Eighth grade teachers teaching Algebra hold a Single Subject Algebra Certificate.

**Credentialed teachers teach the ‘core’ academic classes** of language arts, mathematics, science, and history/social studies. These teachers are responsible for overseeing the pupils’ academic progress and for monitoring grading and matriculation decisions, as specified in the school’s operational policies.

Ernestine C. Reems Academy of Technology & Arts may also employ or retain **non-certificated instructional support staff to instruct ‘non-core’ subject classes**. These classes may include - but are not limited to, computer, physical education, music, dance, resiliency, and media technology.

‘Non-core’ instructors have an appropriate mix of subject matter expertise, professional experience, and education to professionally teach pupils their art/skill. Instructional Aides possess an Associate’s Degree or an equivalent number of credits towards a Bachelor’s Degree. Non-core instructors possess an Associate’s Degree or higher, or 48 units of credit toward a Bachelor’s Degree.

These staff members demonstrate capacity to work successfully in an instructional capacity and provide applied instructional experiences to E.C. Reems Academy pupils. Instructional support staff does not assign grades or approve student work assignments without the approval of a teacher, unless they are instructing non-core courses and activities.

All teachers and instructional staff participate in weekly staff development seminars to stay abreast of the latest teaching strategies, community development, and psycho-social practices that deepen their ability to support disadvantaged learning styles and patterns of inner city children of color.

All staff, regardless of position:

- demonstrate a desire to provide opportunities to pupils lacking academic, behavioral, or psycho-social deficits.
- possess sensitivity to the needs of pupils and their families.
- work with parents/caretakers as educational partners.
- be willing to participate in staff meetings, parent meetings, and other school-wide meeting that help guide growth and development of the school.
- apply the philosophy “it takes a village to educate a child”, by participating in pedagogical and cohort systems to support pupil and parent learning styles.

## **Element F: Health and Safety Procedures**

*Education Code 47605(b) (5) (F)*

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237*

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Ernestine C. Reems Academy of Technology & Arts has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school's insurance carriers and at a minimum include the following procedures:

- all enrolling pupils will provide records documenting immunizations as required by law and to the same extent as would be required if the pupils attended a non-charter public school
- policies and procedures providing for school-wide training in response to natural disasters and other emergencies, including terrorist threats, civil unrest, fires and earthquakes
- training for staff and students relating to blood-borne pathogens
- identification of specific staff that have been trained in the administration of prescription drugs and other medicines
- a policy designating that the school functions as a drug, alcohol, and tobacco free workplace
- a requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237

These policies and procedures have been incorporated into the school's student and staff handbooks and are reviewed on an on-going basis to ensure that all new regulations, policies and procedures are documented and promulgated accordingly.

**Element G: Means to Achieve Racial/Ethnic Balance Reflective of District**

*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*

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Ernestine C. Reems Academy of Technology & Arts is located in East Oakland, California, where the racial and ethnic balance is primarily African American and Hispanic. The District's ethnic and racial balance is more inclusive, and as such requires a comprehensive strategy to achieve a reflective balance; the following strategies are employed to recruit pupils and staff:

- establish an annual timeline to support district-wide recruitment and application process to inform a balance of socioeconomic, language, ethnic, and racial groups that reflect the district population
- ensure promotional and informational materials are written to appeal to all racial and ethnic groups represented in the district – promotional and informational materials will be distributed through media submissions to local radio and television, area newspapers, and community organizations which compose the outreach directory
- distribute promotional and informational materials to a variety of community groups and agencies that serve the various racial and interest groups represented in the district

Ernestine C. Reems Academy of Technology & Arts operates as a non-sectarian, non-discriminatory school. It does not charge tuition, and as stated by law, operates as a public charter school.



## **Element H: Admission Requirements**

*Education Code 47605(b) (5) (H)*

*Admission requirements, if applicable*

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Charter schools are schools of choice. Area residents founded the school and thus receive priority placement, however, all pupils in the district are eligible to enroll in the school; *all pupils that wish to attend will be admitted*, as space allows. In event that there are fewer vacancies than applicants, the school, in accordance with the law, will hold a lottery to fill the vacancies, eliminating any possibility of preferential treatment. Priority Admissions: family members of siblings attending E.C. Reems Academy, homeless youth, as well as free and reduced lunch recipients, as required by the 2002 Charter amendments. Ernestine C. Reems Academy of Technology & Arts actively recruits a diverse population from the district who understands and values the school's mission and is committed to the school's instructional and operational philosophy. Prospective pupils and their parents or guardians are briefed regarding the school's instructional and operational philosophy, and are informed of the school's student-related policies. The school continues to implement an early spring recruitment and admissions process, which culminates in a late spring lottery. The timeframe includes reasonable time for all or part of the following depending upon need:

- 1) outreach and marketing
  - local area papers
  - local radio stations, public service announcements
  - local television community service announcements
  - announcements and postings to local churches, youth organizations, etc.
  - website notifications
- 2) an admission application period
- 3) an admissions lottery, if necessary
  - if applicants outnumber vacancies, an annual lottery will occur mid-May to fill known vacancies
- 4) orientation sessions for parents and pupils
  - parent orientation sessions follow lottery admissions each August prior to the beginning of the school year to inform parents of school policies, procedures, expectations, and the parent compact
- 5) enrollment

In the event that the number of pupils seeking admission to any grade or class exceeds capacity, E.C. Reems Academy has the right to grant priority in admission to siblings or current pupils, children of staff, and residents of the charter-granting district or county.

The school may fill additional vacancies or openings that become available after the school year has begun by means of either a waiting list or other non-discriminatory process.

The waiting list is an on-going list that is maintained for six months. Every six months the applicant is contacted to determine if they wish to remain on the waiting list for another six months. If the school is unable to contact the applicant at the close of six months and the applicant does not contact the school regarding status, the school will remove the applicant from the attrition/waiting list.

## **Element I: Financial (and Programmatic) Audit**

*Education Code 47605(b) (5) (I)*

*The manner in which an annual, independent financial audit 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—California Education Code Section 47605(b)(5)(I)*

*The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (California Education Code Section 47605)*

*The manner in which administrative services of the School are to be provided. (California Education Code Section 47605(g)).*

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An annual independent fiscal audit of the books and records of E.C. Reems Academy is conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of E.C. Reems Academy are kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

An audit committee selects an independent auditor through a request for proposal format. The auditor has, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit is completed within four months of the close of the fiscal year and that a copy of the auditor's findings are forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, reviews any audit exceptions or deficiencies and report to E.C. Reems Academy Governing Board with recommendations on how to resolve them. The Board submits a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

The independent fiscal audit of E.C. Reems Academy is public record to be provided to the public upon request.

In addition to fiscal auditing practices, the school conducts annual programmatic audits to ensure that performance reporting is consistent with OUSD and E.C. Reems Academy standards and practices.

The process includes, but is not limited to, the following items:

- summary data showing pupil progress toward the goals and outcomes specified in Element B from assessment instruments and techniques listed in Element C
- an analysis of whether student performance is meeting the goals specified in Element B. This data is displayed on both a school-wide basis and disaggregated by the major racial and ethnic categories to the extent feasible without compromising student confidentiality
- a summary of major decisions and policies established by the school's governing board during the year
- data on the level of parent involvement in the school's governance and summary of data from an annual parent and student satisfaction survey
- staff data including qualifications
- a copy of the school's health and safety policies and /or a summary of any major changes to those policies during the year
- information demonstrating whether the school implemented the means listed in charter Element G to achieve a racially and ethnically balanced student population
- an overview of the school's admissions practices during the day and data regarding the numbers of pupils enrolled, the number on waiting lists, and the numbers of pupils expelled and/or suspended
- analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints
- other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally
- Ernestine C. Reems Academy of Technology & Arts may receive funding in accordance with Education Code Section 47617 or its successors. It is the intent of Ernestine C. Reems Academy and OUSD to develop mutually agreeable Memoranda of Understanding that will adjust the apportionment's due to the school pursuant to Education Code Section 47617 to accomplish the following:

- adjust the school's base revenue limit funding to reflect OUSD's usual difference in per-pupil spending at various grade levels (class reduction funds, etc.)
- enable ECR, OUSD, and the district's Special Education Local Planning Act to jointly and cooperatively address the needs of special needs pupils and share in the costs and revenues associated with serving such pupils
- compensate OUSD for the value of any services rendered, using a mutually agreed to direct service or other formulas agreed to in the MOU
- address funds transfer and fiscal overview procedures

In addition to the revenue sources in Education Code Section 47617, OUSD will distribute other revenue sources that the district may share with the school, to the extent that ECR pupils and programs generate funding entitlements. These other revenue sources can include, but are not limited to, the following sources and programs:

- The California State Lottery
- Categorical Block Grants
- Breakfast and Lunch Program Funding
- Charter school funding from the California Department of Education, the federal government, or other sources
- Any other available or mutually agreeable sources and funding for programs

As it relates to insurance and safety Ernestine C. Reems Academy of Technology & Arts purchases and maintain as necessary general liability, errors and omissions, property, workers compensation, and unemployment insurance policies to protect against unforeseen circumstances.

### **Administrative Services**

*Plan for Sound Fiscal Management:* To ensure effective financial management, E.C. Reems Academy works with a back-office service contractor with expertise in finance, facilities, business management, and administration. At all times E.C. Reems Academy retains final authority and control over these functions. E.C. Reems Academy is currently working with EdTec, which provides business, financial, and technology services for over 34 charter campuses. This contract will be re-bid competitively as needed.

The Executive Director at E.C. Reems Academy oversees the work of the selected business service company, which handles all back-office business functions, including: accounts payable/receivable; general accounting; payroll; and insurance and benefits administration. The company helps the Executive Director and Governing Board to create and monitor the annual budget and provides monthly budget and cash flow projections.

*Internal Control Objectives:* E.C. Reems Academy has developed internal controls and effective practices to ensure sound financial management. Examples of internal controls include: separation of duties to prevent embezzlement; adoption of a school conflict of interest policy; rules that all cash and deposits are accounted for in detail and deposited in the main account; and approval by the Board of the check register of recently issued checks at each board meeting. E.C. Reems Academy requires a two week turn-around on payables; 100% compliance with all applicable rules and regulations; and transparency of financial reports to the Board.

E.C. Reems Academy works with the company to generate monthly financial reports and annual budgeting that conform to the requirements of the board, district and county. These monthly reports show budget expenditures, actual expenditures, the variance between budget and actual, and the end-of-year forecasted surplus or deficit. E.C. Reems Academy draws on the company's expertise, legal advice and national best practices to also create a corrective action procedure to immediately rectify any violation of the internal controls.

Attached as Appendix B, please find a budget and budget narrative for 2009-2010.

### **Financial Reporting**

E.C. Reems Academy provides reports to the District in accordance with Education Code Section 47604.33, and provides additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the E.C. Reems Academy's annual, independent financial audit report for the preceding fiscal year is delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District includes an annual statement of all the E.C. Reems Academy's receipts and expenditures for the preceding fiscal year.

*The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (California Education Code Section 47605*

The school is physically located at 8425 MacArthur Blvd, Oakland, California. There are two facilities on the site, a three-story school building and a house. The school building is the primary facility and houses seventeen of the twenty classrooms. The second building houses three classrooms. The facilities are leased from the Center of Hope Church and have an annual

renewable lease. The primary facility was formally a Christian school owned and operated by the church.

### **Financial Impact on the Sponsoring District**

#### *Budget*

The District provides supervisory oversight as required by law, in exchange for its actual costs of supervisory oversight up to one percent of E.C. Reems Academy's revenue as defined in Education Code Section 47613(f). E.C. Reems Academy has entered into a Memorandum of Understanding (MOU) with the District which outlines the fiscal relationship between the District and E.C. Reems Academy.

#### *Civil Liability*

E.C. Reems Academy is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by E.C. Reems Academy of Technology & Arts if the authority has complied with all oversight responsibilities required by law. E.C. Reems Academy works diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District is not liable for the operation of E.C. Reems Academy.

Further, E.C. Reems Academy and the District have entered into a memorandum of understanding, wherein E.C. Reems Academy indemnifies the District for the actions of E.C. Reems Academy of Technology & Arts under this charter.

The corporate bylaws of E.C. Reems Academy provide for indemnification of the school's Board, officers, agents, and employees, and E.C. Reems Academy of Technology & Arts has purchased general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of the District and E.C. Reems Academy's insurance company for schools of similar size, location, and student population. The District is named as an additional insured on the general liability insurance of E.C. Reems Academy of Technology & Arts.

The E.C. Reems Academy Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **Element J: Pupil Suspension and Expulsion**

*Education Code 47605(b) (5) (J)*

*The procedures by which pupils can be suspended or expelled.*

### **SUSPENSION AND EXPULSION POLICIES AND PROCEDURES**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at E.C. Reems Academy (the “Charter School”). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy serves as the Charter School’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

#### **School Suspension/Expulsion/Disenrollment Policy**

##### **Suspension**

A student may be removed from school activities for up to (5) five days at a time and not more than (20) twenty days per year. This policy is consistent with Oakland Unified School District. Parents are notified by telephone, mail, or in person. Prior to readmitting the student to school, a parent must meet with an administrative team to discuss student options. The parent and student will meet with the Executive Director (or their designee) and/or Vice Principal, the teacher, and other faculty members as needed. Other members may include a school counselor, enrichment staff, afterschool staff, office staff, social workers, and other child advocates. EDUCATION CODE SECTION 48903

A Student Management Plan may be put in place depending upon the misconduct. If a student continues to exhibit misconduct, a Student Management Plan will be contracted between parent, student, teacher and administration. The Plan offers interventions to address negative behavior or misconduct that thwarts academic achievement and social behavioral success. The Plan is a three strikes program in which a student has an opportunity to correct his/her behavior or misconduct. If the student fails to accept the suggested interventions, and is not found to have a disability that leads to behavioral episodes, the third strike will result in the student being transferred out. The plan is co-produced by administration, teacher, and parents and in some cases students.

##### **Involuntary Transfer**

If suspension and interventions do not curb misconduct, or the student has been habitually truant or irregular in attendance, the school will hold one final meeting to finalize the process and the student will be involuntarily transferred out. EDUCATION CODE SECTION 8432.5

##### **Mandatory Expulsion**



The Principal/Executive Director shall recommend a student's expulsion for violation of EDUCATION CODE SECTIONS 48900 (A)-(E). The student and parents are notified of their due process rights. The notification of expulsion procedures is submitted to the Board of Directors, who will participate in the expulsion proceedings.

In cases where the Principal/Executive Director determines that a student has committed any of the following actions on school grounds or at a school activity off school grounds, the student must be suspended and recommended for expulsion: (1) possessed, sold, or furnished a firearm; (2) brandished a knife at another person; (3) unlawfully sold a controlled substance; (4) committed or attempted to commit a sexual assault or committed a sexual battery, as defined in EDUCATION CODE SECTION 48900 (n); or (5) possessed explosives is subject to expulsion and the hearing will ensue.

Note: All expelled students have a right to an education, and may be referred to the District and or Alameda County Office of Education for referral.

[Updated Information borrowed from OUSD, Parent Guide, 2008 – 2009]  
Parent Guide 2008 – 2009

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

#### A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at the Charter School or at any other school, or 3) a Charter School-sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.

14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director. The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time

when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### D. Authority to Expel

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, E.C. Reems Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to E.C. Reems Academy. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be

made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:



1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with E.C. Reems Academy of Technology & Arts.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at E.C. Reems Academy of Technology & Arts. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from E.C. Reems Academy of Technology & Arts as the Governing Board decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from E.C. Reems Academy of Technology & Arts shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to E.C. Reems Academy of Technology & Arts for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Governing Board following

a meeting with the Executive Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon E.C. Reems Academy of Technology & Arts's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who E.C. Reems Academy of Technology & Arts or District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, E.C. Reems Academy of Technology & Arts, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If E.C. Reems Academy, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If E.C. Reems Academy, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that E.C. Reems Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and E.C. Reems Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If E.C. Reems Academy, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then E.C. Reems Academy may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or E.C. Reems Academy believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and E.C. Reems Academy agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated E.C. Reems Academy's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if E.C. Reems Academy had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.

- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If E.C. Reems Academy knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If E.C. Reems Academy had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by E.C. Reems Academy pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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Ernestine C. Reems Academy maintains a comprehensive set of student discipline policies. These policies are distributed as part of the school's student handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian are required to verify that they have reviewed and understand the policies.

Ernestine C. Reems Academy uses a number of remedies and support services to maintain pupils on site to receive daily instruction. All incidents are investigated prior to making a determination regarding suspensions and expulsions. Suspensions and expulsions are a last resort, and generally employed when a pupil threatens the health and safety of the school, staff, and student body. These infractions may include, but are not limited to:

- terrorist threats
- the threat, causation, or attempted causation of physical injury to another person
- possession of a weapon
- unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant
- robbery or attempted robbery of school property
- significant damage or attempt to damage school property
- an obscene or offensive act or habitual profanity/vulgarity

#### **Pupil - Suspension Due Process Rights**

The pupil has the right to an informal conference with the Executive Director, vice principal, or counselor prior to a suspension. The pupil under scrutiny retains the following rights:

- to be informed of the charges lodged against the pupil and the evidence used as a basis for the charges
- to present his/her side of the incident and any supporting evidence of testimony

The parent or guardian rights include:

- receiving oral and written notification of the suspension at the time of suspension
- a request for a conference with the parent or guardian will be noted on the suspension form

The Executive Director or vice principal may suspend a pupil under an emergency situation where the principal or vice principal determines that the situation constitutes a clear and present danger to the lives, safety or health of students or school personnel. *California Education Code 48911.*

### **Discipline and Special Education Pupils**

A different set of rules apply to discipline of special education students. If the pupil's behavior is directly related to his or her disabling condition, the standard disciplinary procedure will be preempted by statements in the pupil's IEP. In situations such as this, the pupil will be referred to the school counselor to develop a disciplinary plan that includes appropriate expectations and consequences.

*Note - All disciplinary actions initiated by the school are clearly explained in the Student-Parent Handbook*

## **Element K: Retirement System**

*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*

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Staff at Ernestine C. Reems Academy of Technology & Arts will participate in the federal social security systems, or other reciprocal systems, in place of (PERS) Public Employees Retirement System. Teachers will participate in (STRS) State Teachers Retirement System. E.C. Reems Academy will make appropriate arrangements with the County Office of Education to ensure proper STRS reporting in accordance with Education Code Section 47611.3. The County Office shall cooperate as necessary to forward any required payroll deductions and related data to the appropriate agencies in exchange for its actual costs for providing the service.

The school's Governing Board retains the option of review of all retirement systems to make adjustments that will, within the limits of the law, provide teachers and staff with viable and competitive retirement options. This clause is intended to support teacher and staff recruitment and retention.

The board will ensure that payroll deductions and related data are forwarded to the proper agencies.

## **Element L: Attendance Alternatives**

*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*

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Pupils who opt not to attend Ernestine C. Reems Academy of Technology & Arts may attend other district schools or pursue an inter-district transfer in accordance with the Oakland Unified School District's existing enrollment and transfer policies. The parents or guardians of each pupil enrolled in E.C. Reems Academy shall be informed that the pupils has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.



## **Element M: Description of Employee Rights**

*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*

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Ernestine C. Reems Academy of Technology & Arts is the exclusive public school employer of the employees at the school for the purpose of Section 3540.1 of the title 1 of the Government Code.

Ernestine C. Reems Academy of Technology & Arts is an independent employer, and is declared the legal arm for collective bargaining purposes.

Ernestine C. Reems Academy of Technology & Arts hires all school staff. All employees are given annual contracts and are considered employees of the school.

No District employees are required to work at the school, unless the District and school enter into agreement to support special needs pupils. Any District employee interested in working at Ernestine C. Reems Academy of Technology & Arts can apply in the same way as non-district applicants, and if hired, enter into a contractual agreement with the school, which has the authority to hire and terminate the position, in accordance with the agreement executed between the school and employee.

Employees of Ernestine C. Reems Academy of Technology & Arts, that were formally employees of OUSD, are not eligible to carry over rights and privileges, acquired during OUSD employment, to E.C. Reems Academy. There are no reciprocal employment rights or privileges between the two institutions. E.C. Reems Academy employees who were previously employees of OUSD only have those benefits afforded to any other employee in their collective bargaining unit or employment status who leaves OUSD for employment with any private employer.

## **Element N: Dispute Resolution Process**

*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*

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The intent of dispute resolution process is to:

- 1) resolve disputes within the school pursuant to the school's policies
- 2) minimize the oversight burden on the district
- 3) ensure a fair and timely resolution to disputes
- 4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The staff and Governing Board members of the school and the district agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

### **Disputes between the School and the Charter-Granting Agency**

In the event that Ernestine C. Reems Academy of Technology & Arts or OUSD (granting agency) have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below:

- (a) California Education Code Section 47605 (b) (14) requires that a charter designate the procedures to be followed by the charter school and the 'entity' creating the charter in event of a dispute relating to the provisions of the charter. In the case of the OUSD petition, the entity creating the charter shall be OUSD.
- (b) Ernestine C. Reems Academy of Technology & Arts shall be governed by the Ernestine C. Reems Academy Governing Board, as set out in Element D of this charter application, which is responsible for the governance and operation of the school in accordance with the provisions of the charter.
- (c) In the event of a dispute concerning whether Ernestine C. Reems Academy of Technology & Arts is meeting the goals and objectives of the charter, the OUSD or the Ernestine C. Reems Academy Governing Board shall provide written notice to the other of the nature of the dispute and the facts which the party believes supports the failure to comply. This notice shall be provided within 15 calendar days of when the party either know or should have known of the possible violation unless there are extenuating circumstances. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

- (d) After the receipt of the notice, the State Administrator, District Superintendent, or designee and a representative of the Charter Governing Board shall meet to try and resolve the dispute. If a resolution is reached, a written description of that resolution shall be drafted and signed and preserved as guidance for future action.
- (e) If no resolution is reached, the matter shall be submitted to a mediator experienced in conflict resolution and educational issues. The first opportunity for striking shall be determined by lot. The parties shall alternatively strike until one name remains. Within 10 calendar days of appointment or otherwise mutually agreed the parties shall meet to resolve the dispute. Any agreements reached shall be written and preserved as set out in paragraph D above.
- (f) If the agreement is unresolved 15 calendar days after the meeting, either party may request that the State Mediation and Conciliation Service provide names of arbitrators experienced in matters relating to the schools of California. Using the striking process set out above, an arbitrator shall be chosen who shall allow for a hearing in which both parties may submit evidence in support of their positions. The award of the arbitrator must be provided within 15 calendar days of the hearing and shall be final and binding except as set out in CCP Section 1280 et. seq. The arbitrator shall have no power to add to, subtract from, or otherwise modify the charter. The formal rules of evidence shall not be applicable at the hearing, and either party may choose or not choose to be represented by counsel. Each party shall bear its own costs and evenly divide the cost for the mediation and arbitration. The award of the arbitrator shall be presented and guide how future disputes with same or similar issues are resolved.

#### **Disputes Arising from within the School**

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Governing Board members of the school, shall be resolved pursuant to policies and processes developed by the school.

OUSD shall not intervene in any such internal disputes without the consent of the schools governing board of directors and shall refer any complaints regarding such disputes to the governing board or designee for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested OUSD to intervene in the dispute.

**Element O: Labor Relations**

Education Code 47605 (b) (5) (O) and 47611.5

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the charter school for the purposes of the Educational Employment Relations Act*

Ernestine C. Reems Academy of Technology & Arts is deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act (EERA).

## **Element P: Charter School Term Renewal, Amendment, and Closure**

### **Education Code 47605 (b) (5) (P)**

*A description of the procedures to be used if the charter school closes*

#### **Term of the Charter**

The term of this Charter will be five years, commencing July 1, 2009 and ending June 30, 2014.

#### **Closure Protocol**

Closure of E.C. Reems Academy of Technology & Arts will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Governing Board will promptly notify parents and students of E.C. Reems Academy of Technology & Arts, the District, the Alameda County Office of Education, E.C. Reems Academy of Technology & Arts's SELPA, the retirement systems in which E.C. Reems Academy of Technology & Arts's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of E.C. Reems Academy of Technology & Arts of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close E.C. Reems Academy of Technology & Arts.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, E.C. Reems Academy of Technology & Arts will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of E.C. Reems Academy of Technology & Arts shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, E.C. Reems Academy of Technology & Arts shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, E.C. Reems Academy of Technology & Arts will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by E.C. Reems Academy of Technology & Arts and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to E.C. Reems Academy of Technology & Arts.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of E.C. Reems Academy of Technology & Arts, all assets of E.C. Reems Academy of Technology & Arts, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending E.C. Reems Academy of Technology & Arts, remain the sole property of E.C. Reems Academy of Technology & Arts and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, E.C. Reems Academy of Technology & Arts shall remain solely responsible for all liabilities arising from the operation of E.C. Reems Academy of Technology & Arts.

As E.C. Reems Academy of Technology & Arts is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of E.C. Reems Academy of Technology & Arts, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix B, E.C. Reems Academy of Technology & Arts will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

**Revocation**

The District may revoke the charter in accordance with Education Code Section 47607.

**Ernestine C. Reems  
Academy of Technology  
and Arts**

**PERFORMANCE REPORT**

Submitted by lead petitioner, Lisa Blair, Principal/Executive  
Director to the Oakland Unified School District

February 11, 2009



2008



# EXECUTIVE SUMMARY

E.C. Reems Academy is an academically successful school. E.C. Reems Academy is a viable, effective, fiscally sound organization with strong leadership. E.C. Reems Academy has met the terms of the original charter and has challenging yet attainable goals for the future.

## **I. E.C. Reems Academy is an academically successful school**

- E.C. Reems Academy 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.
- E.C. Reems Academy has met at least two of the criteria for consideration of renewal under Education Code 47607.
- E.C. Reems Academy has made consistent, progressive improvement in CST scores in both Math and ELA from 2004 through 2008 whereas comparison schools' test performance results have varied from year to year and have showed much greater inconsistencies.
- E.C. Reems Academy has increased the number of students performing at proficient or above since 2004 and has lowered the number of students performing below basic or far below basic as show in an earlier section of the charter petition.
- Compared to schools with similar demographic populations as measured by socioeconomic status, E.C. Reems Academy has significantly outperformed these schools at both the elementary school and middle school level, in some cases, doubling the percentage of students who are proficient or above.

## **II. E.C. Reems Academy is a viable, effective, and fiscally sound organization with strong leadership. E.C Reems Maintains:**

- Strong Leadership
- A Focus on Continuous Improvement
- Responsible Governance
- Fiscal Accountability

## **III. E.C. Reems Academy has met the terms of the original charter.**

- E.C. Reems has met the goals and pupil outcomes established in the E.C. Renewal Charter of 2004.

#### **IV. Schools Plan For a Future Charter Term**

- E.C. Reems has evaluated the program and has set realistic but necessary goals for the future.

## **I. E.C. Reems Academy is An Academically Successful School**

*E.C. Reems Academy has met the API criteria for consideration of renewal under Education Code 47607.*

Education Code § 47607 (b) states that once a charter school has been in operation for 4 years, it **shall** meet at least one of the following criteria prior to being reauthorized pursuant to paragraph 1 of subdivision (a) [of education code § 47607]:

**(1) Attained its Academic Performance Index (API) growth target** in the prior year or in two of the last three years, or in the aggregate for the prior three years.

[Or]

**(2) Ranked in deciles 4 to 10, inclusive, on the API** in the prior year or in two of the last three years.

[Or]

**(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school** in the prior year or in two of the last three years.

[Or]

**(4)(A)** The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

E.C. Reems Academy has met two of the four criteria for reauthorization, with the requirement of meeting at least one of the four criteria.

- E.C. Reems Academy ranked in deciles 4 to 10, inclusive, on the **API** in the prior year or in two of the last three years.
- E. C. Reems Academy ranked in **deciles 4 to 10, inclusive, on the API for a demographically comparable school** in the prior year or in two of the last three years.

Criteria	2005	2006	2007	2008
API	690	712	714	695
Increase/Decrease	N/A	22	2	- 19
Similar Schools Ranking	8 of 10	10 of 10	9 of 10	NA
Met AYP	Yes	Yes	Yes	No

### Comparison Schools

Not only has E.C. Reems Academy shown consistent performance year over year as compared to its own student population, but E.C. Reems Academy' test results and API scores have consistently outpaced the results of its nearby and demographically comparable schools.

Because E.C. Reems Academy serves students Grades K-8, we have included data on both comparable elementary schools and comparable middle schools. The following are elementary schools with similar demographic challenges to E.C. Reems:

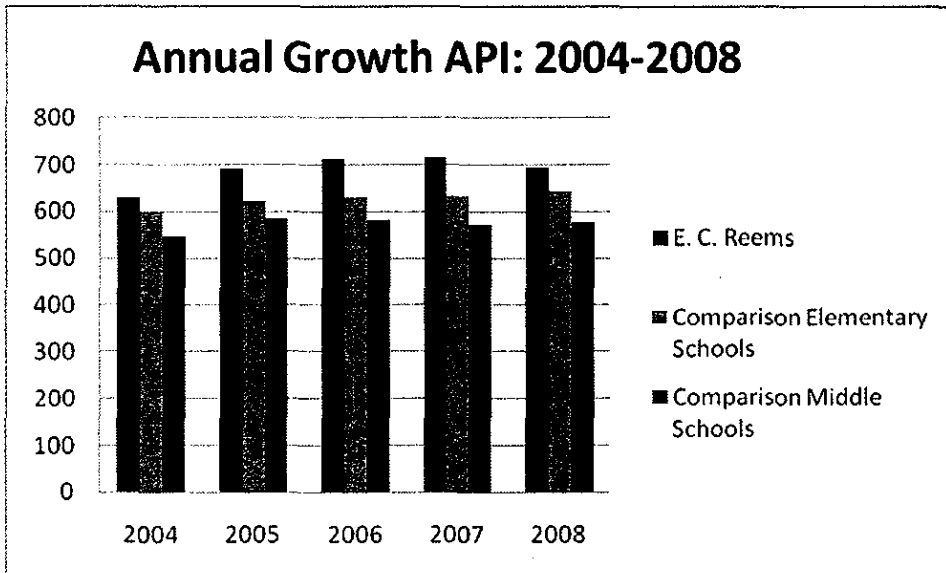
<b>School</b>
<b>Burckhalter Elementary (K-5)</b>
<b>Hoover Elementary (K-5)</b>
<b>Horace Mann Elementary (K-5)</b>
<b>Jefferson Elementary (K-5)</b>
<b>Lafayette Elementary (K-5)</b>
<b>Maxwell Park Elementary (K-5)</b>

The following are middle schools with similar demographic challenges to E.C. Reems Academy:

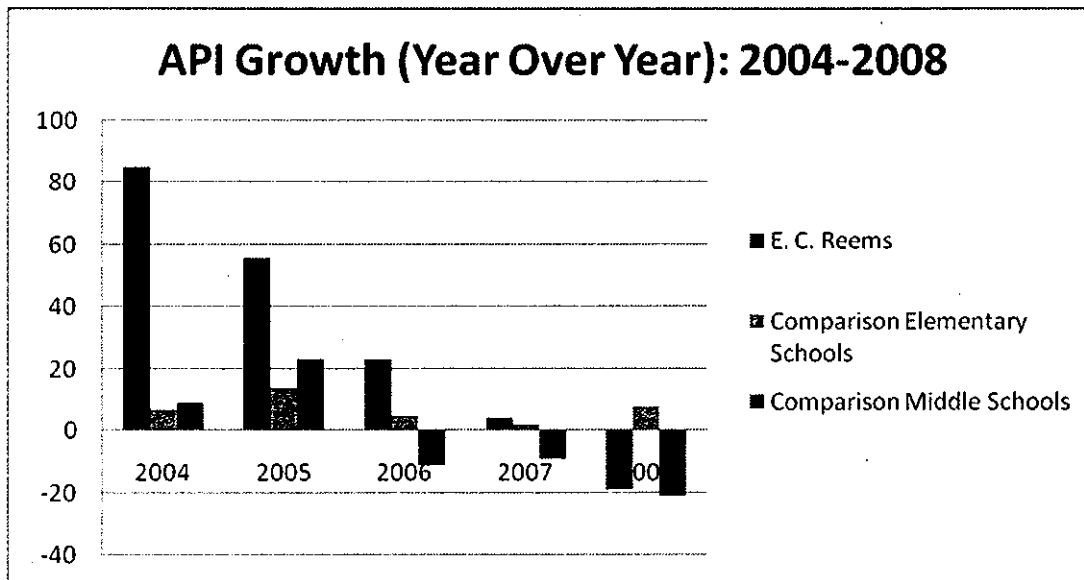
<b>School</b>
<b>Cole Middle (7-8)</b>
<b>Explore Middle (6-8)</b>
<b>Frick Middle (6-8)</b>

### API Growth

The school's annual growth API has increased steadily from 2004 to 2008 resulting in a total increase of more than 100 points. Furthermore, the school has shown higher absolute scores than both its local middle and elementary schools.



The school's API growth has shown positive results for four of the past five years. As presented above, however, E.C. Reems Academy had a decrease in its API score this past year. Nevertheless, when compared to nearby and similar schools, E.C. Reems Academy has demonstrated much stronger growth in its API score at both the middle and elementary school levels as shown below.



The school leadership has proactively run analyses to (better) understand the reason for the drop in test scores in 2008. Reasons for decrease in the school's API scores:

- School looped students to the next grade level and were tested on information they missed through looping.
  - Step school is taking to address this issue: Students being looped must complete current grade subject studies and the looped grade subject studies, i.e. language arts and math.
- School moved from a remediation, more rote learning education model to a more constructivist model requiring higher order thinking.
  - This is a methodology shift that is going to take time to implement. Professional development sessions on this pedagogy are being given to the teachers, and students are starting to (better) understand how to comprehend what they read and learn, but this will take time to demonstrate.
- 8<sup>th</sup> grade took algebra test rather than general math; while the scores are competitive compared to other school results that gave the algebra test, it affected the school's overall math scores.
  - E.C. Reems Academy 8<sup>th</sup> graders are in year two of the 8<sup>th</sup> grade algebra program. Teacher's work with students using differentiated instruction to

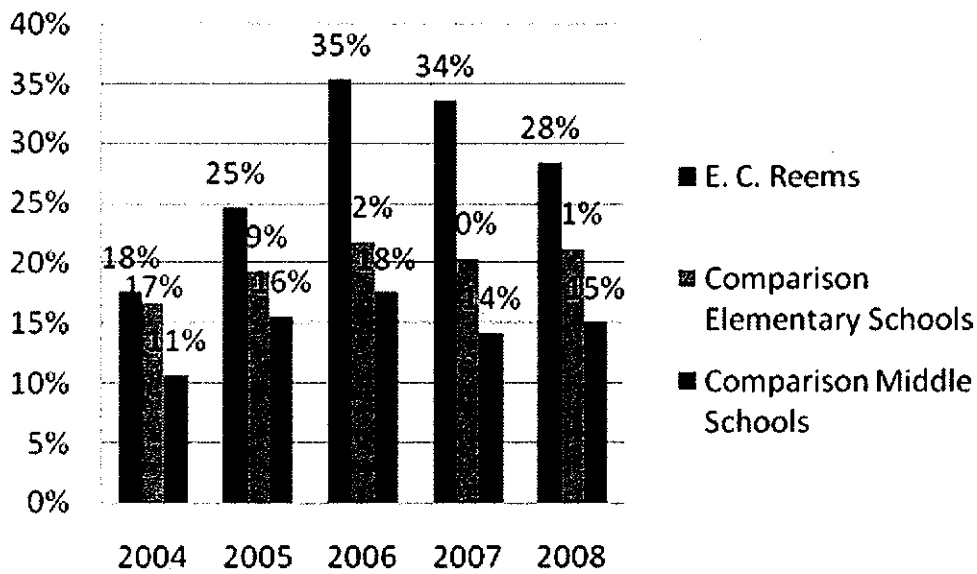
address individual learning needs and offer after school homework and tutoring four days a week.

- Eighth graders that scored Below or Far Below Basic on the Algebra exam will be pulled out for additional support beginning in January.
- Two grades, third and 4<sup>th</sup>, were affected by mid-year teacher turnovers and while the teachers were on staff, they did not have good classroom management skills and learning was therefore hindered. The 2<sup>nd</sup> grade teachers were new teachers and did not have the experience needed to move students as would teachers that are more experienced.
  - E.C. Reems Academy reviewed the qualifications and hiring procedures that resulted in hiring teachers with inadequate classroom management skills and adjusted to insure that there is a way to glean classroom management abilities before hiring.
  - E.C. Reems Academy is revisiting its recruitment policy to increase the number of experienced teachers when filling vacancies.
  - E.C. Reems Academy offered Professional Training in Classroom Management during the Summer Institute to insure that all teachers understand how to apply classroom management in a real setting.

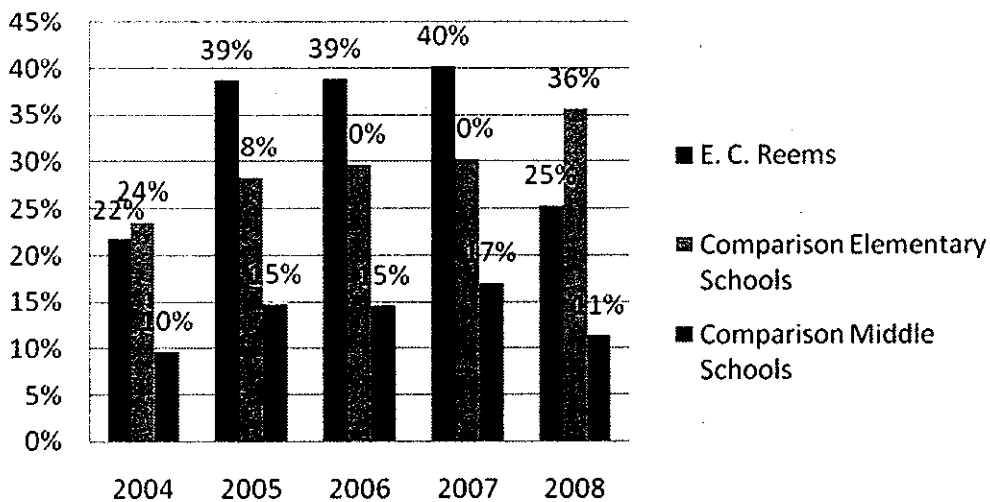
## **AYP**

Adequate Yearly Progress (AYP) is a federal measure that looks at the percentage of students proficient or above on the CST/CAPA (for elementary and middle schools). AYP for E.C. Reems Academy shows a dip in 2008 although overall shows significantly better performance over its middle and elementary school peers. Although both ELA and Math results show these trends, the AYP scores in Math for E.C. Reems Academy were at 40% three years in a row whereas nearby elementary schools were at below 30% and even lower for middle schools at around 15%.

## ELA AYP Percent Proficient



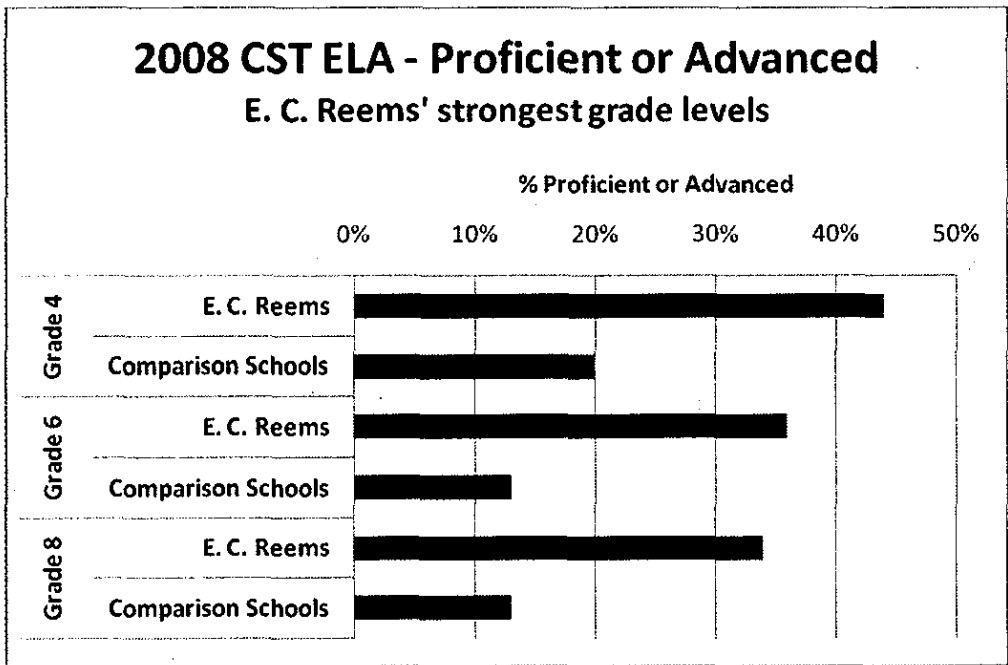
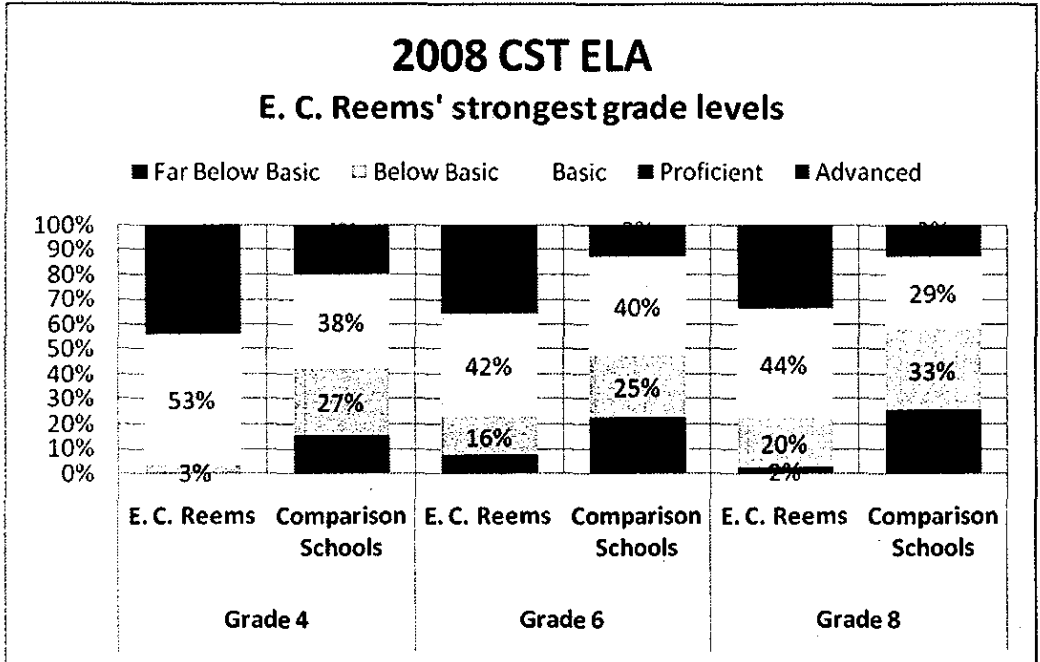
## Math AYP Percent Proficient



The grade levels with the strongest CST performance at E.C. Reems Academy outperformed their middle and elementary school peers in both ELA and Math by having higher percentages

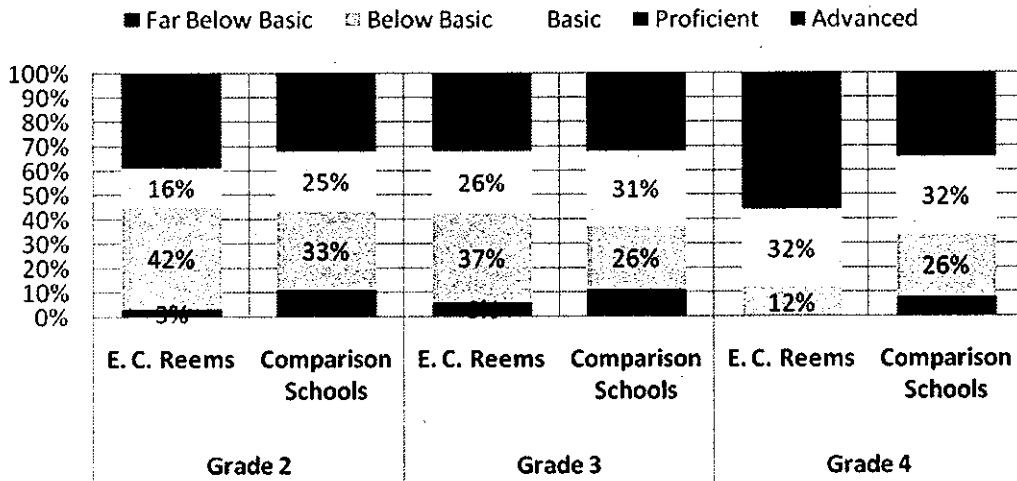


of students in the top proficiency levels (Proficient and Advanced) as well as having lower percentages of students in the bottom proficiency levels (Far Below Basic and Below Basic).



## 2008 CST Math

### E. C. Reems' strongest grades



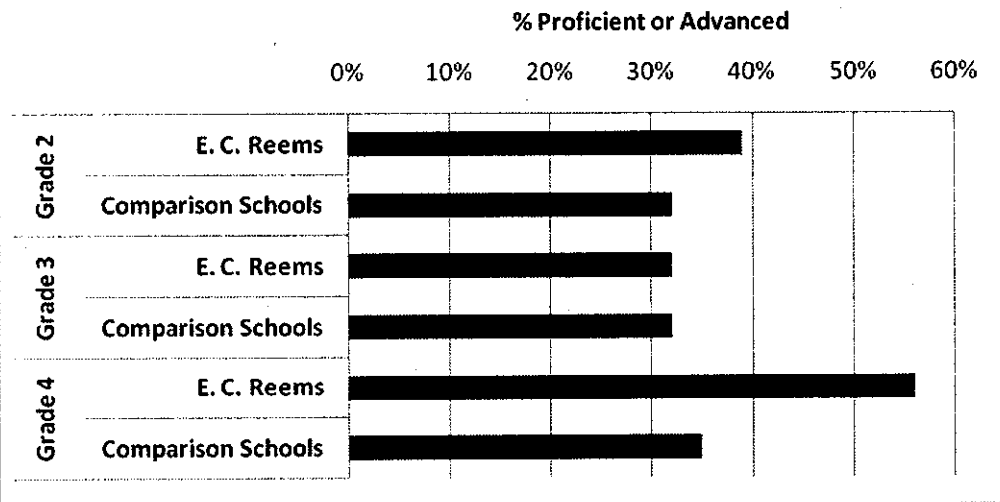
Grade 2

Grade 3

Grade 4

## 2008 CST Math

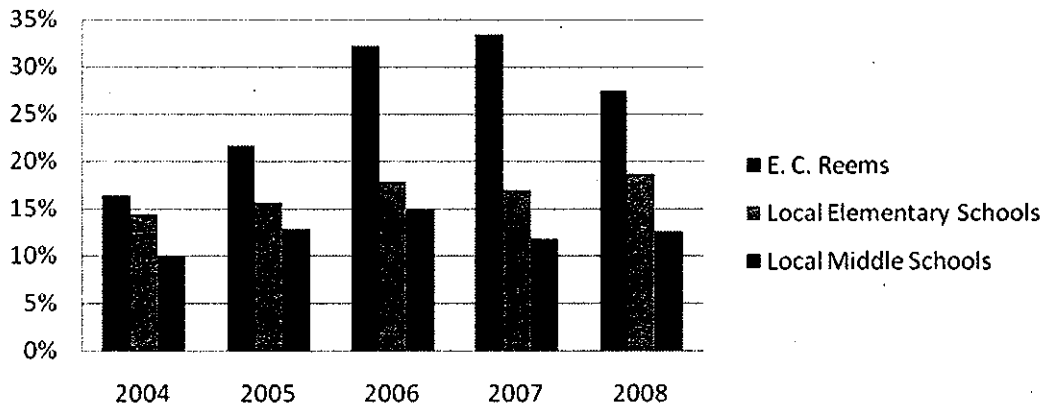
### E. C. Reems' strongest grade levels



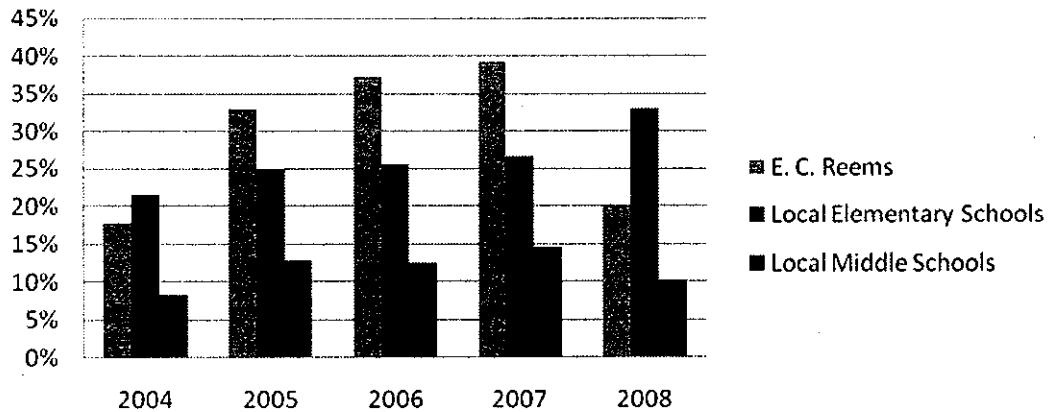
#### AYP Subgroup

The data shows even greater performance among the Socioeconomically Disadvantaged Subgroup with E.C. Reems Academy' percent proficiency being much higher than local schools.

### ELA AYP Percent Proficient Subgroup: Socioeconomically Disadvantaged

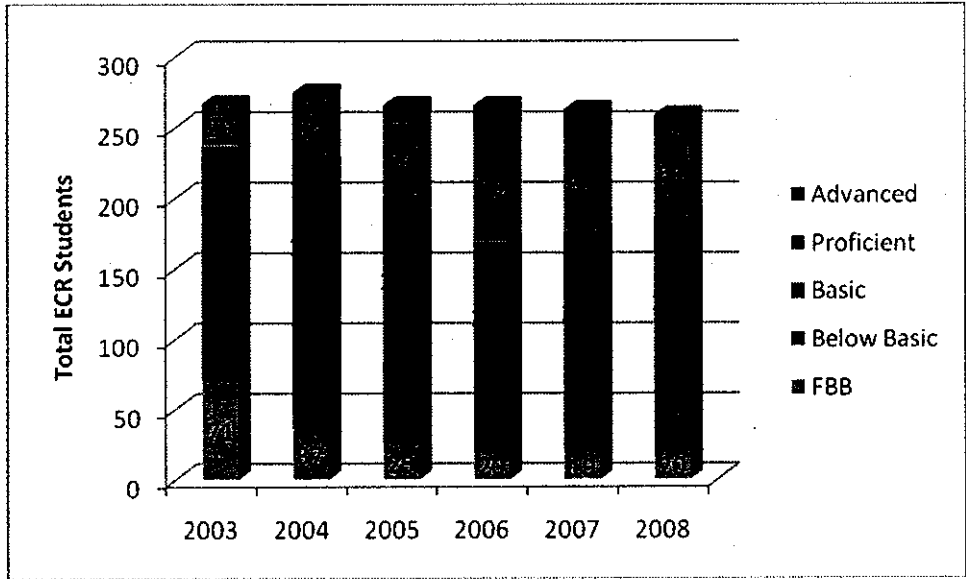


### Math AYP Percent Proficient Subgroup: Socioeconomically Disadvantaged

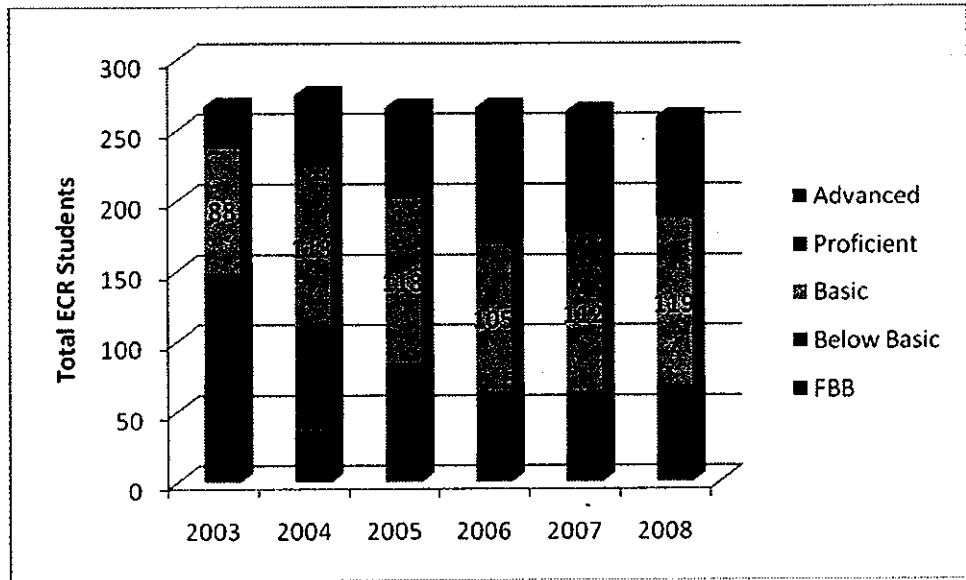


#### Student Improvement

As shown in an earlier section, the number of students who are Advanced and Proficient has consistently increased at ECR, with a slight dip in 2008. While the majority of our students are scoring in the Basic Performance level, we consistently decreased the number of students in Below Basic and Far Below Basic. This is true of both ELA and Math results, with a higher number of students being proficient or above in Math.



**ELA CST Scores for EC Reems (2003-2008)**



**Math CST Scores for EC Reems (2003-2008)**

## **II. E.C. Reems Academy is a Viable, Effective, and Fiscally Sound Organization with Strong Leadership.**

### **Strong Leadership**

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

The Board and school leadership share a common understanding of the mission, goals, pedagogical approach and education model and communicate it to all relevant stakeholders.

### **Revised Mission Statement**

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

### **Vision Statement**

E.C. Reems Academy is recognized as a school that empowers local youth with the tools to academically succeed in life.

### **Motto**

*"Educating Urban Youth to Succeed in Life."*

### **Educational Model**

E. C. Reems Academy uses the effective teaching practices as the foundation for learning. To (successfully) meet the goal of creating high order learning environments for all students, E.C. Reems Academy employs a constructivist, hybrid education model. The pure constructivist model relies heavily on prior knowledge and understanding to construct new knowledge and understanding from authentic experience, which is often limited or non-existent in the lives of disadvantaged urban youth. To fulfill the philosophical tenets of constructivism, we: 1) artificially inseminate prior knowledge through the use of virtual experiences, and 2) create active learning environments to express the knowledge gained through these venues.

This practice along with aspects of Socratic methodology creates a learning environment where the eight learning styles can be incorporated into the day-to-day learning activities and open

the door to higher learning as a natural progression. Within the context of the constructivist model, we employ differentiated instruction to address the learning needs of all students.

E. C. Reems Academy administrators and lead team coordinators implement its academic program in alignment with the charter. Reems Academy runs smoothly.

### **Professional Development**

As a means of promoting a comprehensive learning environment, teachers receive weekly professional development that focuses on effective teaching methods. Each August teachers participate in the Summer Institute, a four-day program designed to prepare teachers for the upcoming year, focusing on the technical aspects of assessing students, creating effective lesson plans, working with others effectively to enhance student learning, classroom management, and psycho-social emotional impact on student learning.

### **Communication**

Communication among administrators, teachers, students, family and other stakeholders is a school norm and creates an environment of trust and respect. It promotes and advances school achievement.

### **Observations**

The administration holds informal and formal observations to identify teacher strengths and weaknesses, and provide remedies to empower teachers to their fullest teaching potential. This practice while present is not as frequent as it should be, but is beneficial. Learning is visible throughout the school.

### **SARC**

Each year the executive director/principal completes the annual SARC as required by law. This document is submitted to the State and District. It resides on the school website and available to stakeholders and non-stakeholders alike. The SARC report is translated into Spanish.

### **Dignity and Respect**

E.C. Reems Academy operates under the auspices of 'the village', in which all members are treated with respect, dignity and fairness. The school leaders ensure that the school policies regarding equal opportunity and unlawful harassment are effectively implemented.

## **Knowledge and Understanding of Laws**

The executive director and administrative staff have good understanding of the laws that govern charter schools and monitors trends, issues and potential changes that may affect the school. This is accomplished by attending monthly district charter school operator meetings, the annual CCSA conference and quarterly meetings, receiving the CDSC newsletter and other educational newsletters and communication material from the Superintendent of Education for the State of California's office.

The school leaders make management decisions that reflect high standards and ethics, allocate resources based on their impact on student achievement and implements business policies and procedures that promote school sustainability. The administration works to create an optimal teaching learning environment.

E.C. Reems Academy leadership abstain from making decisions that involve potential, perceived or actual conflict of interests that relates to the fiscal policies operations of the school.

## **Programs and Policies**

The school leadership implements effective programs and policies that enable all students to be effectively served especially special education and second language learners, employing Resource Specialists through a contract with the district, and in-house reading and mathematics coaches to pull out or push in students with extensive needs. The school counselor is a counselor and a therapist, and additional therapists are on staff through a joint venture with the Harm Reduction Therapy Center.

## **Methods of Interventions**

Students that present deficits, but do not qualify for an IEP, are enrolled in language arts and mathematics pull out or push in support groups, where they receive 1-to-1 and small group tutoring during and after school. These students also participate in afterschool educational games that focus on language arts, mathematics and critical thinking skills.

The Pull out program is our Redial Program and designed to assist struggling and low performing students improve in reading, comprehension and mathematics skills.

Students that are above grade level, but are not Gate students, and are high performing students, are looped up to the next grade level for language arts and mathematics. The students also receive 1-to-1 tutoring and reside in the highest level of differentiated instruction

in their classes. High level and critical thinking skills are treated as part of the accelerated student program norm.

### **Lead Team Coordinators**

Leadership extends beyond administrative and board leadership. E. C. Reems Academy fosters teacher leadership in the form of Lead Team Coordinators. Lead team coordinators are an arm of the administration. The teams provide a method for teachers to interact and work collaboratively and discuss student performance and social behaviors that affect learning. It is also a tool to articulate grade level expectations and requirements to excel entering the next grade level.

### **Parents**

Parents are part of our leadership team. They assist teachers and staff. Parents are a positive presence in the classrooms and the playground. The parent organization is knowledgeable about the programs the school offers and makes recommendations to increase learning opportunities.



## **A Focus on Continuous Improvement**

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

E.C. Reems Academy implements a comprehensive quality assurance process that systematically analyzes and advances the effectiveness of teaching and learning strategies in relationship to student performance results. *[See first section of Performance Report for data use implementation.]*

### **STAR TEST DATA**

Annually STAR test data is disaggregated and analyzed to determine how and what students are learning and excelling in. This data, fall assessments and previous year grades are used to determine classroom compilations, differentiated instruction, textbook and supplemental material purchases, and staffing.

### **FALL ASSESSMENTS**

Every fall students are assessed and individual learning plans are created to direct learning. Each month teachers produce individual monthly Progress Reports to update parents on their children's academic progress. The students receive trimester report cards to monitor acquisition and understanding of subject matter.

### **FORMATIVE AND SUMMATIVE ASSESSMENTS**

Formative and summative assessments are used in making judgments about student progress towards curricular targets. These assessments are matched to benchmarks for student achievement. This data is used to adjust teaching and learning strategies to accommodate the changing needs of students.

### **QUIZZES AND TESTS**

Students take weekly quizzes, end of chapter tests and teacher generated tests, as well as monthly tests and annual state tests. These instruments are designed to determine understanding, application and level of proficiency. The results determine if the individual students and class are on-track or whether the teachers need to re-teach. In 2009, we are moving to comprehensive trimester tests to determine school-wide movement towards proficiency.

## **INTERVENTIONS**

Students that present deficits, but do not qualify for an IEP, are enrolled in language arts and mathematics pull out or push in support groups, where they receive 1-to-1 and small group tutoring during and after school. These students also participate in afterschool educational games that focus on language arts, mathematics and critical thinking skills.

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## **DATA AS TOOL FOR IMPROVEMENT**

The data is (also) used to identify areas of school improvement and school-wide goal setting, and professional development plans.

Administrators instruct teaching staff to establish short and long-term goals and plans for meeting the school's mission as stated in the charter. Our goals and plans are actionable, focused on student achievement, and are measured by targets and timelines.

## **(NEW) SCHOOL LIBRARY**

Administrators creatively identified space to build a small school library to support our reading program and student research needs. The library is an adjunct to on-line materials available on the WWW (World Wide Web). Teachers maintain small classroom libraries for student use. Teachers also take their classes to the local Eastmont Mall Library or the main library in downtown.

## **SUBSTITUTE TEACHERS**

Substitutes are not readily available to charter schools, however we employ two retired teachers and a mathematics coach to facilitate our reading and mathematics pull out programs that will serve as substitutes when needed. This practice disrupts the daily pull out program but relieves staffing concerns when teachers are absent.

## **GATE PROGRAM**

Many of our students are advanced or gifted and would benefit from a Gate Program. As the numbers increase, we will formalize a Gate Program to address this populations needs. Presently, advanced and gifted students are challenged through our looping program, teacher support, and differentiated instruction.

## **Responsible Governance**

*E.C. Reems Academy board and administration establish and implement policies that are transparent and focused on student achievement. E.C Reems Academy board and administrators have a cogent understanding and comply with the laws that govern charter schools.*

## **School Governance**

### **Board**

Ernestine C. Reems Academy constitutes itself as a California Public Benefit Corporation pursuant to California law. The school is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The governing board's major roles and responsibilities includes establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and revisions, overseeing the school's fiscal affairs, and selecting and evaluating the top administrative staff.

The Board members have a legal fiduciary responsibility for the wellbeing of the organization and the school. The board is structured to stagger tenure with the express purpose of insuring consistency and institutional memory needed to demonstrate effective governance.

The Board subscribes to the criteria providing responsible governance. It establishes and implements policies that are transparent and focused on student achievement. The Board members have a cogent understanding of and comply with the laws that govern charter schools. It accomplishes this by ensuring that policies are implemented in a fair and consistent manner; monitor trends that can potentially change how the charter operates; seeks input from stakeholders and enact policies that respect diversity and inclusion.

The Board fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. All (monthly) Board Meetings include a report on and discussion regarding the budget, spending and fiscal oversight of changes that may affect the operation of the school. It conducts an annual financial audit that is made public. The Board creates and monitors immediate and long-range financial plans to ensure financial stability and; ensures financial

resources are (directly) related to student achievement.

The organization is a member of CCSA, CSDC, Middle School Association, Elementary School Association, National Council of Teachers of Mathematics, and ASCD (Association for Supervision and Curriculum Development). The executive director also consults with new charter developers as a service to the charter movement. The Board and executive director consults with Edtec and Hosaka Nagel and Company.

### **Administrator**

The executive director is a member of CCSA and served a term as the CCSA (California Charter School Association) Region IV, Member Council Representative; is a member of CSDC (California Schools Development Center); participated in the Governor's Achievement Gap Workgroup; served on the OUSD Charter School New Charter Rubric Workgroup; served as a member of the Castlemont High School Design Team charged with developing three small schools; a seven year member of the Oakland Aviation High School Design Team; a long standing member of OCO (Oakland Community Organization); participated in the CDE and Walton Foundation Grant Review Committees; and participated in the USC-SSC Chief Business Officer Training.

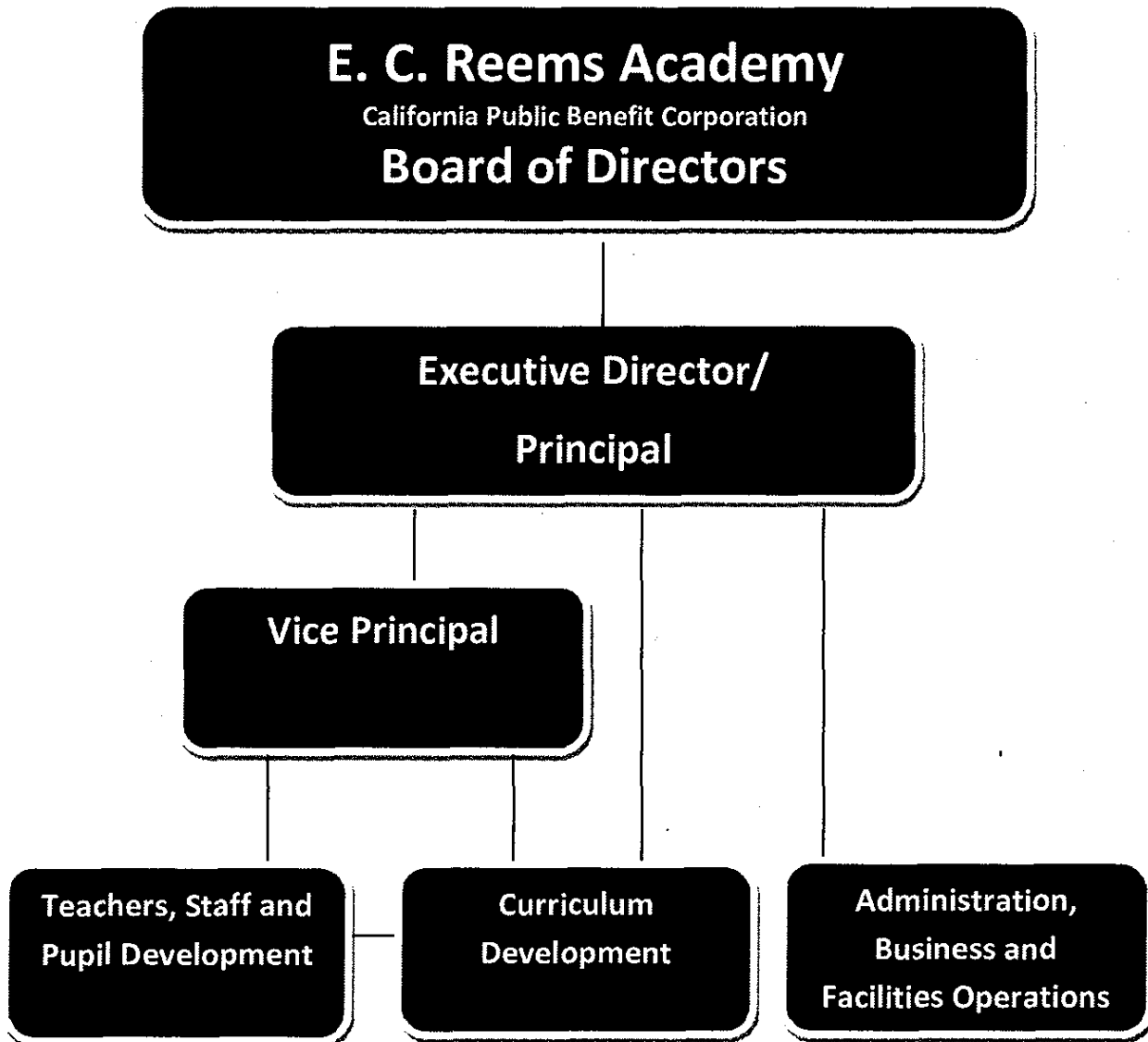
### **Board Oversight**

Board oversight includes identifying changes that govern the direction of the school. Samples of this type of governance are listed in the Approved policies chart below.

<b>Policy</b>	<b>Date Approved</b>	<b>Policy</b>	<b>Date Approved</b>
Bylaw Amendment-Board Composition	11/26/08		
Consolidated Application	10/22/2008	EdTec Contract	9/21/2006
McKinney Vento Homeless Policy	10/22/2008	Harm Reduction Therapy Contract	9/21/2006
Renewal of Board Terms	9/24/2008	Supplemental Minutes	9/21/2006
School Calendar/Bell Schedule/Instructional Minutes	9/24/2008	Good Day Catering Contract	6/22/2006
LEA Plan (Annual Approval)	9/24/2008	Board Member Terms	6/22/2006
Conflict of Interest Policy	9/24/2008	Instructional Minutes	11/17/2005
Approval of 2008-09 Budget & 3 yr Budget	6/4/2008	Board Member Roles	11/17/2005
Joint Powers Authority Renewal	6/4/2008	Audit Findings	11/17/2005
EdTec Contract	6/4/2008	CSR Application	9/29/2005
Alta Alliance Account Transfer	6/4/2008	Board Meeting Schedule	9/29/2005
Approval of San Lorenzo School District Contract (food services)	6/4/2008	Board Composition	9/29/2005
Summer Board Meeting Schedule	6/4/2008	05/06 Budget	6/9/2005
CSR Application/Resolution	3/12/2008	CCSA JPA Renewal	6/9/2005
Auditor Contract - Hosaka, Nagel & Co.	3/12/2008	EdTec Contract	6/9/2005
Art/Music Block Grant (Accepting Funds)	1/30/2008	Auditor Selection	5/17/2005
Century Grant Assurances	1/30/2008	School-wide Plan	5/17/2005
Retention Policy	1/30/2008	Flex Plan Resolution	1/20/2005
LEA Plan	10/25/2007	New Board Members	11/4/2004
LEA Plan	10/3/2007	CSR Application	11/4/2004
School Calendar/Bell Schedule/Instructional Minutes	8/15/2007	Textbook Adoption Resolution	11/4/2004
Supplemental Hourly Instruction	8/15/2007	Board Members & Terms	8/16/2004
Revised 07-08 Budget	8/15/2007	School-wide Status	8/16/2004
Consolidated Application	7/19/2007	Resolution to amend School Calendar	8/16/2004
07/08 Budget	6/19/2007	Joining JPA Resolution	7/27/2004
Funding Survey Designation	5/23/2007	Summer School Changes	6/23/2004
07/08 Budget	5/17/2007	Charter Renewal Changes	6/23/2004
CCSA & Revolution Foods Contract	5/17/2007	04-05 Budget	5/26/2004
Approval of Master Calendar & Master Calendar Addendum	3/22/2007	STRS Resolution	5/26/2004
School Site Discretionary Block Grant Expenditure	3/22/2007	Auditor Selection	5/26/2004
Art/Music Block Grant Expenditures	3/22/2007	EdTec Contract	5/26/2004
Board Meeting Schedule	3/22/2007	Supplemental Hourly Instruction	5/24/2004
Audit Findings	12/14/2006	CDE Revolving Loan	11/20/2002
CSR Application	10/19/2006		

## Organization Chart

The School Organization Chart reflects the hierarchical reporting process of the organization. As noted, the Executive Director/Principal reports to the Board. The Vice Principal reports to the Executive Director/Principal. The teachers report to the Executive Director/Principal and the Vice Principal, and clerical and classified report to the Executive Director/Principal.



## **Fiscal Accountability**

*E.C. Reems Academy fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. E.C. Reems Academy conducts an annual financial audit, which is made public.*

### **Annual Budget Preparation**

Each year the school's executive director and Edtec develop comprehensive budget assumptions to guide the budget (projection) process. E.C. Reems Academy Board of Director's adopts the budget at least 30 days prior to the new fiscal year. The executive director and the board of director's monitor the budget against actuals on a monthly basis, which includes an ADA review of assumptions to guide (as needed) budget adjustments. As stated in the Renewal Handbook, "all accounts payable obligations are up-to-date, appropriately described, and disclosed in financial statements. There are no long-term debts or expenses, and multi-year contracts are tracked and monitored on a regular basis within the budget and budgeting process. Annual reviews of significant operating costs are reported to the executive director, board committee charged with finance oversight, and the board at-large."

### **Annual Audit**

E.C. Reems Academy Board of Director's contracts audit services from Hosaka, Nagel and Company, a CPA, Professional Corporation. This firm has provided services to the school for the past five years and is currently under contract for an additional two years. Hosaka is listed on the State Controller's Vendor list.

The school's audit is performed in accordance with generally accepted auditing standards to ensure that the school's finances are being managed in accordance with generally accepted accounting principles and practices and the audit tests the validity of the charter school's ADA and reports these findings in the audit report. E.C. Reems Academy receives a school-specific audit report that includes financial statements and audit findings/conclusions specific to E.C. Reems Academy and includes a management letter commenting on areas improvements (if any) in structures, procedures, and management practices of the school."

The E.C. Reems Academy Board reviews the audit report and responds to any audit findings. The audit is sent to OUSD - the authorizing agency, the ACOE, COE and CDE by legally mandated deadlines.

### **Adopted Fiscal Policy Adherence**

E.C. Reems Academy adheres to adopted fiscal policy and procedures, which includes procedures for the authorization of purchases and release of funds, including signatories for checks or purchase orders over a specified threshold.

Bank reconciliations for all school-affiliated bank accounts are completed and reviewed on a monthly basis by the executive director, Edtec and the Board, the account is reconciled by Edtec personnel and is not empowered to sign checks. E.C. Reems Academy has a clear and organized tracking system for costly fixed assets such as textbooks and computer equipment.

### **Revenue Supports Student Learning**

E.C. Reems Academy prioritizes funds to maintain a clean and safe learning environment, as mandated in the Williams Act. Further, it provides adequate materials and equipment to support student learning. E.C. Reems Academy provides (clear) justification for its employee comprehension structure and has established procedures for the approval of employee comprehension. Financial decisions are based on identified school-wide needs and priorities.



### **III. EC REEMS HAS MET THE TERMS OF ITS CHARTER**

The terms of the 2004 charter focused on closing the achievement gap. E.C. Reems Academy has implemented changes to its program to begin to close the gap, which includes:

- E.C. Reems Academy developed programs to strengthen the language arts and mathematics programs to address deficiencies in these areas. This was accomplished by implementing two intervention programs: Language Arts - Open Court (K-5) and High Point (6-8); Mathematics – purchased Harcourt Mathematics Series to align learning with State Standards and hence the STAR test content.
- E.C. Reems Academy developed a language arts reading and mathematics pull-out and push in program to support slow learners who do not qualify for special education services but demonstrate deficiencies that affect meeting grade level standards.
- E.C. Reems Academy has designed programs that were part of the strategic plan implementation and roll out over the life of the 2004 charter. The last of the programs (Mathematics Coaching) was unveiled in the 2008-2009 school year. This program will continue to develop into the next authorization period and serve to strengthen students understanding of the math foundation needed to excel in mathematics and science.
- E.C. Reems Academy initiated the Honor's Algebra class, a cross-grade course, during the Spring 2008 trimester. The Honor's Algebra class challenged our advanced students and provided an opportunity for higher order thinking that improved grades throughout the curriculum.
- E.C. Reems Academy scheduled multi-grade articulation meetings to insure that students were matriculating with the necessary skills to enter the next grade on track. This process has proven productive and is an on-going practice.

E.C. Reems Academy introduced the OPEN BOOK computer software program designed to provide another level of language arts and reading comprehension instruction. The program is self paced and has proven to assist English Language Learners and slow learners improve the basic skills needed to excel. This program has proven productive and is an on-going practice. We are researching mathematics software program to provide the same support for slow math learners.

- E.C. Reems Academy developed a system to disaggregate test scores to determine which students needed interventions and what content area was missed by student per grade level standards. The system will inform school leadership on how to allocate resources and implement new programs that could include developing teacher-training modules in particular areas, purchasing new textbooks and instructional materials to meet the needs of the students, and creating small group instruction to address the identified deficiencies. This system has proven successful.
- The Invention programs are funded through grants from the private sector.

OUTCOME AS SPECIFIED in ORIGINAL E.C. REEMS CHARTER	EVIDENCE THAT E.C. REEMS HAS MET THE GOAL
Teacher Induction and Retention Program	Low teacher turnover, professional development and training, formal and informal observations and recommendations, peer meetings, coaching, general support and recognition
Effective Teaching Model	Lesson plans, observations, implementation of professional development skills, differentiated instruction training, peer training, report cards, test scores, 9 <sup>th</sup> grade recruitment
Classroom Management	Quiet classrooms, active participatory student demeanor, grades, observations
Lesson Plans	Submission of weekly lesson plans to Vice Principal, review and observations
ELA Program	Data Driven ELA program improvement planning, lesson plans and observations, student work (principal may call for samples at any time), writing lab, GAP reading program. Looping high achieving students, test scores, report cards, purchase of new text series, all grades
Mathematics Program	Data Driven Program Design, reviewed and strategized annually. Purchase of new text series, all grades,, Mathmatick, establishment of mathematics push in program, test scores, report cards, student work

Writing Program	Writing Training Program for teachers – 7 Effective Steps of Writing steps, on-going process, student work, test scores, annual school-student paragraph writing anthology
History-Social Studies	Data Driven Assessment, purchase of new text series - all grades, student work, report cards
Science Program	Assessments, purchase of new text series - all grades, class projects, report cards
Technology Program	Technology self-study, curriculum alignment, student and teacher use, report cards, grades, software purchases
Physical Education Program	Assessments, PE Test scores and student health, state aligned curriculum, student comments and eagerness to go to P.E., program competitions
Art Program	Formal and Informal assessments, report cards, grades, projects
Speaking	Assessments, report cards, performance, oral reports, partner reading, story retell
SST and IEP	Assessments, report cards, progress report identification, Principal review, teacher, staff and parent, RSP and Speech Specialist initiation, on-going monitoring for need
GAP Intervention Program	GAP (Reading and Mathematics) Program designed to assist low achieving students that are identified as slow learning, having learning gaps but do not have learning disabilities, test scores, student pride, classroom participation, grades, report cards, parent comments, RSP comments, teacher comments

## **IV. Schools Plan For a Future Charter Term**

### **FUTURE OF E.C. REEMS**

Our goal over the next five years is to continue to institutionalize our teaching strategies in all subject areas, with a major focus on reading comprehension, writing, mathematics, science and technology. To accomplish this we have conducted a self-study to identify why our test scores dropped and what improvements need to be made to move our students to 100% proficiency (as required by NCLB) by the close of the 2012-2013 school year. To learn how we intend to move our students, see Criterion 1.

To reach this aggressive goal we will need to move an average of 30 students a year until they reach Advanced or Proficient on the STAR test. The reality is that not all students will reach our goal. The majority of our Special Education students are not taught on grade level but rather on their adjusted level as designated on their IEP, yet these students take the same test as their grade level peers. The majority of our Special Education students take the STAR test rather than opting out. The slow learners will also restrict us from reaching 100% proficiency, in that their skills, while improving, may not reach grade level proficiency. In spite of the above, we will:

- Institutionalize the Mathematics Clinic
- Purchase mathematics educational software to assist slow learners and Special Education students
- Enhance the K-5 and 6-8 technology programs
- Improve the delivery of differentiated instruction in the classroom
- Train teachers in the use of the Effective Teaching Model
- Send teachers to conferences to share newly acquired 'best practices'
- Build on our pull out and push in Clinics
- Expand our library offerings
- Create a dynamic Science Program
- Purchase laptops for grades six through eight

## **Conclusion**

E.C. Reems Academy is an academic success. It is an effective, viable organization, and has been faithful to the terms of the charter. The self-study and criterion review proved very effective in that we can now provide a global view of our success, entering our tenth year of operation, and third charter renewal. Our enrollment wait list has been populated on an on-going basis and parent word-of-mouth is our best form of public relations and media output. This does not assume that we have reached our apex. We have not. It does mean that we continue to improve and provide the premier education we discuss in our 2004 Charter. We continue to improve our curriculum, the ways our teachers engage students, and provide opportunities for

success. Our goal is to eliminate the achievement gap, and provide a foundation to excel. More importantly, our goal is to offer urban elementary and middle school students opportunities to learn and compete with students throughout the United States. Socio-economic conditions should not affect a student's ability to learn on a level educational plane. Our school seeks to level the plane and prepare our students to become independent, high achievers capable of becoming world-class leaders.

We are a village in word and deed. We are academically successful because we support teachers, provide a comprehensive curriculum, set the bar for achievement, provide social-psychological support systems, create partnerships with external organizations, interact with and engage parents and students, provide learning programs to assist all students – high achievers, average, low achievers, second language learners, and SPED students.

We evaluate our programs and educational design on an on-going basis and make adjustments to meet curricular, materials, and education needs. This evaluative process has moved students from a remedial education focusing on rote and basic skills to a highly engaged, high learning skills environment. Our students are competitive learners and are engaged in high order thinking in English and Mathematics - these skills are demonstrated in student outcomes. An example of academic success is our middle school program. In 2002, the eight graders scored poorly in mathematics and were below grade level. Last year we revised the eighth grade mathematics curriculum moving from general mathematics to Algebra.

To prepare for the transition, we sent our eighth grade teachers back to college to earn an Algebra Certificate teach Algebra and comply with NCLB (we currently have three teachers holding this certificate). As noted in our strategic plan, we intend to move the 8<sup>th</sup> grade students to Geometry 1 and the 7<sup>th</sup> grade students to Algebra 1 in 2011. We have an aggressive mathematics plan for the school. Our goal is for our students to enter high school testing out of Algebra 1 and Geometry 1 and begin the ninth grade in Algebra 2 or Geometry 2 preparing to enter college with a strong mathematics background. This is also the case with our ELA program. By the time our student's complete 8<sup>th</sup> grade, our goal is that they can effectively write and research materials on a twelfth grade level, again being prepared to excel in college and take the more strenuous curriculum courses needed to enter majors that fortify the skills of a world-class leader.

Our elementary program is effective and by the end of the first grade our students are reading. By third grade, our students can write effective short paragraphs, read aloud fluently, and know the basic mathematics facts needed to build on the mathematics skills needed to succeed in middle school mathematics, i.e. Algebra and Geometry.

Socially, our character education program, concept of living and learning in a village, and respecting our neighbors has provided a social network that reinforces classroom behavior, student-to-student relations, and a sense of being that supports academic achievement and thus, helps close the achievement gap. Our students use these tools to become independent, thinking citizens.

Our school provides the opportunities for all students to become world-class citizens. It validates the concept that any child can learn and become active partners in society given the opportunity to do so. It affirms the student mantra – *We are world-class leaders*. Our alumni, currently attending college (at some of the better schools) attribute their success to the years spent at E.C. Reems Academy. This is antidotal, but a truth that our students are world-class leaders in the making.

In closing - We are an Academic Success. Our school is Effective and a Viable Organization. Our school is Faithful to the Terms of our Charter.

**EC Reems Academy of Technology and Arts  
Budget Narrative for Charter Renewal  
December 10, 2008**

**Summary**

The attached budget and cash flow projections are based on conservative estimates of the actual costs to implement the EC Reems Academy of Technology and Arts program (ECR) as described in the charter. Cost estimates are based on the historical costs of ECR's program, which will financially operate similarly to the way it has in the past two years, with slightly higher revenues and expenses due to higher enrollment and enhanced programming.

The budget includes five years of financial projections: 2009/10, 2010/11, 2011/12, 2012/13, and 2013/14. We have included the 2008/9 First Interim budget approved by the board in November 2008 as a point of reference for the financial projections. The one year cash flow projection is for 2009/10; we also include the cash flow projection for the remainder of 2008/9 as reference.

In spite of an uncertain economic outlook and the probability of cash flow delays and low funding rate increases, the school has built a large reserve over the past several years and has a strong cash position, which will allow the school to ride out this economic downturn without making budget cuts which would affect its program.

**Enrollment Projections**

Historically the school's enrollment has fluctuated between 340 and 360 students in grades K-8, and in the past several years, the school has had a relatively extensive waiting list. In 2007/8 the school had 353 students enrolled at CBEDS and in 2008/9 the school had 359 students enrolled at CBEDS. The multi year budget projections in 2009/10 through 2013/14 assume 360 students. It is possible that enrollment may be a bit higher than this number, but because of space constraints at the school's current location, we do not anticipate enrollment to be much higher than 360.

The school's average daily attendance percentages are projected at 95% for all grade levels. The school has seen a huge improvement in attendance over the last year and believes that the policies and procedures in place will maintain that higher attendance percentage. In fact, the school believes that 95% is a conservative number to use and that the ADA will likely be higher.

We have also assumed that the number of students who qualify for free/reduced lunch are similar to historical numbers; estimates used are 200 students who qualify for "free" and 36 students who qualify for "reduced." Of the 200 students who qualify for "free," 180 students are considered Economically Disadvantaged (ED). The school projects to have 66 students who are categorized as English Language Learners based on the R-30 census which is completed every year.

## Revenue

Revenue projections for the first year (2009/10) are based on consensus estimates of the 2009/10 revenue for charter schools as reported by the Charter School Development Center (CSDC) and assume no COLA meaning that they are the same as the 2008/9 rates. The funding rate for the General Block Grant is estimated at \$5,645 per ADA for K-3 students; \$5,730 per ADA for 4-6 students; and \$5,893 per ADA for 7-8 students. The rate for the categorical block grant is estimated at \$500 per ADA and \$305 per ED and ELL student. (Charter schools receive EIA funding as part of the categorical block grant). Those rates are grown conservatively over the next four years using the following COLA assumptions: 2.6% in 2010/11, 2.5% in 2011/12, 2.4% in 2012/13, and 2.4% in 2013/14.

We have been told that the statutory COLA will be reinstated once the state has funds available, but because we have no reassurance this will be the case, we used CSDC's COLA projections.

In addition to the general and categorical block grant funding, the school will receive:

- Federal Income
  - Title I, II and V which amounts to approximately \$120,000 per year based on the number of students who qualify for FRL
  - Although the school does run a lunch program through San Lorenzo Unified (name of vendor), the school does not collect meal reimbursements from federal or state agencies. Rather, San Lorenzo administers the program, collects the reimbursements, and charges the school for the net expense of the meals it serves.
- Class Size Reduction Funding: In 2009/10, the school is assuming \$1,070 per K-3 student. All K-3 classes have 20 or fewer students per class.
- School Facilities Funding: Because ECR is located in an elementary school district which has a FRL percentage of more than 70, the school qualifies for the SB740 Charter School Facilities Program which entitles the school the lesser of \$750 per ADA at P2 or 75% of the school's annual rental fees. For ECR, we assume reimbursement of 75% of the school's annual rental fees.
- Lottery Funding: In 2009/10, the school will receive approximately \$137 per ADA per year for state lottery revenue.
- Supplemental Hourly Revenue: We assume approximately \$4 per student hour and 2,500 student hours for supplemental instruction for students who are recommended for retention (uncapped program) or at-risk of intention (capped program) for a total of \$10,000 per year.
- Arts and Music Block Grant: The school will also receive a minimum of \$4,000 per year for the Arts and Music Block Grant, which has been established as a



recurring grant. Associated art supplies have been included in the budget which are to be spent using these grant funds.

- After School Program (ASES Grant): This grant expires at June 30, 2009, but the CDE has indicated that current grantees will have priority over new grantees. Grant expenses are included in the budget projections; most of the grant funds are used to pay for teachers and instructional aides who plan and implement the after-school programming.

ECR also receives local revenue from several different sources. First, it receives funds from its interest earning checking account at Alta Alliance Bank. Second, it receives miscellaneous donations from parents and other community members. Finally, the school does several fundraisers a year which brings in approximately \$25,000 of funding. Finally, the school has received a recurring grant from a local foundation that funds a part-time math specialist for students in grades 3 through 5.

### **Expenses**

Expenses have been conservatively estimated by EdTec based on ECR's years of operational experience, current market conditions in Oakland Unified School District, and EdTec's experience working with a number of urban, site-based charter schools in California of similar size. Non-payroll expense assumptions have been increased 2% per year, in addition to increased expenses due to staffing growth associated with higher enrollment projections and program enhancements. Below is a summary of the major expense categories and the assumptions underlying them.

**Staffing and benefits:** ECR plans to maintain its current staffing structure which includes two administrators (Principal/Director and Vice Principal), eighteen teachers (two teachers for each grade and two media/technology instructors), ASES staff, three elective teachers (PE, Art, and Media/Computer), one counselor, two administrative staff, two half-time reading specialists who also serves as substitutes, one half-time math specialist, and several hourly employees who help with meal time, security, janitorial work, and other support services. In addition to its current staffing, the school plans to add a part-time Spanish instructor and a full-time Science/Technology specialist in 2009/10 to enhance the school's course offerings.

ECR plans to continue to outsource its business services, so it will not expand its central office staff beyond the administrative positions listed above.

ECR currently covers the costs of health insurance for its full-time employees through a Health Savings Account. Health insurance costs have been increased at 8% each year.

School offers STRS for its certificated employees and Social Security for non-certificated employees. STRS employer contributions have been increased by 0.25% of total STRS eligible salaries each year from 2009/10 onwards until 2013/14. Worker's Comp

insurance is included at approximately 2% of total salaries based on current JPA rates offered by the CA Charter Schools Association (CCSA).

**Books and Supplies:** ECR plans to spend more than \$200 per student on instructional materials per year including textbooks. Student food service expenses are based on historical expenses and are based on net figures as referenced above.

**Services and Operating Expenditures:** Most of these costs will be maintained at their current level with a slight increase to adjust for possible inflation of costs. Line items that will be changing include:

- Building Repairs budgeted at \$15,000 in 2009/10. The school is planning to do some larger repairs next year.
- Implementation and licensing fees for a student data system have been earmarked in the "Student Information System" line item.
- Special Education encroachment: 2009/10 rate based on \$450 per ADA, increasing at 5% per year. By 2013/14, the rate is projected to be \$550 per ADA.

The school has budgeted 1% of the general and categorical block grant for district oversight fees payable to Oakland Unified School District.

The school budgets over \$100,000 for consultants, which includes a contract that the school has with "Harm Reduction Therapy".

The school has budgeted to contract with a back office business provider to manage the school's business office in partnership with the Director, Vice Principal, and Accounts Clerk. The school will also outsource technology support which ranges from \$15,000 to \$30,000 depending on the technology plans of the school.

**Capital Outlay:** The school does not plan to spend any money on capital outlay. The school is in a facility that does not require considerable capital improvements.

**Cash Flow:** In 2008/9 the school has adjusted its cash flow projections to anticipate cash flow delays from the state. For example, the February 2009 apportionment will be paid at 1/6 of the total apportionment whereas the April 2009 apportionment will be paid at 1/3 of the total apportionment. We don't anticipate this deferral of revenue in 2009/10; however, even if the state did decide to defer the July apportionment in 2009/10, ECR would have sufficient cash to cover its monthly expenses.

The school has no loans outstanding and AR balances on its balance sheet will be received this year.

**Contingencies and Reserves:** ECR has been building its reserves over the last several years. For example, in 2006/7 the school's net income was \$76,874; in 2007/8 the school's net income was \$30,926. The school started 2008/09 fiscal year with

approximately a fund balance of \$352,000 based on the audited financials and plans to end the current fiscal year with a positive net income of \$117,000 which would bring the ending fund balance in 2008/09 to over almost \$500,000. This fund balance significantly exceeds the five percent CDE recommended reserve and gives the school a reserve to draw from in case it needs to during this period of economic uncertainty.

The school's net income is projected to stay relatively flat from 2010/11 to 2013/14 using conservative COLA projections. However, it is likely that the school will receive a COLA restoration sometime in the upcoming five years which would increase the school's net income substantially.

**EC Reems Academy**  
 Five Year Budget Projection  
 Charter Renewal

	<u>2008/09</u>	<u>2009/10</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>
	First Interim Budget	Budget Projection	Budget Projection	Budget Projection	Budget Projection	Budget Projection
<b>SUMMARY</b>						
<b>Revenue</b>						
General Block Grant	2,183,238	2,240,575	2,286,662	2,343,961	2,400,434	2,458,075
Federal Income	107,105	124,570	129,492	132,824	136,155	139,487
Other State Income	466,330	426,211	432,981	439,621	445,939	452,775
Other Local Revenue	17,728	23,600	24,072	24,553	25,045	25,545
Fundraising and Grants	65,000	47,000	47,500	48,010	48,530	49,061
<b>Total Revenue</b>	<b>2,839,402</b>	<b>2,861,955</b>	<b>2,920,707</b>	<b>2,988,969</b>	<b>3,056,103</b>	<b>3,124,942</b>
<b>Expenses</b>						
Compensation and Benefits	1,970,297	2,021,782	2,085,815	2,155,355	2,214,266	2,273,128
Books & Supplies	112,200	117,339	124,120	125,932	127,775	129,655
Services & Operating Exp.	639,574	662,955	666,428	663,801	674,706	691,183
Capital Outlay	-	-	-	-	-	-
<b>Total Expenses</b>	<b>2,722,071</b>	<b>2,802,076</b>	<b>2,876,363</b>	<b>2,945,088</b>	<b>3,016,746</b>	<b>3,093,966</b>
<b>Operating Income</b>	<b>117,331</b>	<b>59,879</b>	<b>44,344</b>	<b>43,882</b>	<b>39,357</b>	<b>30,977</b>
<b>Fund Balance</b>						
Beginning Balance (Audited)	352,493	469,824	529,703	574,047	617,928	657,285
Operating Income	117,331	59,879	44,344	43,882	39,357	30,977
<b>Ending Fund Balance</b>	<b>469,824</b>	<b>529,703</b>	<b>574,047</b>	<b>617,928</b>	<b>657,285</b>	<b>688,262</b>
CDE Recommended Reserve (5% of Expenses)	136,104	140,104	143,818	147,254	150,837	154,698

**EC Reems Academy**  
 Five Year Budget Projection  
 Charter Renewal

	<u>2008/09</u>	<u>2009/10</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>
	First Interim Budget	Budget Projection	Budget Projection	Budget Projection	Budget Projection	Budget Projection
<b>DETAIL</b>						
<b>Enrollment</b>						
K to 3	149	149	149	149	149	149
4 to 6	116	116	116	116	116	116
7 to 8	93	95	95	95	95	95
Total Enrollment	<u>358</u>	<u>360</u>	<u>360</u>	<u>360</u>	<u>360</u>	<u>360</u>
<b>Attendance Rates</b>						
K to 3	94.0%	95.0%	95.0%	95.0%	95.0%	95.0%
4 to 6	94.0%	95.0%	95.0%	95.0%	95.0%	95.0%
7 to 8	94.0%	95.0%	95.0%	95.0%	95.0%	95.0%
Average	<u>94.0%</u>	<u>95.0%</u>	<u>95.0%</u>	<u>95.0%</u>	<u>95.0%</u>	<u>95.0%</u>
<b>ADA</b>						
K to 3	140	142	142	142	142	142
4 to 6	109	110	110	110	110	110
7 to 8	87	90	90	90	90	90
Total ADA	<u>337</u>	<u>342</u>	<u>342</u>	<u>342</u>	<u>342</u>	<u>342</u>
Economically Disadvantaged	199	180	180	180	180	180
Free Lunch	197	200	200	200	200	200
Reduced Lunch	36	36	36	36	36	36
English Language Learners	66	66	66	66	66	66

**EC Reems Academy**  
 Five Year Budget Projection  
 Charter Renewal

		<u>2008/09</u>	<u>2009/10</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>
		First Interim Budget	Budget Projection	Budget Projection	Budget Projection	Budget Projection	Budget Projection
<b>Revenue</b>							
8015	State Aid	1,350,959	1,373,166	1,408,879	1,444,113	1,478,770	1,514,244
8780	Property Tax	579,645	589,173	604,496	619,613	634,483	649,703
8480	Charter Schools Categorical Block Grant	252,634	278,236	273,287	280,234	287,181	294,128
	Subtotal - General Block Grant	<u>2,183,238</u>	<u>2,240,575</u>	<u>2,286,662</u>	<u>2,343,961</u>	<u>2,400,434</u>	<u>2,458,075</u>
8294	Title I - Basic Grant	105,105	116,500	121,068	124,136	127,204	130,272
8295	Title II - Teacher Quality	-	6,990	7,316	7,552	7,788	8,024
8298	Title V - Innovative	-	1,080	1,108	1,136	1,163	1,191
0000	Prior Year Revenue - Federal	2,000	-	-	-	-	-
	Subtotal - Federal Income	<u>107,105</u>	<u>124,570</u>	<u>129,492</u>	<u>132,824</u>	<u>136,155</u>	<u>139,487</u>
8434	Class Size Reduction, Grades K-3	159,579	159,579	163,751	167,774	171,797	175,969
8545	School Facilities (SB740)	52,979	54,039	55,120	56,222	57,346	58,493
8560	State Lottery Revenue	46,103	46,854	48,222	49,590	50,616	51,984
8591	Supplemental Hourly Revenue	10,000	10,000	10,000	10,000	10,000	10,000
0000	Arts & Music Block Grant	5,647	5,739	5,888	6,035	6,180	6,328
0000	ASES Grant	150,000	150,000	150,000	150,000	150,000	150,000
0000	Middle School Counseling Program	2,119	-	-	-	-	-
0000	Arts & Music/Arts, Music, and PE Deferred	25,974	-	-	-	-	-
8019	Prior Year Revenue	13,929	-	-	-	-	-
	Subtotal - Other State Income	<u>466,330</u>	<u>426,211</u>	<u>432,981</u>	<u>439,621</u>	<u>445,939</u>	<u>452,775</u>
8660	Interest	2,000	3,600	3,672	3,745	3,820	3,897
8693	Field Trips	120	-	-	-	-	-
8699	Other Local Revenue	10,608	20,000	20,400	20,808	21,224	21,649
8999	Uncategorized Revenue	5,000	-	-	-	-	-
	Subtotal - Local Revenues	<u>17,728</u>	<u>23,600</u>	<u>24,072</u>	<u>24,553</u>	<u>25,045</u>	<u>25,545</u>
8694	Fundraising	25,000	25,000	25,500	26,010	26,530	27,061
8697	Fundraising - Grants	22,000	22,000	22,000	22,000	22,000	22,000
0000	CSIS Grant	18,000	-	-	-	-	-
	Subtotal - Fundraising and Grants	<u>65,000</u>	<u>47,000</u>	<u>47,500</u>	<u>48,010</u>	<u>48,530</u>	<u>49,061</u>
	<b>TOTAL REVENUE</b>	<u><b>2,839,402</b></u>	<u><b>2,861,955</b></u>	<u><b>2,920,707</b></u>	<u><b>2,988,969</b></u>	<u><b>3,056,103</b></u>	<u><b>3,124,942</b></u>

**EC Reems Academy**  
 Five Year Budget Projection  
 Charter Renewal

	<u>2008/09</u>	<u>2009/10</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>
	First Interim Budget	Budget Projection	Budget Projection	Budget Projection	Budget Projection	Budget Projection
<b>Expenses</b>						
<b>1000 Certificated Employees</b>						
Administration	109,273	111,458	113,888	115,961	118,281	120,646
Teachers (Cert)	888,718	954,313	973,399	992,867	1,012,724	1,032,979
ASES	122,900	120,000	120,000	120,000	120,000	120,000
<b>SUBTOTAL</b>	<b>1,120,891</b>	<b>1,185,771</b>	<b>1,207,087</b>	<b>1,228,828</b>	<b>1,251,005</b>	<b>1,273,625</b>
<b>2000 Classified Employees</b>						
Administration (Class)	168,262	166,527	169,858	173,255	176,720	180,255
Elective Teachers	130,531	133,141	135,804	138,520	141,291	144,117
Substitutes	7,000	3,915	3,993	4,073	4,155	4,238
Support	191,000	141,597	144,429	147,317	150,264	153,269
<b>SUBTOTAL</b>	<b>496,794</b>	<b>445,181</b>	<b>454,084</b>	<b>463,166</b>	<b>472,429</b>	<b>481,878</b>
<b>3000 Employee Benefits</b>						
3401-2 Health Insurance	168,880	205,200	233,928	266,678	288,012	311,053
3301-2 Social Security/Medicare/ETT	64,164	64,014	65,106	66,219	67,354	68,581
3501-2 Unemployment Insurance - State	9,498	9,705	8,999	9,008	9,017	9,026
3501-2 Unemployment Insurance - Federal (FUTA)	-	-	-	-	-	33
3101 STRS	79,529	81,120	85,250	89,512	93,911	95,789
3601-2 Worker's Comp	30,541	30,791	31,362	31,944	32,537	33,143
<b>SUBTOTAL</b>	<b>352,612</b>	<b>390,830</b>	<b>424,644</b>	<b>463,360</b>	<b>490,831</b>	<b>517,625</b>

**EC Reems Academy**  
 Five Year Budget Projection  
 Charter Renewal

	<u>2008/09</u>	<u>2009/10</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>
	First Interim Budget	Budget Projection	Budget Projection	Budget Projection	Budget Projection	Budget Projection
<b>4000 Books and Supplies</b>						
4100 Textbooks and Core Materials	32,000	30,000	35,000	35,000	35,000	35,000
4200 Books and Other Reference Materials	5,000	5,100	5,202	5,306	5,412	5,520
4315 Custodial Supplies	5,000	5,100	5,202	5,306	5,412	5,520
4320 Educational Software	4,000	4,080	4,162	4,245	4,330	4,416
4325 Instructional Materials	13,000	13,260	13,525	13,796	14,072	14,353
4330 Office Supplies	10,000	10,200	10,404	10,612	10,824	11,041
4335 PE Supplies	4,000	4,080	4,162	4,245	4,330	4,416
4345 Non Instructional Supplies	5,000	5,100	5,202	5,306	5,412	5,520
4410 Classroom Furniture and Equipment	3,000	3,060	3,121	3,184	3,247	3,312
4420 Computers	10,000	10,200	10,404	10,612	10,824	11,041
4430 Office Furniture and Equipment	1,000	1,020	1,040	1,061	1,082	1,104
4350 Uniforms	1,000	1,020	1,040	1,061	1,082	1,104
4710 Student Food Services	16,000	16,320	16,646	16,979	17,319	17,665
4720 Other Food	3,000	3,060	3,121	3,184	3,247	3,312
4326 Art & Music Supplies	200	5,739	5,888	6,035	6,180	6,328
<b>SUBTOTAL</b>	<b>112,200</b>	<b>117,339</b>	<b>124,120</b>	<b>125,932</b>	<b>127,775</b>	<b>129,655</b>



**EC Reems Academy**  
 Five Year Budget Projection  
 Charter Renewal

	<u>2008/09</u>	<u>2009/10</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>
	First Interim Budget	Budget Projection	Budget Projection	Budget Projection	Budget Projection	Budget Projection
<b>5000 Services and Other Operating Expenditures</b>						
5803 Accounting Fees	6,800	6,936	7,075	7,216	7,361	7,508
5809 Banking Fees	3,000	3,060	3,121	3,184	3,247	3,312
5812 Business Services	107,650	107,650	107,650	107,650	107,650	107,650
5815 Charter Development	1,500	-	-	-	-	-
5910 Communications - Internet / Website Fees	3,000	3,060	3,121	3,184	3,247	3,312
5915 Communications - Postage and Delivery	1,500	1,530	1,561	1,592	1,624	1,656
5920 Communications - Telephone & Fax	12,335	12,581	12,833	13,090	13,352	13,619
5210 Conference Fees	100	5,000	5,100	5,202	5,306	5,412
5854 Consultants	110,000	112,200	114,444	116,733	119,068	121,449
5824 District Oversight Fees	20,881	21,333	21,888	22,436	22,976	23,527
5305 Dues & Membership	1,500	1,530	1,561	1,592	1,624	1,656
5310 Dues & Membership - Subscriptions	3,500	3,570	3,641	3,714	3,789	3,864
5605 Equipment Leases	24,000	24,480	24,970	25,469	25,978	26,498
5830 Field Trips	2,500	5,000	5,100	5,202	5,306	5,412
5833 Fines and Penalties	250	-	-	-	-	-
5836 Fingerprinting	600	612	624	637	649	662
5839 Fundraising	1,030	-	-	-	-	-
5440 Insurance - Student	14,786	15,082	15,383	15,691	16,005	16,325
5515 Janitorial Services	800	-	-	-	-	-
5845 Legal Fees	7,500	4,000	4,080	4,162	4,245	4,330
5848 Licenses and Other Fees	1,000	-	-	-	-	-
5851 Marketing and Student Recruiting	1,000	1,020	1,040	1,061	1,082	1,104
5857 Payroll Fees	4,120	4,202	4,286	4,372	4,460	4,549
5863 Professional Development	9,000	9,180	9,364	9,551	9,742	9,937
5875 Recruiting - Staff	1,000	1,020	1,040	1,061	1,082	1,104
5610 Rent	70,639	72,052	73,493	74,963	76,462	77,991
5615 Repairs and Maintenance - Building	11,210	15,000	10,000	10,200	10,404	10,612
5617 Repairs and Maintenance - Other Equipment	500	-	-	-	-	-
5872 Special Education Encroachment	138,915	153,900	161,595	169,675	178,158	187,066
5878 Student Assessment	773	-	-	-	-	-
5881 Student Information System	18,000	15,940	9,940	10,139	10,342	10,548
5887 Technology Services	32,960	38,000	38,000	20,000	15,000	15,000
5220 Travel and Lodging	5,150	2,500	2,550	2,601	2,653	2,706
5535 Utilities - All Other	22,075	22,517	22,967	23,426	23,895	24,373
<b>SUBTOTAL</b>	<b>639,574</b>	<b>662,955</b>	<b>666,428</b>	<b>663,801</b>	<b>674,706</b>	<b>691,183</b>
<b>TOTAL EXPENSES</b>	<b>2,722,071</b>	<b>2,802,076</b>	<b>2,876,363</b>	<b>2,945,088</b>	<b>3,016,746</b>	<b>3,093,966</b>

**EC Reems Academy**  
**Cash Forecast**  
As of October 31, 2008

2008/09

	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	Forecast	AP/AR
<b>BEGINNING CASH</b>	253,490	275,676	164,257	228,984	281,276	364,742	308,969	407,734	369,780	487,382	495,894	492,323		
<b>INCOME</b>														
Subtotal - General Block Grant	-	12,567	211,979	283,692	261,999	178,093	178,093	178,093	204,567	146,454	234,793	146,454	2,183,238	146,454
Subtotal - Federal Income	-	-	1,812	-	600	200	42,242	200	200	42,242	200	200	107,105	19,209
Subtotal - Other State Income	-	-	-	13,929	43,194	6,490	101,490	6,814	164,373	41,490	3,990	20,840	466,330	63,720
Subtotal - Local Revenues	3,158	-	(2,431)	15,226	222	222	222	222	222	222	222	222	17,728	-
Subtotal - Fundraising and Grants	22,300	145	3,032	538	7,635	8,050	1,800	1,800	8,050	1,800	1,800	8,050	65,000	-
<b>TOTAL INCOME</b>	25,458	12,712	214,392	313,385	313,650	193,055	323,847	187,129	377,413	232,208	241,006	175,765	2,839,402	229,382
<b>EXPENSES</b>														
1000-3000 Compensation & Benefits	34,080	47,485	172,988	186,000	191,218	191,218	191,218	191,218	191,218	191,218	191,218	191,218	1,970,297	-
4000 Books & Supplies	99	23,532	8,314	11,088	20,139	7,004	7,004	7,004	7,004	7,004	7,004	7,004	112,200	0
5000 Services & Other Operating Expense	18,917	34,198	42,903	43,128	97,438	75,026	40,297	40,297	75,026	38,911	59,792	73,640	639,574	0
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	53,095	105,215	224,205	240,216	308,795	273,248	238,519	238,519	273,248	237,133	258,014	271,862	2,722,071	-
<b>NET OPERATING CASH INFLOW (OUTFLOW)</b>	(27,637)	(92,503)	(9,813)	73,169	4,855	(80,193)	85,328	(51,391)	104,164	(4,925)	(17,008)	(96,097)	117,331	229,382
Prior Year Revenue	-	-	-	-	65,174	10,983	-	-	-	-	-	(22,959)	-	-
Prior Year Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)	170,224	33,189	47,181	(63,005)	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable (current yr)	(56,857)	11,438	12,144	27,961	-	-	-	-	-	-	-	-	-	-
Summer holdback for Teachers	(63,544)	(63,544)	15,215	14,166	13,437	13,437	13,437	13,437	13,437	13,437	13,437	13,437	-	(136,879)
<b>ENDING CASH</b>	275,676	164,257	228,984	281,276	364,742	308,969	407,734	369,780	487,382	495,894	492,323	386,704		

EC Reems Academy  
Cash Forecast  
As of October 31, 2008

2009/10

	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	Forecast	AP/AR
<b>BEGINNING CASH</b>	386,704	385,275	371,667	357,433	392,109	356,001	281,669	282,220	356,467	492,036	483,084	424,304		
<b>INCOME</b>														
Subtotal - General Block Grant	-	130,994	261,989	174,659	174,659	174,659	174,659	174,659	324,765	162,383	162,383	162,383	2,240,575	162,383
Subtotal - Federal Income	-	-	-	-	-	-	49,828	-	-	49,828	-	-	124,570	24,914
Subtotal - Other State Income	-	-	2,500	39,895	11,714	2,500	-	122,554	68,252	-	-	17,083	426,211	161,714
Subtotal - Local Revenues	-	-	2,360	2,360	2,360	2,360	2,360	2,360	2,360	2,360	2,360	2,360	23,600	-
Subtotal - Fundraising and Grants	-	-	6,250	-	-	6,250	-	-	6,250	-	-	6,250	47,000	22,000
<b>TOTAL INCOME</b>	-	130,994	273,099	216,914	188,733	185,769	226,847	299,573	401,628	214,571	164,743	188,076	2,861,955	371,010
<b>EXPENSES</b>														
1000-3000 Compensation & Benefits	41,896	41,896	193,328	192,841	191,871	191,871	193,327	192,356	192,065	191,968	191,968	191,968	2,021,782	14,426
4000 Books & Supplies	1,530	18,426	30,832	12,325	5,822	8,372	5,822	5,822	8,372	5,822	5,822	8,372	117,339	0
5000 Services & Other Operating Expense	36,016	37,169	82,642	40,853	40,853	79,328	40,853	40,853	79,328	39,439	39,439	77,914	662,955	28,269
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	79,443	97,491	306,802	246,019	238,546	279,571	240,002	239,031	279,765	237,229	237,229	278,254	2,802,076	42,696
<b>NET OPERATING CASH INFLOW (OUTFLOW)</b>	(79,443)	33,503	(33,703)	(29,105)	(49,813)	(93,802)	(13,155)	60,542	121,863	(22,658)	(72,486)	(90,178)	59,879	328,315
Prior Year Revenue	146,454	21,328	5,763	50,075	-	5,763	-	-	-	-	-	-		
Prior Year Expenses	(0)	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Receivable (current yr)														
Change in Accounts Payable (current yr)														
Summerholdback for Teachers	(68,439)	(68,439)	13,706	13,706	13,706	13,706	13,706	13,706	13,706	13,706	13,706	13,706		(137,059)
<b>ENDING CASH</b>	385,275	371,667	357,433	392,109	356,001	281,669	282,220	356,467	492,036	483,084	424,304	347,831		

# ERNESTINE C. REEMS ACADEMY

## 2008 – 2009 Parent Satisfaction Survey

Parent Name (Optional): \_\_\_\_\_ Child/ren's Grade/s: \_\_\_\_\_

Date: \_\_\_\_\_

**INSTRUCTIONS - PLACE A CHECK MARK (✓) INDICATING YOUR FEELING REGARDING THE STATEMENT.**

	Strongly Agree	Agree	Somewhat Agree	Disagree
<p><b>A. Leadership</b></p> <ol style="list-style-type: none"> <li>1. The Principal, Vice Principal, and Counselors are accessible to parents/guardians.</li> <li>2. The Principal has a clear vision that enhances excellence.</li> <li>3. The Administration provides effective leadership.</li> <li>4. The school has high academic and professional standards for teachers and students.</li> <li>5. The Administrators support educational opportunities to expand academic development.</li> <li>6. The Administrators treat my child as if he/she is the most important student attending the school.</li> <li>7. The Principal is a good leader.</li> <li>8. The Vice Principal is a good instructional leader.</li> <li>9. The (three) front office staff are friendly and helpful.</li> </ol>				
<p><b>C. Teaching and Learning</b></p> <ol style="list-style-type: none"> <li>1. Teachers are professionally trained, and apply effective teaching strategies in the classroom.</li> <li>2. Teachers take the time to listen to parents.</li> <li>3. Teachers use required grade level standards.</li> <li>4. Teachers are dedicated and readily available to parents.</li> <li>5. Teacher-to-student interaction is evident in the classroom.</li> <li>6. My child speaks highly of his/her teacher.</li> <li>7. Classroom materials are available to all students in the classroom.</li> <li>8. Teachers use current materials that support student learning.</li> <li>9. Teachers are sensitive to the needs and feelings of the students.</li> <li>10. Teacher makes good use of instructional time.</li> <li>11. Teachers plan fieldtrips and trips to the library to supplement classroom learning.</li> <li>12. Teachers exhibit a positive attitude and encourage positive behavior among students.</li> <li>13. My child's teacher communicates with me regularly via telephone, email, or written notes. Staff at the school care about my child's progress.</li> <li>14. Teachers go out of their way to help my child when he/she needs extra help.</li> </ol>				

	Strongly Agree	Agree	Somewhat Agree	Disagree
15. My child's teachers know my child and focus on him/her as an individual. 16. My child receives quality instruction in reading at ECR. 17. My child receives quality instruction in mathematics at the ECR. 18. My child receives quality instruction in writing at ECR. 19. My child receives quality instruction in art at ECR. 20. My child receives quality instruction in technology at ECR. 21. My child receives quality instruction in physical education at ECR. 22. The amount and type of homework assigned to my child is appropriate. 23. My child receives additional after school tutoring and support when needed. 24. I am satisfied with the quality of education my child receives at ECR.				
<b>D. School Climate</b>  1. Rules are clearly defined for all students. 2. The administration enforces rules fairly and uniformly. 3. ECR students are safe from physical harm while in school. 4. There is reasonable discipline maintained in my child's classroom. 5. ECR, through classroom development, counseling and the character in education program is helping my child become more self-directed and responsible at home, and school. 6. The school buildings and play grounds are clean and well maintained. 7. The school reflects warmth and safety. 8. ECR provides an inviting atmosphere for parents and guests. 9. My child feels safe in the school. 10. Teachers and staff are caring of one another. 11. My child is treated with respect and dignity at ECR. 12. Students behave respectfully towards the school staff. 13. Students show respect for school property. 14. The school respects my opinions and concerns regarding school issues. 15. I am aware that the ECR staff is attempting to live out the shared values of integrity, respect, and responsibility for self. 16. I have seen positive changes in my child's behavior as a result of the school's emphasis on character education.				
<b>E. Parent Communications</b>  1. I feel comfortable speaking to my child's teachers about any problems regarding my child. 2. I am likely to recommend Reems Academy to others. 3. Staff at ECR care about my child's progress and communicates with me regularly.				

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Somewhat Agree</b>	<b>Disagree</b>
<b>F. Parent Involvement</b>				
<ol style="list-style-type: none"> <li>1. Parents feel welcome when they come to the school.</li> <li>2. Parents are viewed as partners in education.</li> <li>3. Parents are invited to visit their child's classroom at any time.</li> <li>4. Parents feel engaged in their child's learning.</li> <li>5. Parent volunteers support student learning.</li> </ol>				
<b>THANK YOU FOR TAKING TIME TO COMPLETE THIS SURVEY!</b>				

## 2008 Parent Survey Results

We surveyed our parents at the November Parent Meeting. There were 27 respondents that answered questions about five categories of interest. This survey is similar to previous surveys and is aligned to the 2004 survey results cited in the 2004 Charter Petition.

- Leadership
- Teaching and Learning
- School Climate
- Parent Communications
- Parent Involvement.

The survey tool queried if parents Strongly Agreed to Disagree. The results are as follows.

Category	Strongly Agree	Agree
Leadership	17	10
Teaching and Learning	19	8
School Climate	14	11
Parent Communications	20	6
Parent Involvement	20	5

The survey results indicate that parents are satisfied with the school as it relates to these areas. Parents are very involved in the school, classrooms and activities. When areas of concern arise they are comfortable in meeting with staff and the concern is corrected or resolved. We operate as a village and all members are responsible for the success of the whole (village).

All members of the staff – teachers, administration, and classified staff work hard to insure that the school is safe, and that student learning is the primary focus of school operations.

# CITY OF OAKLAND



CITY HALL • 1 FRANK H. OGAWA PLAZA • OAKLAND , CALIFORNIA 94612

LAURENCE E. REID  
Vice Mayor  
Councilmember District #7  
lreid@oaklandnet.com

(510) 238-7007  
FAX: (510) 238-6910  
TDD: (510) 839-6451

December 11, 2008

Oakland Unified School District  
Board of Education  
1025 Second Ave  
Oakland, CA 94616

Dear Honorable President Kakishiba and Board of Education Members,

I am writing you to encourage the Board of Education to reauthorize the Ernestine C. Reems Academy's school charter for another five years. Ernestine C. Reems Academy has become a beacon in the East Oakland educational community over the past decade and has promoted over 560 eighth grade students, many returning to district high schools. The students leave Reems Academy prepared to enter high school with many testing out at ninth grade English courses. The eighth graders complete Algebra 1 before leaving the school thus entering high school on track.

Scholastically the students are prepared to enter high school and college. Many parents report that their children excelled in high school and are attending colleges around the country. Further, they express that their children's success rests in their elementary school training at Reems Academy.

While achieving academically, Reems Academy students are also taught social skills to round out their character. The school provides the skills many middle and upper income families teach at home. It is common knowledge that the school prepares Reems Academy youth to become Oakland's future leaders.

The After School Program not only offers an alternative to hanging out on the street, or functioning as a latch key child, but these students (over 125 daily) also spend an hour a day completing homework and receiving additional tutorial support. They play educational games to strengthen critical thinking skills; participate in sports activities, dance, technology programs, art and other exciting programs and projects. The seventh grade students are currently working on video blogging.

This school has truly given their students hope and purpose. They are a beacon and an institution in itself. The majority of the students are referred by parents whose children attend the Academy. The school maintains a waiting list of over 100 students.

Finally, Reems Academy is not only an institutional home to students, but teachers are also trained in effective writing and instructional techniques, as well as leadership skills. Many teachers leave Reems Academy to become school program coordinators, Vice Principals and Principals at charter and district schools.

I feel that it will continue to grow in excellence and offer our youth an opportunity to escape the grip of poverty. Ernestine C. Reems Academy is producing scholars and a local labor force that is educationally equipped to move Oakland into the 21<sup>st</sup> century. I strongly encourage the Board of Education to reauthorize the schools charter for another five years.

Sincerely,

  
Laurence E. Reid  
Vice Mayor





Ron Snyder, Executive Director  
Oakland Community Organizations  
7200 Bancroft Avenue #2  
Eastmont Mall, Upper Level  
Oakland, CA 94605

Board of Education  
Oakland Unified School District  
1025 2<sup>nd</sup> Avenue  
Oakland, CA 94606

Dear Honorable President Kakishiba and Board of Education Members,

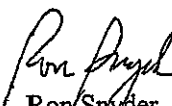
I am writing to express Oakland Community Organizations' (OCO) support for the Charter Renewal Petition of the EC Reems Academy of Technology and Art. OCO has been a community partner with EC Reems Academy since before the school opened its doors in September of 1999. EC Reems parents and staff have provided critical leadership to improve safety conditions on MacArthur Boulevard, to increase communication and collaboration between EC Reems and the neighboring Castlemont Community of Small Schools, and to improve civic participation in the neighborhood, especially voter turn-out.

During the time that OCO has partnered with EC Reems, we have seen steady improvement in academic outcomes for students. The similar schools rank for EC Reems has consistently ranged between 8 and 10, during the last four years. While there was a slight dip in scores last year, the school has implemented interventions to strengthen classroom instruction, and the overall trajectory of achievement is positive.

EC Reems serves a population that is high poverty, with 68% of the students receiving free or reduced lunch. African American students make up 78% of the total school population and the school's positive culture is built upon the principles of Kwanzaa. There is a feeling of cohesion and respect among the students, staff and parents.

EC Reems Academy is a great source of pride for Oakland Community Organizations, and we urge you to approve the petition for renewal of the charter.

Sincerely,

  
Ron Snyder  
Executive Director

**Oakland Community Organizations**

7200 Bancroft Avenue • #2 Eastmont Mall (upper level) • Oakland, CA 94605-2410  
510-639-1444 • FAX 510-632-1225 • <http://oaklandcommunity.org>

**ENVISION** | of ARTS &  
**ACADEMY** | TECHNOLOGY

AN ENVISION SCHOOL

To Whom It May Concern:

December 17, 2008

I am writing in support of the E.C. Reems Academy of Technology and Art, and their Principal Lisa Blair. I have worked with the school for the past eight years, since I served on the neighboring campus as Assistant Principal of Castlemont High School, and then Principal of the Castlemont Business and Information Technology School. I am now the Principal of the Envision Academy of Arts and Technology, a charter high school in downtown Oakland.

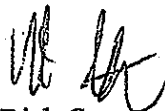
The E.C. Reems Academy has long seemed to me an oasis of learning and positive community in a very challenging neighborhood. I have found both students and staff from the school to be uniformly respectful, focused on high-quality academic work, and oriented toward students' success beyond their school.

As a high school administrator, I have also especially appreciated the work that E.C. Reems has continually done in making information on high school options available to their students. The school has set up information sessions for 8<sup>th</sup>-grade parents and students with local high schools presenting, invited us to present in classrooms, and generally supported students and families in the high school selection process.

I have also appreciated the fine work that Principal Lisa Blair has done at E.C. Reems. She has routinely communicated well with administrators at Castlemont, helped to address issues and solve problems of mutual interest as they have arisen, and worked tirelessly with the Oakland Community Organizations to work on collaborative improvement of all of the school communities in East Oakland. I believe that E.C. Reems continues to benefit greatly from her leadership.

Please let me know if I can be of further help.

Sincerely,



Rick Gaston  
Principal  
Envision Academy of Arts and Technology  
510-455-0827  
rick@envisionacademy.org

**CENTER OF HOPE COMMUNITY CHURCH**  
*"A Church For All People"*  
**BISHOP ERNESTINE REEMS-DICKERSON, *Founder/Senior Pastor***  
**REVERENDS BRONDON & MARIA REEMS, *Pastors***

December 11, 2008

Oakland Unified School District  
Board of Education  
1025 Second Ave  
Oakland, CA 94616

Dear Honorable President Kakishiba and Board of Education Members,

Ernestine C. Reems Academy has proven to be a way of escape for East Oakland youth. It is a K-8 elementary school. It is one of the larger charter schools and annually instructs over 350 students. Over the years more than 500 students have matriculated to the ninth grade, leaving middle school prepared to compete academically and socially with college bound students.

Parents constantly share (with us) that they are thankful for the school and the level of instruction their children receive. Additionally, they share that their older children, alumni of E.C. Reems Academy, not only excelled in high school, but are admitted to multiple four-year colleges and are on track to graduating on time.

E.C. Reems Academy offered After School Programs before receiving an ASES Grant. The grant has provided an additional outlet to students, offering daily homework and tutoring clubs, social groups, arts programs, and athletic and sports programs to round out their experiences and keep them off of the street after school. We are told that over 130 students attend the after school program strongly diminishing latch-key experiences in what is one of the most violent communities in Oakland. From a socio-economic perspective, parents are offered a safe haven for their children at no cost, enhancing the family budget to meet other needs. Sociological factors are affected in that local youth are provided opportunities to support character education in practical settings and thus prepare them to become independent, responsible adults.

The school has made an impact on the students and parents alike. Many parents have gained academic knowledge and social behavior through their children's learning. Teachers are trained to become better educators and generally leave E.C. Reems Academy to become program specialists, vice principals and principals. E. C. Reems Academy is the center of learning in our community.

Ernestine C. Reems Academy is a 'leveler' and makes a difference in the lives of our youth, families and community at-large.

We strongly recommend that they are allowed to continue to thrive and grow in our community. We thank you in advance for reauthorizing the charter for another five years.

Sincerely,

A handwritten signature in black ink, appearing to read "Brondon Reems". The signature is fluid and cursive, with a large initial "B" and "R".

Brondon Reems  
Pastor, Center of Hope Church  
Co-founder of Ernestine C. Reems Academy,  
A Community Collaborative

**H  
R  
T  
C** Harm Reduction Therapy Center

*Alternative Treatment for Addiction*

JEANNIE LITTLE, LCSW  
EXECUTIVE DIRECTOR

PATT DENNING, PHD  
DIRECTOR OF CLINICAL  
SERVICES AND TRAINING

[WWW.HARMREDUCTIONTHERAPY.ORG](http://WWW.HARMREDUCTIONTHERAPY.ORG)

423 GOUGH STREET . SAN FRANCISCO, CA. 94102. TEL: 415.863.4282  
1015 MARTIN LUTHER KING, JR., WAY. OAKLAND, CA. 94607 FAX: 510.251.1139

Lisa Blair, Executive Director  
Ernestine C Reems Academy  
8425 MacArthur Blvd.  
Oakland, CA 94605

January 11, 2009

Dear Ms. Blair,

On behalf of the Harm Reduction Therapy Center (HRTC), I am writing to voice our strong support of Ernestine C. Reems Academy (E.C. Reems Academy) in its application for re-accreditation as a charter school.

HRTC is a California certified drug and alcohol treatment clinic that is directed by licensed mental health professionals. HRTC offers integrated mental health and substance abuse treatment. It is staffed by mental health professionals who are trained in individual, family, and group treatment of adults and children.

HRTC has a longstanding partnership with E.C. Reems Academy. For the last six years, we have provided mental health services to the children under the auspices of E.C. Reems' school counselor. We have worked with families. We have provided licensed supervision to the school counselor. And we have provided support and guidance to teachers when they are challenged by behaviorally difficult children.

E.C. Reems Academy has impressed us over and over again by its ability to teach a wide diversity of children and by its commitment to provide a holistic learning environment that is enriched by counseling for the many children who are traumatized by violence, drug abuse, and poverty that is endemic to the neighborhood in which it is located and from which it draws its students. It is rare to find a school with such a sophisticated understanding that without emotional support, learning cannot be effective.

As an established school with a track record of success, E.C. Reems Academy is uniquely positioned to continue to offer high quality education to the children of East Oakland. We strongly support your re-accreditation and look forward to working with you and supporting your educational goals for many years to come.

Sincerely,

*Jeannie Little*

Jeannie Little, LCSW  
Executive Director

I, Mr. Linnic Scoggins Jr. have inquired in my neighborhood about E.C. Boem's Academy, and have received some very high remarks. There's a very high energy throughout the school, from the Principle, Teachers to the custodian. Upon coming to the school myself, I'm very impressed with the character of the staff and personal. Also, they have security which to me is very important. Everyone has been open minded, curious, and that has made me very comfortable with my Granddaughter attending school here. My expectations are high and I look forward to a successful relationship with the Principle, staff, Teachers and interesting the children and school.

Mr. & Mrs. Linnic & Alice Scoggins

NOTE: THERE ARE NO MATERIAL CHANGES TO THE CHARTER. ALL CHANGES ARE UPGRADES, DELETIONS OR MINOR CHANGES TO PROCESS.

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## E. C. Reems Academy of Technology & Arts Progress Report

### **EXECUTIVE SUMMARY**

E. C. Reems Academy of Technology & Arts is a small, K-8 school serving students in the severely economically depressed East Oakland area. The majority of students at E. C. Reems Academy would otherwise attend Parker and Webster elementary schools and King Estates, Frick, and Elmhurst middle schools. One hundred percent (100%) of the students come from ethnic minorities; ~~sixty-six per cent (75-80%)~~ are African American and ~~thirty-six per cent (20-25%)~~ are Hispanic or Latino. Seventy-nine percent (79%) qualify for free or reduced lunch and nine percent (9%) are English Learners. ~~Despite its early educational and fiscal challenges with School Futures Research Foundation, E. C. Reems Academy has built a solid record of success, particularly in the past year and a half since dissolving its relationship with School Futures.~~ This success is marked by improvement in student achievement school wide and for numerically-significant subgroups, fiscal stability, enrollment growth and high attendance rates, demonstrable parent and student satisfaction and involvement, and the creation of a safe, clean, welcoming school environment in area rife with crime and violence on the streets and in the schools.

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Highlights of this success include:

- **Increasing API scores** that in 2003 outpaced the school's growth target by 38 points and were on par with the schools that the students would have otherwise attended.
- **Substantial progress in closing the achievement gap among students.** The numerically significant subgroups at E. C. Reems Academy – African Americans, Hispanics, and Socio-economically Disadvantaged students – scored within 1.8% of each other on the API and within 1.1% of the average score at the school. This compares to 6% and 8% at Parker school.
- **Greater progress in narrowing the gap between its current API score and the state benchmark API, 800, than OUSD or the weighted average improvement of the schools which E. C. Reems Academy students would otherwise attend.** E. C. Reems Academy closed 17.3% of the API gap, whereas OUSD closed 12% of the gap, and schools which E. C. Reems Academy students would otherwise attend closed 14% of the gap (weighted average).
- **Between 2002 and 2003, the percent of students in each cohort<sup>1</sup> that were categorized as proficient or above on the ELA section of the CST grew more at E. C. Reems Academy than at the schools the students would have otherwise attended (schools that made up more than 10% of E. C. Reems Academy's enrollment).** In 2003, every cohort of students (3, 4, 5, 6, 7, & 8) at E. C. Reems Academy had an increase from 2002 in the percent of students proficient or above in ELA (2/3 of which grew by five percentage points or more), relative to Parker which experienced declines in 2 of 3 cohorts, and Frick which only had improvement in 1 of 2 of its cohorts over the same time period.
- **While E. C. Reems Academy students in grades 4-6 saw some set backs on the Math section of the CST as much of OUSD did, E. C. Reems Academy students improved**

<sup>1</sup> A cohort for purposes of this report refers to a grade-level group of students such as the 2<sup>nd</sup> graders in 2002 that would then be 3<sup>rd</sup> graders in 2003.

overall on the Math section of the CST more than the schools where the students would have otherwise attended.

- **High parent satisfaction with the school.** On average, parents gave E. C. Reems Academy high marks 96% of the time on a range of issues dealing with education, teaching, discipline, safety, and school culture.
- **Very high attendance rates among students and teachers** (94% and 95% respectively).
- **Financial stability** as demonstrated by a balanced budget and substantial cash reserves.

The following report describes E. C. Reems Academy's successes in some detail relative to its original charter petition and to the schools that the students at E. C. Reems Academy would otherwise attend.

## BACKGROUND

### Oakland Community Organizations

E. C. Reems began as an outgrowth of Oakland Community Organizations (OCO), a coalition of churches and families that had successfully advocated for such things as speed bumps on busy residential streets and small class sizes in local public schools. After an ultimately unsuccessful attempt to create a small school within a school at Jefferson Elementary, a core group from OCO that was focused on education began to develop a charter petition for five small community schools, ~~one of which was E. C. Reems Academy, was one and Dolores Huerta was another. The group teamed up with School Futures Research Foundation (SFRF) to develop the charter and run major aspects of the schools. Throughout a series of meetings between School Futures and OCO, School Futures promised a lot to the community, including staffing, refurbishing, and opening five schools by the fall of 1999.~~

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### School Futures Research Foundation

~~As time progressed, it became clear that SFRF was not prepared for the monumental task of starting multiple schools across the state—certainly not five schools in Oakland in five short months. The staff SFRF hired was not experienced in school development, and they underestimated the challenges of running schools remotely. School Futures failed to apply for major grant funds that would have brought the school more financial stability and did not manage some school operations well, such as food service, which cost the school valuable resources (more than \$100,000 per year on food service alone). The teachers who were on board during the School Futures period complained that the school lacked experienced administrators and that there was low morale and little *esprit de corps* among the staff.<sup>2</sup>~~

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~~Discontent with SFRF among the leadership and staff at E. C. Reems Academy was acute in the first year of operation. SFRF was not pleased with the work of the principal at E. C. Reems Academy, Laura Armstrong, but instead of managing a smooth transition between leaders, SFRF effectively dismissed Ms. Armstrong while she was on sick leave which enraged the staff and nearly led to a melt down at the school. The principal brought in to replace Ms. Armstrong failed to energize the school and was dismissed after a year for inappropriate behavior around students. During this period, there were reports of operational and testing irregularities at the school, which School Futures seemed unconcerned about addressing.~~

<sup>2</sup> ~~The failings of School Futures were widespread. San Diego Unified School District threatened to sue School Futures for misuse of funds in its district (the case was settled out of court).~~

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~~In the fall of 2001, School Futures brought in Lisa Blair to turn the school around. Within months of hiring Ms. Blair, School Futures announced that it was pulling out of its schools in Oakland, leaving E. C. Reems Academy and Dolores Huerta with no cash, operating budgets with structural deficits, and disengaged and discouraged staff. In the spring of 2002, the boards of E. C. Reems Academy and Dolores Huerta reconstituted themselves without School Future representation, filed for independent 501(c) 3 status, and separated from School Futures. In the summer of 2002, the transfer of the charters from School Futures to the newly formed E. C. Reems Academy and Dolores Huerta non-profits was completed through OUSD.~~

~~Due to this major transition and possibility that there were testing irregularities under the SFRF regime, we have focused on the past two years in this progress report.~~

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## **Successes at E. C. Reems Academy for Technology and Arts**

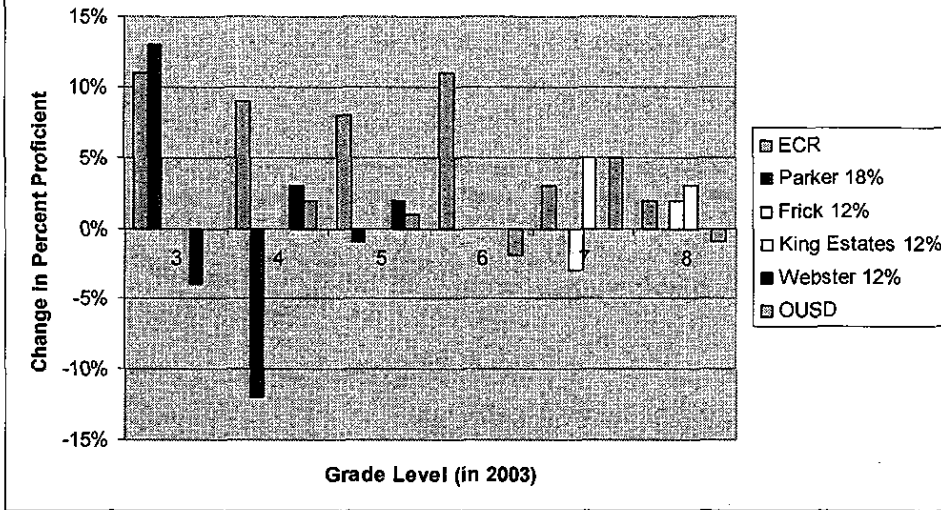
### **Academic Success**

~~E. C. Reems Academy has successfully used project-based learning in an intimate small, classroom environment to improve student achievement since separating from SFRF. Students are taught in a self-contained classroom in which pupils remain with their teachers during all core subject studies. Teachers and instructors other than the home-grade teacher teach computer, art, music, and physical education courses.~~

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In the past two years since separating from SFRF, E. C. Reems Academy has demonstrated academic success on an absolute basis relative to the schools where the students would otherwise attend, but more importantly, E. C. Reems Academy students are *improving year over year*, particularly in English Language Arts. As a public school, a charter school cannot select for high achieving, well-prepared students in its admissions policies so the absolute student scores may or may not be representative of the quality of the school's educational offerings. However, regardless of the academic success of the students upon admittance, a school should be able to demonstrate improvement in the individual students over time. E. C. Reems Academy can demonstrate improvement over time among cohorts of students, particularly in English Language Arts. As the graph below shows, the percentage of students that met proficiency standards in English Language Arts increased between 2002 and 2003 for every cohort of students at the school (3, 4, 5, 6, 7 and 8).

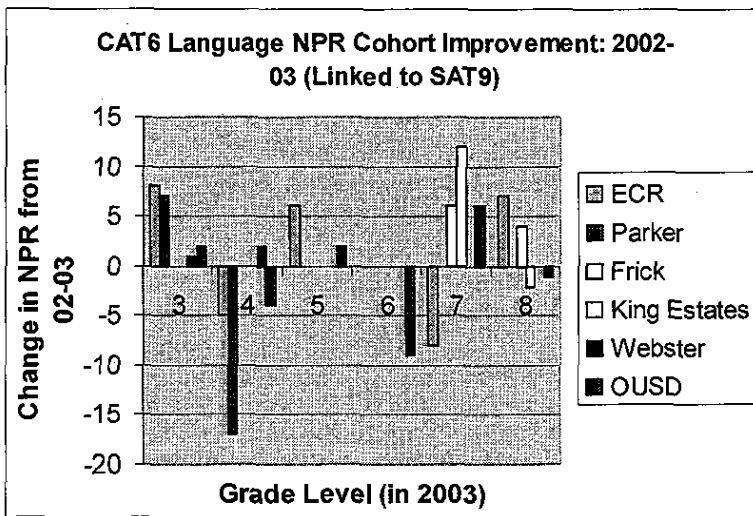
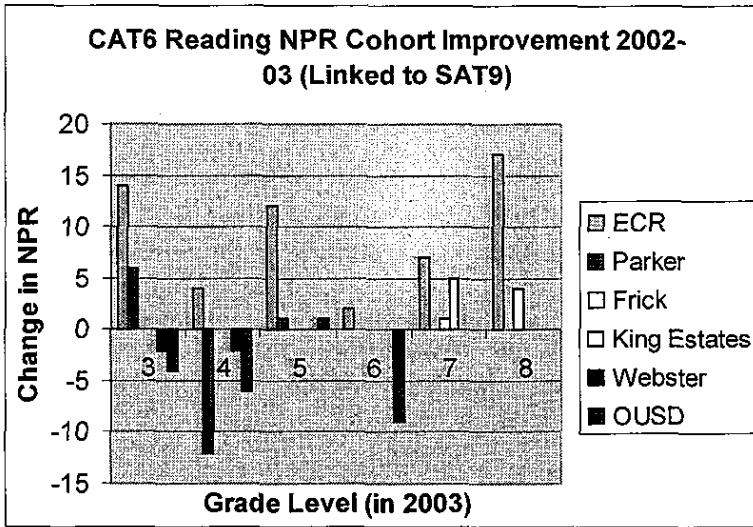
**Increase in Percent Proficient on CST ELA relative to the schools the students would otherwise attend: 2002-2003**



On average, 7.3% more students in each cohort of students at E. C. Reems Academy met proficient levels in ELA between 2002 and 2003. This compares with Parker, Frick, King Estates, Webster, and OUSD, which on average saw 0%, -.5%, 4%, .3%, and .8% more students meet proficient levels.<sup>3</sup>

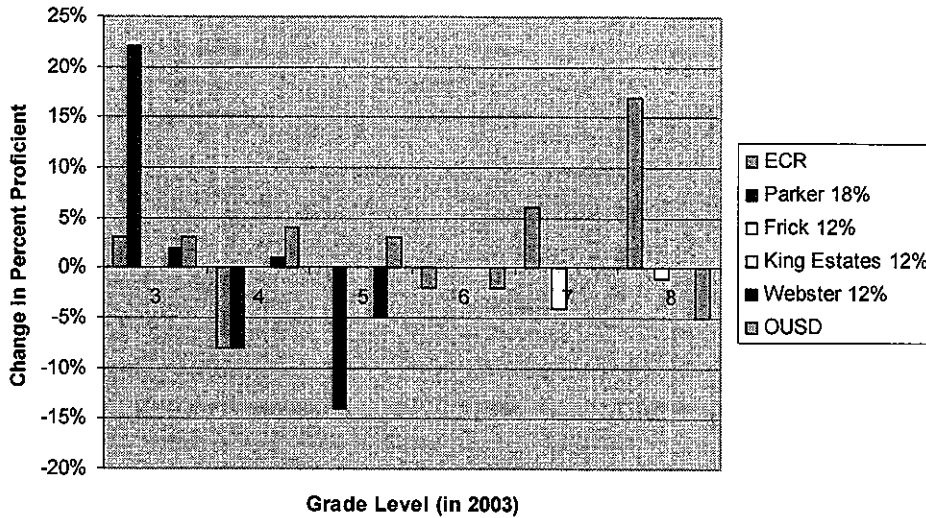
Similar improvement is evident on the CAT6 Reading and Language sections. The national percentage rank (NPR) of the “average student” in each cohort of students at E. C. Reems Academy improved substantially for all cohorts on both sections except for 2003 grade 4 and 7 cohorts on the language section. This improvement is even more impressive when compared to the schools that the students would have otherwise attended. On the reading section of the CAT9, E. C. Reems Academy cohorts improved on average 9.3 percentage points on the NPR, whereas three of the comparison group schools/district declined and two improved by 2.5 percentage points. On language section, E. C. Reems Academy was not as strong, although four of six cohorts improved or stayed even in their NPR.

<sup>3</sup> NB: The increase in the percent of students that were proficient is an absolute increase, not a relative increase (e.g. a 10% increase means that if 10% of students were proficient in 2002, 20% would be proficient in 2003).



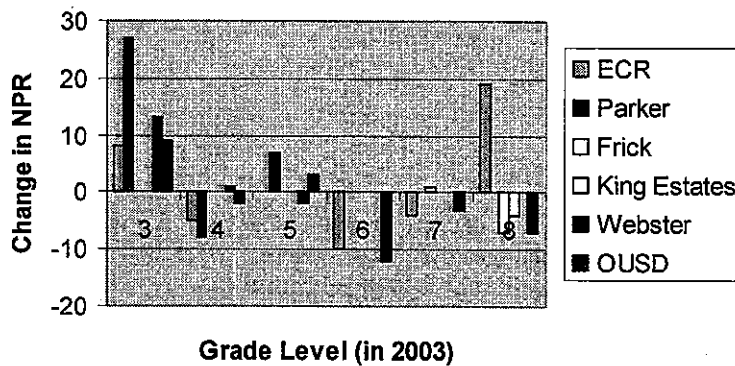
Like a number of schools in OUSD, E. C. Reems Academy has struggled to maintain increasing achievement in mathematics for students in grades 4-6 as demonstrated by the percent of students considered proficient in math. E. C. Reems Academy has redoubled its efforts to address this relative weakness in its academic program with additional math tutoring for the middle grade levels. Despite the weakness in grades 4-6 in mathematics, E. C. Reems Academy has demonstrated substantial growth in the other grade levels. On average among all the cohorts, 2.7% more students at E. C. Reems Academy met proficient levels in mathematics in 2003 than in 2002. This compares to negative average growth among E. C. Reems Academy's comparison schools/district (between -2.5% and .5%).

**Increase in Percent Proficient on CST Math relative to the schools the students would otherwise attend: 2002-2003**



Student improvement in math on the CAT6 exhibited a similar trend. The “average student’s” NPR increased in two cohorts, stayed the same in one, and decreased in three cohorts (4, 6, and 7 in 2003). E. C. Reems Academy’s comparison schools and OUSD had similar trends in the middle grades in math.<sup>4</sup>

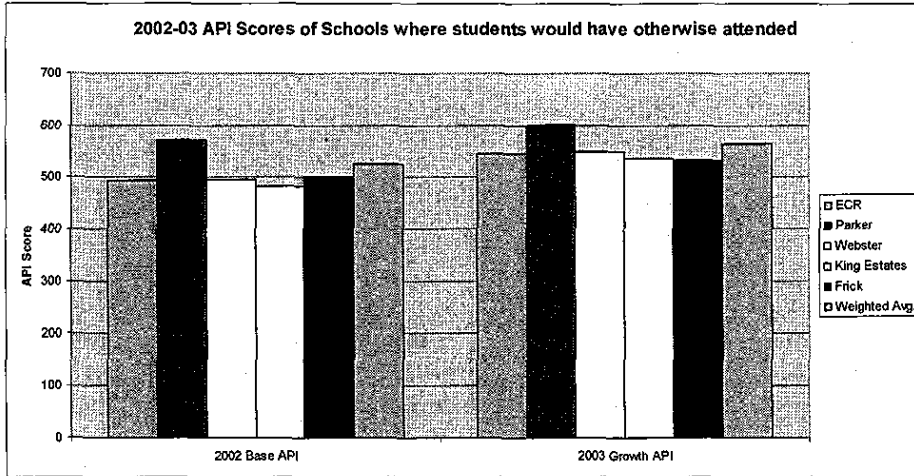
**CAT6 Math NPR Cohort Improvement: 2002-03**



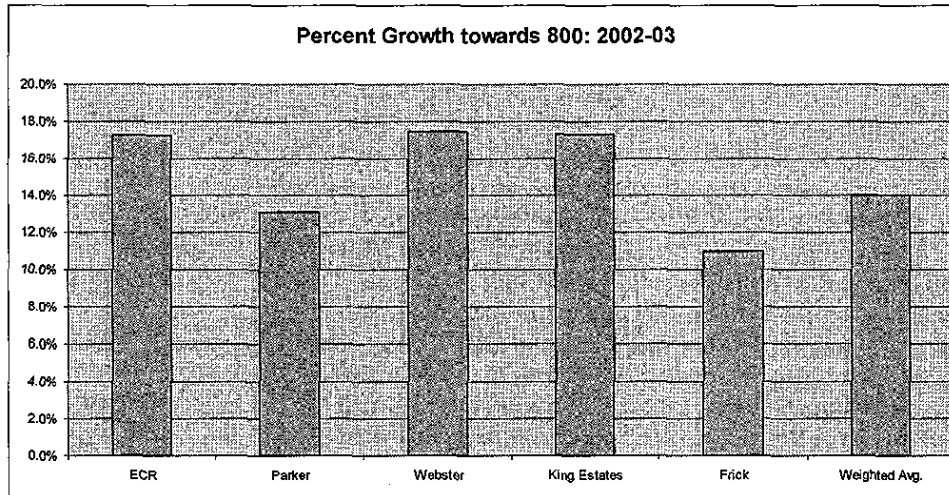
Given E. C. Reems Academy’s gains on the CST and CAT6/SAT9, it is not surprising that E. C. Reems Academy has also posted substantial gains on the state’s designated aggregate academic

<sup>4</sup> Major subgroups at E. C. Reems Academy and its comparison schools showed similar progress to the schools overall on the CAT6 and CST. Typically, Hispanic/Latino students, who are likely to make up the vast majority of English Learners at the schools, scored a bit less well than African Americans or Socio-economically disadvantaged students. Comparisons between E. C. Reems Academy’s English Learners and its comparison schools could not be made, however, because E. C. Reems Academy does not have enough English Learners at each grade level to allow the reporting out of scores.

performance measure – API.<sup>5</sup> In absolute terms, E. C. Reems Academy compared favorably with its comparison schools on the API. With the exception of Parker Elementary, E. C. Reems Academy was within three percent of the 2003 API scores of its comparison schools and the weighted average of all the schools that E. C. Reems Academy’s students would otherwise have attended.<sup>6</sup>



E. C. Reems Academy did on average better than its comparison schools in narrowing the gap between its score and the state benchmark API score, 800. E. C. Reems Academy narrowed the gap by 17%, whereas its comparison schools – Parker, Webster, King Estates, Frick, and the weighted average of all the schools – narrowed the gap by 13%, 17%, 17%, 11%, and 14%, respectively.

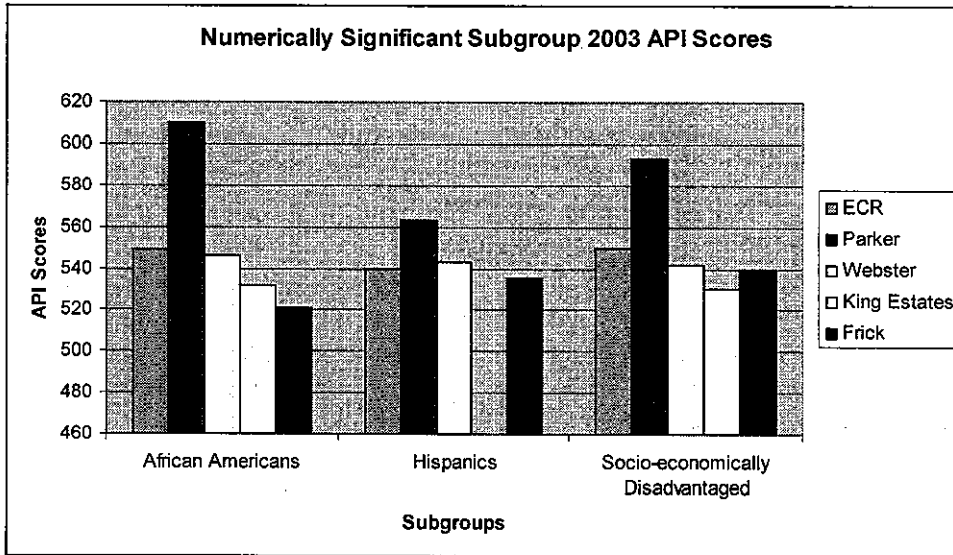


<sup>5</sup> For elementary and middle schools, the API is made up of the following weighted elements:  
2001-2002: ELA SAT9 (24%); ELA CST (36%); Math SAT9 (40%).

2002-2003: ELA CAT6 (12%); ELA CST (48%); Math CAT6 (8%); Math CST (32%).

<sup>6</sup> Composite weighted average API scores were derived by finding where E. C. Reems Academy students would otherwise attend and multiplying those schools' API scores by the percentage of the E. C. Reems Academy population that would otherwise attend those schools. Each school's weighted average scores were then summed to find a composite, weighted average score.

E. C. Reems Academy has virtually closed the achievement gaps among its numerically significant subgroups – African Americans, Hispanics/Latinos, and Socio-economically disadvantaged students. The spread between the three subgroups at E. C. Reems Academy is less than two percent. Three of E. C. Reems Academy’s comparison schools exhibit similar trends (less than two percent spread in scores), however, Parker Elementary, which is the highest scoring school in the comparison group had more than an eight percent spread in its highest and lowest scoring subgroups.<sup>7</sup>



### Parent Satisfaction Success

~~E. C. Reems Academy (and DHLA) were founded by a group of parents who were seeking a change from the conditions that they saw at the schools their students attended. They were concerned that schools such as King Estates and Frick were overcrowded, impersonal, and unsafe. They believed that small schools, like the one they observed in Bronx started by Deborah Meier, could provide a better education, were more conducive to learning, and could foster a culture of accountability. Because E. C. Reems Academy is a product and creation of its community, E. C. Reems Academy places enormous value on the feedback it receives from its community. Outside of the academic achievement of its students, E. C. Reems Academy measures its success primarily through the satisfaction of the community that created it, as outlined in its charter.~~

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E. C. Reems Academy actively seeks parent input through a variety of channels including the parent committee, parent representatives on the Board, and direct parent contact. On a yearly basis, the school has also begun to collect input from parents through a parent survey. The results of the 2003 parent survey are below. As is evident from the survey results which included 108 responses, representing about 40% of the families, parents at E. C. Reems Academy are very pleased with the school and its programs.

On only four questions did less than 90% of the parents not agree or strongly agree with the positive statements presented about the school. Parents are satisfied with the quality of the

<sup>7</sup> A comparison with the weighted average scores of all the schools that the students would have attended was not possible given the diverse makeup of schools in the entire comparison group.

teaching, academic program, school culture, school management, and the accessibility, communication, and responsiveness of staff and teachers.

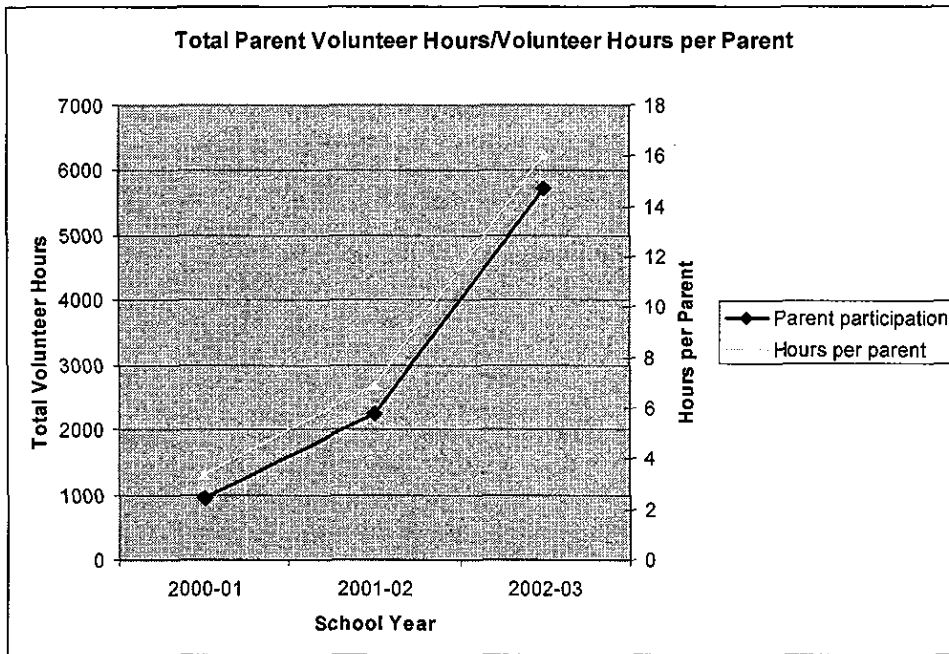
Not surprisingly, the questions that did not garner 90%+ agreement among parents revolved primarily around safety and the appearance of the school building. Safety has been and will continue to be a problem in this area of East Oakland. There have been roughly 86 violent crimes (homicide, rape, assault) within a six block radius of the school in the past year. Just this past January, shots were fired in an altercation at Castlemont High School which is next door to E. C. Reems Academy.<sup>8</sup> In this environment, it is difficult, if not impossible, to create a completely safe learning environment. However, within the context of its violent neighborhood, E. C. Reems Academy strives to create the safest environment possible. The school grounds have a high fence around them; parent volunteers help oversee the students' arrival and dismissal from school; and the layout of the school forces visitors to enter through the office doorway.

No.	Question	Agree or Strongly Agree	%
1	ECR Principal, Vice Principal, and Counselors are readily available by phone or by appt.	106	98.1%
2	ECR Principal has a clear vision that enhanced excellence	106	98.1%
3	Administration provides effective leadership	101	93.5%
4	ECR has high academic and professional standards for teachers & students	99	91.7%
5	Administrators support educational opportunities to expand academic development	102	94.4%
6	Administrators treat children as if he/she is the most important student attending ECR	95	88.0%
1	ECR stresses academic achievement as the most important priority for students	106	98.1%
2	Discussions regarding my child's education focus on state standards, curriculum, and social development	107	99.1%
3	Basic skills such as reading, language arts and math are emphasized at ECR	106	98.1%
4	Technology and Art are required studies at ECR	100	92.6%
5	The school offers after school teacher led tutoring, after school academic programs, and extracurricular programs supported by academic curriculum to aid in student learning	103	95.4%
6	ECR requires teachers to send homework home on a weekly basis	104	96.3%
7	ECR provides pull-out and in-class support for children requiring one-to-one assistance	102	94.4%
8	My child receives quality classroom instruction	104	96.3%
9	ECR emphasizes the use of computer technology to support student learning	104	96.3%
10	Progress Reports give me a monthly update on my child's academic progress	101	93.5%
11	ECR students excel academically in computer, art, and physical education	96	88.9%
12	The academic needs of my child is being addressed	107	99.1%
1	ECR teachers are professionally trained, and apply effective teaching strategies in the classroom	104	96.3%
2	ECR teachers take the time to listen to parents	108	100.0%
3	Teachers are using required grade level standards	107	99.1%
4	ECR teachers are dedicated and readily available to parents	107	99.1%
5	Teacher to student interaction is evident in the classroom	102	94.4%
6	My child speaks highly of his/her teacher	102	94.4%
7	Classroom materials are available to all students in the classroom	102	94.4%
8	The teachers use current materials that support student learning	105	97.2%
9	The teacher is sensitive to the needs and feelings of the students	104	96.3%
10	The teacher makes good use of instructional time	105	97.2%
11	The teacher plans fieldtrips and trips to the library to supplement classroom learning	108	100.0%
12	The teacher exhibits a positive attitude and encourages positive behavior among students	107	99.1%
13	My child's teacher communicates with me regularly via telephone, email, or written notes	100	92.6%
1	Rules are clearly defined for all students	107	99.1%
2	The administration enforces rules fairly and uniformly	103	95.4%
3	ECR students are safe from physical harm while in school	97	89.8%
4	There is reasonable discipline maintained in my child's classroom	104	96.3%
5	ECR, through classroom development, counseling and the Tanzin Resiliency in Education Program, is helping my child become more self-directed and responsible at home, and school	93	86.1%
6	The school buildings and play grounds are clean and painted	96	88.9%
7	The school reflects warmth and safety	97	89.8%
1	Parents feel welcome when they come to the school	107	99.1%
2	Parents are viewed as partners in education	107	99.1%
3	Parents are invited to visit their child's classroom at any time	108	100.0%
4	Parents feel engaged in their child's learning	106	98.1%
5	Parent volunteers support student learning	103	95.4%

Another metric of parent satisfaction is their willingness to commit valuable volunteer hours to the school. Over the past three years, volunteer hours among community members have increased from 950 hours in the 2000/01 school year to 5,716 hours in 2002/03. These volunteer hours do not include parent meetings which are held 6-8 times per year and are attended by roughly 65 parents per meeting, representing about 20-25% of the families at the school at each

<sup>8</sup> Oakland Police Crimewatch website and the Oakland Tribune.

meeting. At these meetings parents discuss their concerns, plan events for the school, and think of ways that they can support the school. Two representatives elected directly by the parents serve on the Board of Directors and bring these concerns and ideas to the highest level of governance at the school.



### Student and Teacher Attendance Success

Another key indicator of success at E. C. Reems Academy, as outlined in its original charter, is its high attendance rate of teachers and students. The attendance rate at a school is an indicator of how engaged the students are in the educational program, and how motivated the parents are to ensure their children arrive at school. E. C. Reems Academy has had increasing attendance rates over the past three years, reaching 94% attendance rate in the 2002/03 school year. Currently the attendance rate at the school is 94%, which exceeds the benchmarks outlined in E. C. Reems Academy's charter (the school promised to have a higher annual attendance rate by comparable grade level than OUSD). In addition to having high attendance rates, E. C. Reems Academy continues to grow in enrollment.

Teacher attendance is an indicator of how engaged and committed the teachers are to the school, students and community. It is common practice for teachers to arrive early and remain at school an hour or more after their official day ends. Many teachers continue to tutor students after 4:00pm, the end of the workday. Teachers also work on Saturdays in their classrooms to prepare for the upcoming week. E. C. Reems Academy is very fortunate in that teachers are committed to the vision of the school and work to manifest the vision in the lives of its students.

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### Teacher Professional Opportunities Success

In accordance with its charter, E. C. Reems Academy has emphasized teacher professional development. Professional development opportunities have increased tremendously in the past year. In the 2007/2008 school year, teachers attended 34 on campus professional development

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opportunities, compared with 10 in the 2000/01 school year. These on-campus professional development opportunities emphasize literacy strategies training, ~~writing strategies~~, and learning styles training, ~~but also include seminars on Tanzin Resiliency in Education<sup>9</sup>~~ and school health and safety. Additionally, E. C. Reems Academy lead teachers attended the 3-day CCSA Annual Conference in Sacramento, and several teachers attended a number of grade level conferences including Kindergarten programming and technology in the classroom. All teachers bring what they learned by to the school to share with of teachers. The school is committed to professional development and financially supports conference attendance, BTSA, and training sessions.

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## Teacher Attrition/Turnover

The stability of the teaching staff is an important aspect of student achievement. On average E.C. Reems Academy experiences about a 30% turnover annually. However, there is a group of teachers that have worked at the school for six years or longer and provide a historical understanding of success at the school. These teachers serve as Lead Team Coordinators and are responsible for three grade levels or six classes and serve as an adjunct to administration.

All teachers participate in continual training, instruction and opportunity to gain administrative experience. Many leave Reems Academy to become Program Specialists, Vice Principals and Principals at area schools.

**Deleted:** In the first two years at E. C. Reems, the school faced mid-year turnover of teachers which was disruptive to the educational environment. Over the past two years, under the management of Ms. Blair, the school has had no mid-year turnover of teachers. Inter-year turnover of teachers has been about 30%, but some of the departing teachers leave to get more education for themselves and then return to the school. Two teachers that departed last year will return this coming year. This stability in the teaching staff throughout the school year promotes quality, consistent instruction at the school.

## Financial Success

The school has strong fiscal management, lead by the Executive Director, over the many years of operation it has approximately \$400,000 in reserves. The school has moved from the mandated 3% budget reserve to a 5% budget reserve contingency in a time when budgets are being cut, schools are closing and operational costs are rising.

**Deleted:** After a rapid and costly pull out by School Futures from the school, E. C. Reems Academy has stabilized its finances and developed a viable, long-term budget (as the budgets. The school has access to a \$250,000 line of credit from the state which helps the school manage its cash flows. The school maintains the state mandated 3% budget reserve contingency and has a positive operational budget.

## Conclusion

The board, staff, administration, and parents of E. C. Reems Academy of Technology & Arts are proud of the progress that the school has made and continues to make, during the course of its first charter period, especially the progress that has been made over the past two years after the school separated from School Futures. The school is performing well academically, and is on an upward trajectory. Now that the school is on a place of financial and managerial stability, students are improving academically over their time at E. C. Reems Academy, and the school is improving as a whole. In accordance with its charter, the school has also successfully created a school community in which parents participate regularly, and parents and students are excited about the learning program. Parents are very satisfied with the school across a broad range of parameters, and make an effort to ensure that their children are in school. Interest in the school increases each year as evidenced by growing enrollment. Financially, the school is stable and well-positioned to succeed on the long-term.

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Finally, E. C. Reems Academy believes that it has had a positive impact on the District. Two of the small schools proposed to open at Castlemont High School seem to draw directly from E. C.

<sup>9</sup> E. C. Reems Academy's Tanzin Resiliency in Education program helps youth cope with the violence and barriers in their life. It helps them excel academically as well as personally.

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Reems Academy's focus areas – technology and arts. E. C. Reems Academy is a natural feeder school for both the East Oakland School of the Arts, Castlemont Business & Information Technology School, LPS, Envision School, and other area schools, including Parochial and Private Schools.

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**Charter Renewal Application  
February 2004**

**Assurances**

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Ernestine C. Reems Academy of Technology and Arts located at 8425 Mac Arthur Blvd, Oakland, California is true to the best of my knowledge and belief. I understand that if the school is awarded a charter, the school:

1. Will meet all district standards and conduct the student assessments required, pursuant to Section 60605, and any other standards authorized by statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code 4760(c)(1)]
2. Ernestine C. Reems Academy of Technology and Arts will be deemed the exclusive public school employer of the employees of the school for the purposes of the Educational Employment Act (chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. California Education Code Section 47605(b)(5)(O)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
4. Will not charge tuition. [Ref. California Education Code Section 47605(d)(1)]
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code Section 47605(d)(2)(B)]
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code Section 47605(d)(1)]
7. Will adhere to all provisions of federal law relating to students with disabilities, including IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review 11967.51(f)(5)]

Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by the statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]

10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of Ernestine C. Reems Academy of Technology and Arts.

Authorized Representative's Signature

Date

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## Executive Summary

*"Greenspan said that upgrading educational opportunities for low-skilled workers in America was the best way to deal with increased global competition." (The State Journal Register, Saturday, February 21, 2004. Greenspan warns against 'protectionist cures.' By Martin Crutsinger)*

Ernestine C. Academy of Technology and Arts is located in East Oakland, California. It is a community in distress, where low-skilled workers reside. Our mission provides the framework to accomplish and support America's need to better educate and train workers. Historically, this population has been excluded from the opportunities to excel and achieve independence and prosperity, which are embedded in education. E. C. Reems Academy not only is designed to educate local youth, but as a public charter school is also committed to assisting parents and guardians to better prepare them to support their child's education and improve employment prospects through attaining literacy, basic work skills, character development and self efficacy.

Over the past four years, we have learned from experience that children who reside in disadvantaged communities require a holistic approach to education. In short, education is more than teaching pupils to become academic achievers, but also to address issues of resiliency. We have expanded our focus to include an array of support systems that deliver classroom containment through the development of social skills and self-control.

Pupils that are able to control their behavior are also better equipped to sit, focus and participate in class. As pupils become more mature in these areas, there tends to be a decrease in truancy and an increase in academic achievement.

To accomplish our vision to produce an educational environment that nurtures leadership, our school has implemented a very sound curriculum that focuses on language arts, mathematics, technology and arts. These are the cornerstones of 21<sup>st</sup> century advancement and an understanding of global commerce, economics and politics. 21<sup>st</sup> century leaders must become critical, strategic thinkers capable of anticipating change and seeing the 'big picture'. Science, social studies, and history, if integrated properly, contribute to the development of critical thinking, diplomacy, oral presentation, and process. This combination of skills provides the foundation for life-long learning.

Our curriculum, built around the California State Standards, is scaffold to ensure that our pupils learn that subjects and subject matter does not stand alone. Successful people know how to integrate knowledge and were trained to do so during their formative years, Kindergarten through Twelfth Grades. Generally speaking, their home and social environments further enforced this way of thinking. Pupils that reside in urban areas, tend to learn through rote training. They are taught to process linearly, and fail to delve into subjects that require critical thinking skills. They are not trained to become higher level thinkers, thus when our teachers teach Language Arts they incorporate these skills when teaching mathematics, social studies, art, science, or computer technology, to provide a broader world view of understanding and learning.

The basic keys of success are reading comprehension, writing, and mathematics. We place great emphasis on the development of these skills. If a person can read, he/she can accomplish anything they choose. We have also implemented and rededicated ourselves to insure that all students excel in mathematics. This past year we raised our CAT6 scores 53 points proving that scaffolding core content is key to academic achievement.

Over the past two years we have added Open Court, Open Book, classroom reading groups, reading pull-out groups, tutoring and other forms of learning support to elevate our pupils

understanding and ability to use language art skills to increase academic achievement. We support mathematics in a similar way, offering Mighty Mathematics as a computer taught supplement to classroom learning, small group processing, and one-on-one tutoring. We expect to see gains in the CAT6 Mathematics scores this year.

Last year, we hired a former Principal, as our part-time Vice Principal. She works three days a week, Monday-Wednesday-Friday. One of her specialties is reading comprehension. She has also created district training in reading comprehension, provided professional development to teachers and principals alike; worked in the schools and at the district level. She has consulted for districts throughout California including Pittsburg and Compton. Since her arrival, the school has begun to flourish in ways only previously dreamed of. She has helped to accelerate our timeline by two years.

Her arrival has also provided another layer of administrative support and a stronger focus on curriculum and professional development. Teachers and staff receive weekly professional development workshops that cover an array of teaching skills for content, professional development and an understanding of health, safety, and psycho-social issues that impact teachers, teaching, learning, and implementing knowledge.

This year we added the Resiliency in Education Program which provides a methodology to approach pupil, teacher and parent achievement. Thus far we have experienced stronger teacher cohorts and pedagogy, more demonstrative team teaching and intra-grade opportunities, broader satisfaction in the classroom and out, higher self-esteem, an awareness among the pupils and staff, and finally a greater sense of unity, purpose and intent throughout the school. This in turn has increased the level of learning and teaching, and increased the pace in the classes much like harnessing the energy from the sun. Academic achievement is on the rise and pupils are proud of their grades and their ability to succeed at school. Parents and guardians are happy and regularly refer friends and associates seeking enrollment for their children to our school.

Our technology program has grown tremendously over the past two years. Our pupils learn whatever is offered in a minimal amount of time. Our program is focused on learning the dynamics of technology rather than simply offering software exposure. Again focusing on quantum thinking, developing skills to see the big picture and prepare for outcomes rather than focusing on input.

The Arts are an area that is growing at a slower pace, we have added a full-art program and art therapy for pupils in need, however, to expand into the areas of music, and the performance arts requires additional space.

Additional space would also allow us to increase the number of classes pupils would take daily, as we currently offer four lunch schedules to accommodate the number of pupils requiring lunch. Space continues to be an issue when growth and development is discussed.

When looking back and evaluating lessons learned there are a number of concerns that could have either been addressed differently including our relationship with our former management partners, and the district. I believe that it is very important to:

- 1) Create a strong curricular based environment and not rely on rote learning as the tool to acquire academic achievement – our former management partners felt differently and when I arrived had purchased texts and other materials that created an environment of memorization rather than critical thinking and contextual learning. Students must be taught the basic skills and then taught to think.

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- 2) Provide in-school and after-school opportunities and challenges to pupils to develop healthy competition. This offers two positive outcomes, pupils excel and achieve at a greater pace and teachers work harder to compete and accomplish greater heights than their cohorts.
- 3) Develop a teacher recruitment process similar to business employee recruitment procedures, including requiring that teachers take a writing, mathematics, and behavioral assessment as part of the application process. Our interview process includes demonstrating a lesson in a classroom, however, teachers often are poor writers, or do not have adequate mathematics skills to effectively teach children. This is often discovered after employment.
- 4) If a back room business group is hired, it is important to receive all financial information and then forward on to them. Thus, it is important to gain a clear understanding of school and education finances and fiscal accountability.
- 5) Acquire outside funding to provide greater financial creditability and the ability to grow the school without wholly relying on ADA and Title funding.
- 6) Identify counseling support systems that compliment SELPA support through the district to assist inner-city youth in navigating through experiences that are engrained in sub-cultural morals. Learning how to manage ones environment leads to the ability to relax, learn and take time living as a child in a dangerous environment.
- 7) Work closely with district personnel to establish a relationship that supports charter school development. Formally, charter schools possessed greater autonomy often to their detriment. Districts are beginning to establish stronger more productive relationships with charter organizations. Through experience I have learned that district personnel must focus more intently on schools that are being managed by professional organizations to ensure that the charter, students and teachers are not being unfairly treated, revenue flows to the school and accountability is required through a check and balance system. Charter schools are often taken advantage of by management partners.

In summary, the past four years have yielded success. The school grows stronger every day. Pupil achievement is up, teacher retention and induction is bearing fruit, and parents and guardians are receiving services formally offered by outside agencies that had no direct influence over their development. The next five years will continue to produce great strides in academic achievement. Our school will continue to be viewed as a model and a testament to districts' willingness to take a risk to find ways to educate students in the 21<sup>st</sup> century. I believe that academic and operational success will be demonstrated and at a much more rapid pace once we relocate to a larger facility in the area.



Ernestine C. Reems Academy of Technology and Arts  
Charter Renewal  
April 2004-2009

Vision

~~A world-class K-12 education that provides all children with the tools necessary to academically succeed in life, and prepare for leadership and service in the 21<sup>st</sup> century.~~

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Comment [LB1]: See Criterion 2, Strong Leadership for new vision

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Mission

~~Ernestine C. Reems Academy of Technology and Arts mission is to prepare and endow East Oakland pupils, ages 5—14 years, with the necessary literacy and developmental skills to participate in the 21<sup>st</sup> century as leaders and professionals. This is accomplished by teaching pupils how to read, write, speak, compute and think critically and logically, and anticipate system dynamics of change. It offers:~~

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- ~~• a learning environment that supports academic achievement in core and non-core subjects~~
- ~~• an understanding and appreciation for the arts and technology as academic and developmental tools~~
- ~~• leadership and character development skills to afford pupils a sense of being and purpose~~
- ~~• service learning and motivational skills necessary to excel in life while participating as life-long learners~~

Comment [LB2]: See Criterion 2 – Strong Leadership I red revised mission and vision statements.

Comment [LB3]: Omit

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Institutional Mission

~~The institutional mission is to employ strategies and techniques that close the achievement gap. The school will continue to 1) refine a systematic assessment system to evaluate literacy development in grades K-8 and eventually K-12; 2) improve reading and mathematics comprehension skills and methodologies that work for pupils using a variety of learning styles; and 3) teach technology tools to increase strategic planning and process skills needed to participate in higher-level career opportunities.~~

~~The above strategies and techniques stand alone, and are laced in the construct of our Resiliency in Education Program. These techniques and strategies include but is not limited to: developing (pupil) curricular and program character development skills; providing teacher induction and training tools; identifying environment and academic skills to better accomplish personal and classroom goals and; educating parents to increase the level of parental participation, and support family dynamics as they relate to the child's education.~~

Element A: Description of Educational Program

Education Code 47605(b) (5) (A)

Target Indicators

Whom is the school attempting to educate

**A. Target Pupil Population - Ethnicity and Grade Levels**

The schools' primary focus is academic achievement in preparation for entrance into college.

Currently, seventy-five percent of the pupils are African American and twenty-five percent Hispanic. While the school demographics mirror the neighborhood demographics, no ethnicity is discriminated against; all races and ethnicities are welcome to attend E.C. Reems Academy. To this end, the school offers pupils, presently grades K-8, and ultimately grades K-12, an academic forum to learn and demonstrate 21<sup>st</sup> century leadership skills.

The K-8 pupil population will range between 350 and 600 pupils (population capacity is dependent upon the facility). The current facility, 8425 MacArthur Blvd., houses a maximum population of 385 pupils. The location acquired through Prop 39 should house up to 600 K-8 pupils, and eventually 825 – 850 pupils once the school becomes a K-12 educational institution supporting three classes per grade level.

**B. Special Education**

E.C. Reems Academy does not discriminate against pupils with special needs. Upon entry to E.C. Reems Academy, all pupils are assessed and an academic profile is developed to establish an individual educational plan that will insure that the pupil reaches grade level academic standards by the end of the school year, or modified standards that parallel the pupils IEP outcomes.

For purposes of Special Education, Ernestine C. Reems Academy is identified as an arm-of-the-district. In all other areas E.C. Reems Academy is its own LEA. The school's special education process as an arm of the district is attached in the Special Education Appendix. The school reserves the right to enter into an independent SELPA or remain as an arm of the district, depending upon the benefits and affordability of services.

**C. English Language Learners**

Of the total E. C. Reems Academy pupil population, nearly one fourth is English Language Learners.

As required by State and Federal statutes, E.C. Reems Academy provides required services to ELL pupils. E. C. Reems Academy supports ELL pupils through several programs including small group settings, a 'pull out' literacy program, Open Court, and OPEN BOOK, a Spanish Language Computer Literacy and Reading Program. One-on-one reading support is available as needed.

Non-school factors influence the student's academic achievement, particularly as it relates to English as a second language learners, and socioeconomic status. To this end, E. C. Reems Academy offers ELL parent's access to its OPEN BOOK Computer Literacy and Reading Program to teach them reading and basic computers skills. Acquisition of these skills in turn will assist parents and allow them to work more diligently with their children with their studies. As the parents overcome literacy deficiencies, pupils will benefit academically and become English literate at a more rapid pace.

**D. Ernestine C. Reems Academy of Technology and Arts is needed in East Oakland**

**East Oakland is a community devastated by socioeconomic factors that undermine the ability of local youth to break free from the barriers that lead to an unhealthy adulthood. Educational opportunities are often considered a by-product of subculture survival. Ernestine C. Reems Academy of Technology and Arts offers a learning environment that invests in low teacher-pupil ratios, direct attention to individual pupil needs, identification of individual pupil learning styles, one-on-one support, real-world experiences and exposure, health education and support, parent training, social and psychological support for pupils and parents, teacher induction and retention training to foster a better understanding of community dynamics that impact learning, and tools to reinforce and continue to engage teachers in an at-risk community, thus reducing teacher turnover and improving academic and social continuity. These factors contribute to increasing academic achievement, matriculation, and social development skills among a population noted for high drop out rates and low academic achievement, and statistics that support an increase in juvenile and adult incarceration and death rates. E. C. Reems Academy stands as a safe educational institution, in an otherwise violent community setting.**

**What it means to be an 'Educated Person' in the 21<sup>st</sup> Century.**

*Education Code 47605(b) (5) (A)*

**The schools' goal is to enable pupils to become self-motivated, competent, lifelong learners.**

The 21<sup>st</sup> century is a major departure from the 20<sup>th</sup> century. The industrial era required citizenry to learn to think logically and linearly. The 20<sup>th</sup> Century developed an educational framework that produced workers to support industrialization, i.e. production. The 21<sup>st</sup> century departs from this concept of educational framework. The citizenry no longer operates under the auspices of manufacturing assembly lines, or a system delivery that required employees to function using an assembly line thought process and mentality. The 21<sup>st</sup> century is a systems century, where educated people must learn core and non-core subjects using 'think smart technology', while learning to predict situations and outcomes based on current information, i.e. educators must teach critical thinking skills.

Educated people must envision the big picture, thus enabling them to visualize system transitions, to not only forecast but also develop new protocols to support change, i.e. educators must teach systems thinking. The 21<sup>st</sup> century is a computer-oriented century, where nanotechnology is the wave of the future. Educated people must become knowledgeable about technology, its' uses, and how to apply them at home, or work, i.e. educators must become a part of the technology revolution and teach, as well as use technology in the classroom. We are also becoming a sustainable environment whereby people must understand relationship issues regarding leadership, civic culture, behavior, personal finance, and ecology – the relationship between earth and man, i.e. educated people must be astute in subjects that foster sustainability and lifelong learning habits. Educated people must be global thinkers.

Living in a global environment requires a level of sensitivity and understanding of world cultures. Given that we are training future leaders, we strongly promote multiculturalism integrating culture, ethnicity, art, and technology into the core subjects to provide an understanding and awareness of world cultures and how they interact on a global basis.

Academic achievement, social acuity, and civic responsibility are the major components needed to become an educated person in the 21<sup>st</sup> Century.

**E. C. Reems Academy is a school that emphasizes all of the skills needed to become an educated person in the 21<sup>st</sup> Century.**

### **How Learning Best Occurs**

*Education Code 47605(b) (5) (A)*

**As an extended elementary school, classes operate in self-contained environments, (grades K-8 grades dynamics of grades 9-12 have yet to be determined), in which pupils remain with their teacher during all core subject studies. Teachers and instructors other than the home grade teacher teach computer, art, music, and physical education courses. Learning best occurs through project-based learning and scaffolding models that integrate reading and analysis as the foundational tools for learning. Further, small classroom populations, 20:1 grades K- 4, 25:1 grades 5- 8, provide a learning environment where the K-8 teacher can teach in whole groups or clusters addressing, meeting each pupils academic and social needs; when grades 9-12 are added, it will have a pupil-teacher ratio of 25/27:1. All teaching methods will support multiple-intelligence learning styles producing individual and group work. Instructional strategies such as tactile/kinesthetic, clustering/mind-mapping techniques, peer editing/writing as process, and interdisciplinary curriculum planning will be used to empower pupils to become self-motivated, responsible learners.**

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**Learning is enhanced through the development of character education building blocks and the Guiding Principles, borrowed from the Seven Principles of Kwanzaa, to train pupils in social skills development. These tools contribute to personal behavioral success and respect for process and procedures that support classroom management and hence increased levels of academic achievement.**

## Element B: Measurable Pupil Outcomes

*Educational Code 47605 (b) (5) (B)*

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### What pupils should know upon graduation from Ernestine C. Reems Academy of Technology and Arts

**Pupils should know and demonstrate grade appropriate skills defined by the California State Content and Performance Standards, as well as E.C. Reems Academy academic and social standards. Pupils will demonstrate academic, life-long learning, and social skills needed to excel in high school and life.**

#### 1. Core Academic Skills

**Language Arts:** Pupils will demonstrate comprehensive reading, writing, thinking, test taking strategies, listening, speaking and presentation skills, using multiple forms of expression, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various periods and cultures.

**Mathematics:** Pupils will demonstrate abilities to reason logically and know how to apply mathematical processes and concepts in the areas of arithmetic, algebra, geometry and other mathematical subjects identified by the school and governing board.

**History/Social Studies:** Pupils will comprehend and demonstrate civic, historical, and geographical knowledge that produces an understanding of cultural dynamics, relationships, and global dependencies.

**Science:** Pupils will extrapolate and apply scientific research and inquiry methods to use concepts native to biology, earth sciences, ecology, and physics to everyday life as a means of supporting higher learning strategies.

**Foreign Language:** Pupils will have a basic understanding of and knowledge in listening, reading, writing, and speaking a foreign language, i.e. Spanish.

#### 2. Other Academic Skills

##### **Technology -**

**Pupils will demonstrate an understanding of computer, and multimedia skills designed to support learning. These skills will enhance delivery of core skills.** Pupils will learn how to use computer software such as Word, Excel, PowerPoint, FrontPage, and Publisher, to design and produce professional research papers, documents, web pages, newsletters and other media tools, and data reports.

These skills support and enhance basic computer knowledge. Further, the curriculum is delivered via the same technology to prepare pupils to focus on careers vs. jobs. These skills and abilities support interests in pursuing education and training.

Pupils will develop and understand the capabilities in delivering video and radio mediums via technology-based networking. These skills will enhance their ability to understand technology delivered media communications.

Further, this knowledge will contribute to their ability to communicate ideas and thoughts using 21<sup>st</sup> century technology. These skills will provide a broader understanding of critical thinking skills, process and process development, and strategic planning skills.

#### **The Arts -**

One of the foci of the school is Art. Visual Arts, Technology and Art, (e.g. computer-aided design, architectural design, and other forms of multimedia), and music offer pupils skills that will support careers in the fields noted above, as well as other careers. Through this program, pupils will understand and demonstrate artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, and applications. "These competencies and creative skills in problem solving, communication, and management of time and resources will contribute to lifelong learning and career skills." (California State Art Standards)

### **3. Social and Life Planning Skills -**

**Pupils will learn skills that support social development and enable them to participate in society as functional adults.** These skills are taught using the Tanzin Resiliency in Education Program and focus on character development, conflict resolution and mediation, citizenship and leadership skills, and service and stewardship skills development. Academically, pupils demonstrate study skills, critical thinking skills, planning skills, time management skills, and process skills that will underlie, and support academic achievement throughout their adulthood.

Ernestine C. Reems Academy exit outcomes address standards and goals for special education, Limited English proficient, and other special student populations, as specified in the State and Federal Education Statutes.

#### **Curriculum Alignment to Pupil Performance Standards**

**The curriculum aligns with pupil performance standards using a number of assessment and evaluation tools to determine achievement, intervention, and modification needs.** These tools include, but are not limited to: annual assessments to determine pupil learning profile, monthly progress reports, testing, portfolios, class projects, service learning, state testing, and other instruments that support assessment and evaluation, such as selection and participation in district programs and competitions. These performance standards and assessments will be described in Element C.

#### **How will the School support Pupils that do not meet Pupil Outcomes**

**Pupils requiring special education assistance** receive services to support their style and ability to learn. Many pupils enrolled at E .C. Reems Academy arrive as low achievers. Upon arrival all pupils are assessed, generally at the beginning of each school year, to determine a baseline and establish a pupil academic profile.

The profile outlines the pupil's strengths, weaknesses, and style of learning. This tool is used to evaluate success and identify areas of concern.

**If a pupil does not meet pupil outcomes**, support systems such as, one-on-one, district RSP, and computer-aided, self-paced programs are introduced into the pupils' academic profile plan and systematically implemented to aid in learning and attaining grade level skills. The IEP (Individual Education Plan) is the mechanism to frame the above.

**Additionally, after school tutoring and support programs provide underachieving pupils with additional support from teachers, instructors, support personal and computer aided programs to help underachievers understand and excel in the subject/s of concern.** See Pupil Assessment Process template, Element C.

### **Alignment of School Outcomes and Impact on Learning**

**In addition to individual pupil outcome goals, the School has set high standards for the school itself and its board, staff and parents.**

#### **School-wide Performance Goals -**

**At least 50% of the pupils will increase one grade level or skill levels of progress each academic year**, as evidenced by scores on the state CAT 6 Test, the STAR Writing Test administered to Fourth and Seventh grade pupils, as well as other assessments. Performance standards, assessments, and test modifications for pupil with special needs is determined by the pupils IEP and is followed accordingly to provide opportunities for all pupils. Performance standards and assessments for English Language Learners will be in accordance with the state adopted English Language Development standards and CELDT Test results.

Comment [LB4]: Accomplished

Pre and Post tests will reflect academic growth to support 'clear and convincing' standards to show that Ernestine C. Reems Academy of Technology and Arts is comparable to all other area schools in the district.

The school uses SASI XP as the data input tool. This is supplemented by other software packages, such as FileMaker and Excel, depending upon applicability.

#### **E. C. Reems Academy will continue to pursue the following school outcome goals -**

- The school will **implement state requirements and standards**
- The school **will adhere** to the (NCLB) No Child Shall Be Left Behind Act. This will be evidenced by school records, CAT 6 test results, annual reviews and the District Accountability Report
- The school will **demonstrate progress** in the aggregated results of the pupil outcomes listed above
- The school will **demonstrate pupil improvement** on standardized test scores that compare favorably with schools that have similar pupil populations (e.g. race, gender, ethnicity, socioeconomic status), or provide 'clear and convincing' standards of schools that are comparable to other schools in the district, evidenced by the CAT 6 and CST results
- The school will **engender a higher annual staff attendance rate** than district schools, evidenced by school records

- The school will **provide an Annual Accountability Report** that compares favorably with schools that have similar school populations, evidenced by District reports
- The school will **publish the rate of parent involvement** i.e. parent conference attendance, meetings, other activities, evidenced by school records, newsletters, school webpage information
- **The parent satisfaction rate will be higher** than the parent satisfaction rate at similar schools in the district, evidenced by the parent survey
- The school will **provide professional opportunities** for teachers and create opportunities to tap the expertise and experience of qualified professionals, as evidenced by calendars, agendas of professional development workshops and evaluations of workshops
- The school will **implement a variety of social and psychological tools and strategies** to support the physical and mental health of its pupils, teachers and parents

**Pupils that attend E. C. Reems Academy are expected to meet the above outcomes, which are aligned to the school vision, mission, curriculum, and assessments described in Element A and C**

To better serve our pupils and community, E. C. Reems Academy will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. E.C. Reems Academy will submit to the State Administrator and the district Board, at any time prior to expiration, a description of any changes to the above student outcomes as an amendment of the charter. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).



## Element C: Methods to Assess Pupil Progress toward Outcomes

Education Code 47605(b) (5) (C)

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Expected pupil outcomes as defined in the State Content Standards provide the primary method of measuring what the pupil has learned from subject-to-subject, year-to-year and duration of enrollment at Ernestine C. Reems Academy of Technology and Arts. The testing measurement tools to assess pupils include the CAT 6 and the STAR Writing Test for Grades 4 and Seven, the CELDT for English Language Learners, and the Physical Education Test for grades 5 and Seven, and other Comprehensive Reading, Language Arts, and Mathematics examinations. Other measurement tools such as, pupil portfolios, teacher and administration tests, progress reports, report cards, projects and reports, and oratorical presentations will help quantify annual and exit outcomes.

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**Benchmarks are determined by teachers and administrators** to assure that State Content and Performance Standards are being met throughout the year. The benchmarks are aligned with the State, District, and E. C. Reems Academy Standards. **We conduct benchmark reviews at the close of each month, or ten times a year, to evaluate pupil achievement.** There are three levels of review: E.C. Reems Academy – Monthly Academic Progress Reports assess and identify student achievement. Individual pupil interventions are identified to remediate subject materials or enhance level of study for pupils that excel beyond the current benchmarks. If a pupil does not respond to the Progress Report interventions, an SST is conducted to support the at-risk pupil offering and more comprehensive academic interventions. If the SST does not remediate the deficiency, then the District, conducts an IEP, to determine other academic strategies and interventions beyond those available at the school. **Articulation from grade level-to-grade level also assures that pupil outcomes meet State Content and Performance Standards.** This is accomplished through grade level meetings designed to define academic achievement outcome; agreement among intra-grade level teachers to assess, prioritize, teach, and evaluate the same skills to all pupils in the respective grade, and finally, inter grade level articulation to assure that pupils matriculate to the next grade level demonstrating the skills identified in the State, District and School standards.

**Teachers and administrators review benchmarks to assure that each grade level addresses areas of deficiency.** Inter-grade level meetings are scheduled throughout the year to review areas that may require more attention. **Each grade articulates expected outcomes with the grade below and grade above to guarantee consistency in delivery of content and performance standards in each of the core academic areas of language arts, mathematics, history/social studies, and science.** The same process is used to assure that non-core subjects, e.g. music, technology, art, physical education, and foreign language, meet the same level of rigor required to assure achievement in the core content areas.

**The exit outcomes include acquisition of core and non-core skills.** The exit outcomes are measured using the same tools defined above. **Non-academic skills such as leadership, citizenship, conflict resolution and mediation are measured through participation in leadership capacities in and outside of class; participation in clubs and organizations; participation as liaisons and representatives of school programs; election and appointment to school offices, and ranking at District level competitions.**

**Exit outcomes address not only the needs of mainstream pupils, but also the standards and goals for special education, Limited English proficient pupils, and other special pupil populations.**

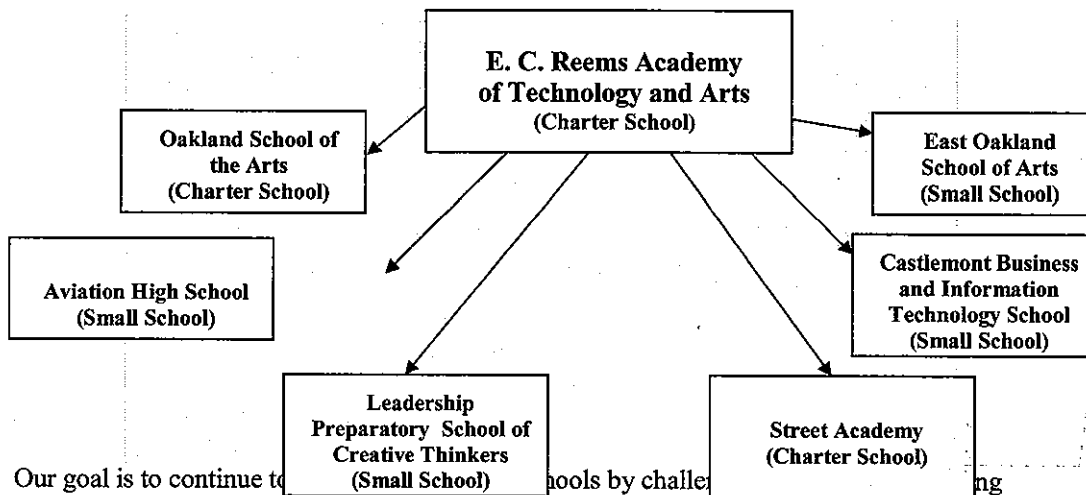
**Attendance is another measurement tool.** As we experience a decline in truancy, i.e. absenteeism, the pupils' grades improve. **Attendance is a key factor in the development of academic achievement.** Many pupils transfer from district schools with low grade point averages. Accompanying low grades is high truancy rates. E.C. Reems Academy provides tools to remediate truancy concerns with parent/guardian meetings, teacher support, and attendance in the ~~Tanzin Resiliency in Education Program~~. As the pupil begins to attend school regularly, the academic profile then becomes a viable tool to address academic deficiencies. **This process contributes to an increase in grades and the ability to master grade level subject matter.**

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**Developing measurement tools and outcome expectations** will continue to change as the target population meets current assessment goals and increased levels of academic achievement. **This is a natural process** and to be expected when growing a school. Further, as the pupil population continues to matriculate from grade to grade, the level of academic achievement will increase placing greater focus on advanced/higher learning skills and tools. E.C. Reems Academy is beginning to experience school-wide performance increases that have resulted in the development of new articulation academic management techniques. **These techniques have prepared the school to become a feeder school to Oakland Charter and Oakland District High Schools.**

**Local High School Feeder Articulation Diagram**

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**Comment [LB5]:** E.C. Reems Academy has become a feeder school to more high schools in the area and this list currently includes private schools.

Our goal is to continue to challenge our students by challenging their capabilities and capacity. As a public charter K-8 school we have the responsibility of preparing our youth to excel. Challenging our youth through a rigorous curriculum encourages academic achievement and preparation to refine learning once they enter high school and move from pupil to student status. While simultaneously encouraging character in leadership skills, our students will achieve the highest levels of education and leadership. Which we hope will yield their return to bring others forward.

## Assessment Tools Used to Measure Pupil Progress toward Outcomes

### OUTCOMES

### ASSESSMENT

**Proficiency in English/Language Arts**

- California State Standards Tests, CAT 6, STAR Writing Test
- Norm-referenced Tests
- Portfolios of written work graded using rubrics designed by school personnel

**Proficiency in Mathematics**

- Progress Reports and Report Cards
- California State Standards Tests, CAT 6
- Norm-referenced Tests

**Proficiency in History/Social Studies**

- Progress Reports and Report Cards
- California State Standards Tests, CAT 6
- Norm-referenced Tests
- Presentation of a report or research project in a history or social studies topic (grade appropriate)

**Proficiency in Science**

- Progress Reports and Report Cards
- California State Standards Tests, CAT 6
- Norm-referenced Tests

**Proficiency in Technology**

- Progress Reports and Report Cards
- OPEN BOOK Assessments
- Typing Assessments
- Arithmetic and Mathematics Assessments
- Cyber STAR, Web-based Assessment Tools
- Submission of completed projects in research, design, report development (grade appropriate), graded using school designed rubrics

**Proficiency in Art**

- Utilizing tracking mechanisms to produce Progress Reports and Report Cards
- Submission of completed art projects, graded using school designed rubrics
- Multiple Tests and Quizzes, graded using teacher designed rubrics
- Progress Reports and Report Cards

### Pupil Assessment Process

ASSESSMENT PROCESS	TEACHER (IN CLASS)	STUDENT STUDY TEAM (SST)	INDIVIDUAL EDUCATION PLAN (IEP)
<b>TIME FRAME</b>	September	As Needed	As Needed
<b>FREQUENCY</b>	Administered annually in September- Reviewed monthly to complete monthly progress reports which are sent home to parents	Upon Request – Reviewed bi-weekly and at the close of the 4-6 week invention period	Initial IEP – Informal reviews monthly. Annual review is conducted to evaluate success. Tri-annual reviews determine continuation or cessation of process

**PROCESS**

All pupils are assessed to determine skill level and developed the Grade-level Academic Pupil Profile

Pupil is referred after teacher generated interventions are attempted but do not produce desired results

The District RSP compiles all information pertinent to intervention of the pupils case study reports to the District

The profile is the academic road map. The grade level profile incorporates pupil recorded progress in the California State Content and Performance Standards, and other School Standards

The SST Team, composed of the Teacher, School Counselor, RSP, Vice Executive Director, Parent/Guardian and Student, meet to discuss concerns

The District schedules more comprehensive assessments and evaluations, and convenes a meeting with Parent/Guardian, and other school personnel identified as the SST Team

The profile describes academic strengths and weaknesses and needed interventions

Plan is developed and is reviewed bi-weekly and at the close of 4-6 period depending upon level of bi-weekly improvement

Findings are discussed and an remediation plan is put in place identifying special services for pupils with special needs

If the intervention/s do not correct the remedial skill area/s, paperwork is submitted to initiate an SST Process

If SST Plan does not correct the remedial skill area/s, pupil is referred for an IEP

School personnel monitor the process on a monthly basis. Formal IEP reviews, mandated by the State, are conducted annually to evaluate success. Tri-annual reviews determine continuation of process

**Comment [LB6]:** Addressed in Criterion text

## Element D: School Governance

Education Code 47605(b) (5)(D)

Ernestine C. Reems Academy of Technology and Arts constitutes itself as a California Public Benefit Corporation pursuant to California law. The school is being governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The governing board's major roles and responsibilities includes establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the top administrative staff. The Board, whose members have a legal fiduciary responsibility for the wellbeing of the organization and the school, rotate off the board, insuring consistency and institutional memory, to govern the school. The school's governing board includes six members –

- One Statutory President, Dr. Ernestine C. Reems or her designee
- One member from the Oakland Community Organization, or community member
- One parent of a pupil/s enrolled in the school
- One representative from business
- One representative connected with a local college or university
- One teacher representing E.C. Reems teachers

Board members shall serve a term of two years, with a maximum of three consecutive terms (initial terms were staggered to ensure continuity in management of the school). Dr. Ernestine C. Reems' position shall have no term limit. The Board will conduct an open and well-publicized nomination process to allow parents and other interested parties to nominate themselves or others for appointment to the Board when vacancies arise. All new members must be approved by the Board, with the exception of the OUSD representative if requested by OUSD.

If the OUSD Board desires, it may have one of its members appointed as a member to the Board of Ernestine C. Reems Academy of Technology and Arts.

The Parent Representative is very important in that they monitor the pulse of parent concerns. The Parent Representative is responsible for reporting the outcomes of the monthly parent meetings to the board. The parent representative is also responsible for organizing Parent Fundraising, Parent Supported Programs, and Parent Volunteer Opportunities. The Parent Representative is the bridge between the school and the community.

**Comment [LB7]:** See Part A, Criterion 4 – Responsible Governance for changes

### Ernestine C. Reems Academy of Technology and Arts Board of Director's Responsibility Template

#### Board of Director's Responsibility

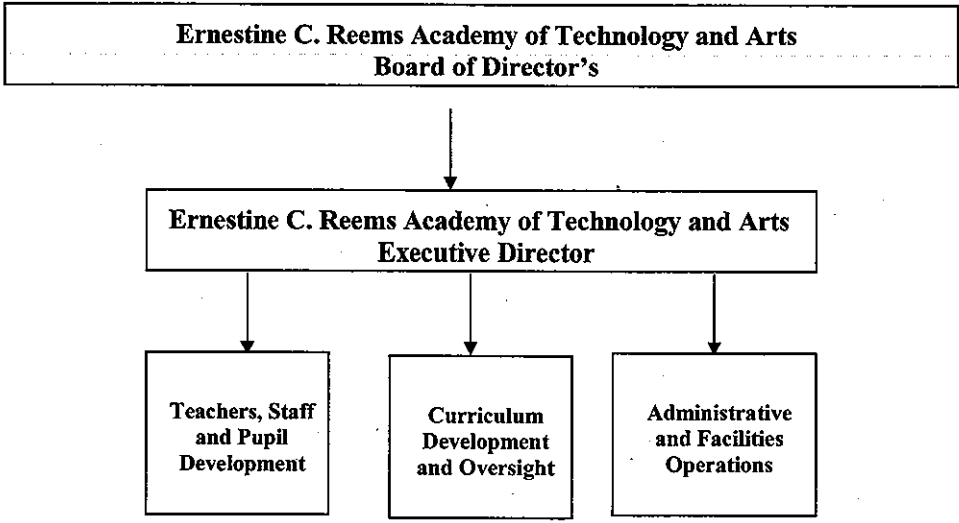
#### Board of Director's Role

##### Legal Responsibility

- Exercises fiduciary role to ensure that the school is properly managed.
- Maintains legal status; insures that the proper paperwork is submitted to governmental agencies.

- Board Accountability
  - Reviews financial and business dealings.
  - Establishes and communicates clear expectations of Board directorship.
- Financing and Accounting
  - Assures effective participation of Board directors.
  - Approve annual budget.
  - Reviews monthly/other scheduled financial reports.
  - Ensures that proper internal controls are in place.
  - Hires and oversees auditor
- Strategic and School-wide Plan
  - Approves school goals and objectives.
  - Reviews strategic/school-wide plan and progress.
  - Assesses compliance/progress in achieving educational and other outcomes agreed t in the charter contract.
- Evaluation of Programmatic Success  
Monitors Special Ed and English as  
Second Language Learner Programs
  - The board will evaluate student performance data.
  - Ensures that all special education and second language learner programs support compliance and delivery.
- Policy Creation and Approval
  - Develop and/or adopt written policies.
  - Responsible for reviewing policies periodically.
- Personnel
  - Sets and reviews personnel policies.
- Resource Development
  - Hires Executive Director & evaluates performance.
  - Responsible for assuming long-range commitments of resources; establishes a fund development plan and participates in its implementation.
- Decision Making
  - Reviews and approves all major grant proposals.
  - Defines and communicates the role of the Board, and Executive Director in making decisions.
  - Assures appropriate involvement of board directors in ECR Academy decision making.
- Community Relations
  - Promotes the school to parents, and the general public, including serving as an ambassador of the school.
  - Vigorously pursues capital investments for school development.
  - Reports an annual finding in the form of an executive summary to parents and the general community.

**Comment [LB8]:** See new Organization Chart, Part A, Criterion 4



### Administrative and Operational Staff Qualifications

The School Administrator herein referred to as the Executive Director, and any other administrator at Ernestine C. Reems Academy of Technology and Arts should possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Executive Director should possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and if possible, business experience. Experience in a school serving a high-risk population, including minority children in the inner city, is required.

The Executive Director is selected by the Board with input from parents and the community. Staff will be selected by the Executive Director. All staff will operate on performance-based annual contracts with the charter school. The Executive Director will be evaluated on an annual basis using a process developed by the Board, which will include parent and staff surveys of school performance. This is an annual process.

**Comment [LB9]:** The Board is the sole party responsible for selecting and hiring the Executive Director

The operational staff, as well as the Executive Director, will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirement. All non-instructional staff will possess experience and expertise appropriate for their position with the school as outlined in the school's staffing plan and the schools adopted personnel policies.

All staff must provide a Department of Justice criminal background check and fingerprints to insure pupil and staff safety. In accordance with NCLB, all 'core' teachers will hold a credential that has been filed with the Alameda County Department of Education. All staff will submit TB test results every four years. Live Scan reports, credentials, emergency credentials, temporary waivers, and TB test results are pre-employment requirements and must be submitted to school personnel prior to the inception of employment. ~~Letters of Intent will be offered to all prospective employees;~~ Contracts will be offered upon submittal of the noted documents.

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Administrative Staff includes (not exhaustive and may change according to need)

- Executive Director
- Vice Executive Director
- School Counselor
- Director of Resiliene

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Operational Staff includes (not exhaustive and may change according to need)

- ~~School Nurse~~
- Office Manager
- School Secretary
- ~~Receptionist~~
- Lunch Staff
- Custodial Staff
- Security Staff

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~~Lunch Attendants~~

**Comment [LB10]:** School Secretary  
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Teaching/Instructional Staff (not exhaustive and may change as needed)

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- Certificated/credentialed Teachers
- Non-certificated/non-credentialed Teachers
- Instructional Aides
- Harm Reduction Therapists
- Reading Resource Instructors
- Mathematics Resource Instructors
- ~~Pre-interns~~
- Interns
- Mentors

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Instructional Aides, ~~Pre-interns~~, Interns and Mentors will work side-by-side with a teacher, as teacher support.

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## Teacher Qualifications

Ernestine C. Reems Academy of Technology and Arts will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. The School will also observe and comply with NCLB teacher credentialing requirements. All core teachers will meet NCLB "highly qualified" requirements by the 2005-2006 school years.

Eighth grade teachers teaching Algebra will hold a Single Subject Algebra Certificate.

**Credentialed teachers will teach the 'core' academic classes** of language arts, mathematics, science, and history/social studies. These teachers will be responsible for overseeing the pupils' academic progress and for monitoring grading and matriculation decisions, as specified in the school's operational policies.

Ernestine C. Reems Academy of Technology and Arts may also employ or retain **non-certificated instructional support staff to instruct 'non-core' subject classes**. These classes may include - but are not limited to, computer, physical education, music, dance, resiliency, and media technology.

'Non-core' instructors must have an appropriate mix of subject matter expertise, professional experience, and education to professionally teach pupils their art/skill. Instructional Aides must possess an Associates Degree or an equivalent number of credits towards a Bachelor's Degree. Non-core instructors must possess an Associates Degree or higher or 48 units (of credit) towards a bachelor's degree. Some academic support staff positions may require a high school diploma or GED depending upon the position, e.g. extracurricular programs and activities assistants.

These staff members must demonstrate capacity to work successfully in an instructional capacity and will provide applied instructional experiences to E. C. Reems Academy pupils. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher, unless they are instructing non-core courses and activities.

All teachers and instructional staff will participate in weekly staff development seminars to stay abreast of the latest teaching strategies, community development, and psycho-social practices that deepen their ability to support disadvantaged learning styles and patterns of inner city Children of Color.

All staff regardless of position must:



- demonstrate a desire to provide opportunities to pupils lacking academic, behavioral, or psycho-social deficits
- possess sensitivity to the needs of pupils and their families
- work with parents/caretakers as educational partners
- be willing to participate in staff meetings, parent meetings, and other school-wide meeting that help guide growth and development of the school
- apply the school motto "it takes a village to educate a child", by participating in pedagogical and cohort systems to support pupil and, parent learning styles

## Element F: Health and Safety Procedures

*Education Code 47605(b) (5) (F)*

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Ernestine C. Reems Academy of Technology and Arts has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school's insurance carriers and at a minimum include the following procedures:

- all enrolling pupils will provide records documenting immunizations as required by law and to the same extent as would be required if the pupils attended a non-charter public school
- policies and procedures providing for school-wide training in response to natural disasters and other emergencies, including terrorist threats, civil unrest, fires and earthquakes
- training for staff and students relating to blood-borne pathogens
- identification of specific staff that have been trained in the administration of prescription drugs and other medicines
- a policy designating that the school functions as a drug, alcohol, and tobacco free workplace
- a requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237

These policies and procedures have been incorporated into the school's student and staff handbooks and are reviewed on an on-going basis to insure that all new regulations, policies and procedures are documented and promulgated accordingly.

**Element G: Means to Achieve Racial/Ethnic Balance Reflective of District**  
*Education Code 47605(b)(5)(G)*

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Ernestine C. Reems Academy of Technology and Arts is located in East Oakland, California, where the racial and ethnic balance is primarily African American and Hispanic. The District's ethnic and racial balance is more inclusive, and as such requires a comprehensive strategy to achieve a reflective balance; the following strategies are employed to recruit pupils and staff:

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- establish an annual timeline to support district-wide recruitment and application process to inform a balance of socioeconomic, language, ethnic, and racial groups that reflect the district population
- insure promotional and informational materials are written to appeal to all racial and ethnic groups represented in the district – promotional and informational materials will be distributed through media submissions to local radio and television, area newspapers, and community organizations which compose the outreach directory
- distribute promotional and informational materials to a variety of community groups and agencies that serve the various racial, and interest groups represented in the district

Ernestine C. Reems Academy of Technology and Arts operates as a non-sectarian, non-discriminatory school. It will not charge tuition, and as stated by law operates as a public charter school.

## Element H: Admission Requirements

Education Code 47605(b) (5) (H)

Charter schools are schools of choice. Area residents founded the school and thus receive priority placement, however, all pupils in the district are eligible to enroll in the school; *all pupils that wish to attend will be admitted*, as space allows. In event that there are fewer vacancies than applicants, the school, in accordance with the law, will hold a lottery to fill the vacancies, eliminating any possibility of preferential treatment. [Note: the only population receiving preferential admission are free and reduced lunch recipients, as required by the 2002 Charter amendments.] To this end, Ernestine C. Reems Academy of Technology and Arts will actively recruit a diverse population from the district who understand and value the school's mission and are committed to the schools instructional and operational philosophy. Prospective pupils and their parents or guardians will be briefed regarding the school's instructional and operational philosophy, and will be informed of the school's student-related policies. The school will continue to implement a ~~mid-August and early spring annual recruitment and admissions process, which will culminate in a late spring lottery. The timeframe will, which shall include~~ reasonable time for all of the following:

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### 1) outreach and marketing

- local area papers
- local radio stations, public service announcements
- local television community service announcements
- announcements and postings to local churches, youth organizations, etc
- website notifications

### 2) an admission application period

### 3) an admissions lottery, if necessary

- if applicants outnumber vacancies, an annual lottery will occur ~~mid-May~~ to fill known vacancies

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### 4) orientation sessions for parents and pupils

- parent orientation sessions follow lottery admissions each August prior to the beginning of the school year to inform parents of school policies, procedures, expectations, and the parent compact

### 5) enrollment

In event that the number of pupils seeking admission to any grade or class exceeds capacity, E. C. Reems Academy shall have the right to grant priority in admission to siblings or current pupils, children of staff, and residents of the charter-granting district or county.

The school may fill additional vacancies or openings that become available after the school year has begun by means of either a waiting list or other non-discriminatory process.

The Waiting List is an on-going list that is maintained for six months. Every six months the applicant is contacted to determine if they wish to remain on the waiting list for another six

months. If the school is unable to contact the applicant at the close of six months and the applicant does not contact the school regarding status, the school will remove the applicant from the attrition/waiting list.

## Element I: Financial (and Programmatic) Audit

Education Code 47605(b) (5) (I)

Ernestine C. Reems Academy of Technology and Arts board of directors form a committee and hire an independent auditor who is familiar with education finance to complete an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and reviews the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed by December 15 each year and that a copy of the auditor's finds will be forwarded to the chief financial officer of the Oakland Unified School District, the state Controller, the county superintendent of schools, and the California Department of Education. The school's audit committee will review any audit exceptions or deficiencies and report to the school's board of directors with recommendations on how to resolve them. The board will report to OUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

In addition to fiscal auditing practices, the school will conduct annual programmatic audits to ensure that performance reporting is consistent with OUSD and E.C. Reems Academy standards and practices. The process will include, but is not limited to, the following items:

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- summary data showing pupil progress toward the goals and outcomes specified in Element B from assessment instruments and techniques listed in Element C
- an analysis of whether student performance is meeting the goals specified in Element B. This data will be displayed on both a school-wide basis and disaggregated by the major racial and ethnic categories to the extent feasible without compromising student confidentiality
- a summary of major decisions and policies established by the school's governing board during the year
- data on the level of parent involvement in the school's governance and summary of data from an annual parent and student satisfaction survey
- staff data including qualifications
- a copy of the school's health and safety policies and /or a summary of any major changes to those policies during the year
- information demonstrating whether the school implemented the means listed in charter Element G to achieve a racially and ethnically balanced student population
- an overview of the school's admission practices during the day and data regarding the numbers of pupils enrolled, the number on waiting lists, and the numbers of pupils expelled and/or suspended

**Comment [LB11]:** See Part A, Criterion 4 – Responsible governance for changes

- analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints
- other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally
- Ernestine C. Reems Academy of Technology and Arts and OUSD will jointly develop an annual site visitation process and protocol to confirm the school's performance and compliance with the terms of this charter
- Ernestine C. Reems Academy of Technology and Arts may receive funding in accordance with Education Code Section 47617 or its successors. It is the intent of Ernestine C. Reems Academy and OUSD to develop mutually agreeable Memoranda of Understanding that will adjust the apportionment's due o the school pursuant to Education Code Section 47617 to accomplish the following:
  - adjust the school's base revenue limit funding to reflect OUSD's usual difference in per-pupil spending at various grade levels (class reduction funds, etc.)
  - enable ECR, OUSD, and the district's Special Education Local Planning Act to jointly and cooperatively address the needs of special needs pupils and share in the costs and revenues associated with serving such pupils
  - compensate OUSD for the value of any services rendered, using a mutually agreed to direct service or other formulas agreed to in the MOU
  - address funds transfer and fiscal overview procedures

In addition to the revenue sources in Education Code Section 47617, OUSD will distribute other revenue sources that the district may share with the school, to the extent that ECR pupils and programs generate funding entitlements. These other revenue sources can include, but are not limited to, the following sources and programs:

- The California State Lottery
- Categorical Block Grants
- Breakfast and Lunch Program Funding
- Charter school funding from the California Department of Education, the federal government, or other sources
- Any other available or mutually agreeable sources and funding for programs

As it relates to insurance and safety – Ernestine C. Reems Academy of Technology and Arts will purchase and maintain as necessary general liability, errors and omissions, property, workers compensation, and unemployment insurance policies to protect against unforeseen circumstances.

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## Element J: Pupil Suspension and Expulsion

Education Code 47605(b) (5) (J)

Ernestine C. Reems Academy maintains a comprehensive set of student discipline policies. These policies are distributed as part of the school's student handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian are required to verify that they have reviewed and understand the policies. Student handbooks are distributed during the first week of school. Students that enroll during the school year will receive their handbook during the parent-student orientation.

Ernestine C. Reems Academy uses a number of remedies and support services to maintain pupils on site to receive daily instruction. All incidents are investigated prior to making a determination regarding suspensions and expulsions. Suspensions and expulsions are a last resort, and generally employed when a pupil threatens the health and safety of the school, staff, and student body. These infractions may include, but are not limited to:

- terrorist threats
- the threat, causation, or attempted causation of physical injury to another person
- possession of a weapon
- unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant
- robbery or attempted robbery of school property
- significant damage or attempt to damage school property
- an obscene or offensive act or habitual profanity/vulgarity

### Pupil - Suspension Due Process Rights

The pupil has the right to an informal conference with the principal, vice principal, or counselor prior to a suspension. The pupil under scrutiny retains the following rights: ~~at which time he/she has these rights:~~

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- to be informed of the charges lodged against the pupil and the evidence used as a basis for the charges
- to present his/her side of the incident and any supporting evidence of testimony

The parent or guardian rights include:

- receiving oral and written notification of the suspension at the time of suspension
- a request for a conference with the parent or guardian will be noted on the suspension form

The principal or vice principal may suspend a pupil under an emergency situation where the principal or vice principal determines that the situation constitutes a clear and present danger to the lives, safety or health of students or school personnel. *California Education Code 48911.*



## Discipline and Special Education Pupils

A different set of rules apply to discipline of special education students. If the pupil's behavior is directly related to his or her disabling condition, the standard disciplinary procedure will be preempted by statements in the pupil's IEP. In situations such as this, the pupil will be referred to the school counselor ~~or director of resiliency~~ to develop a disciplinary plan that includes appropriate expectations and consequences.

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*Note - All disciplinary actions initiated by the school are clearly explained in the Student-Parent Handbook*

## **Element K: Retirement System**

*Education Code 47605(b) (5) (K)*

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Staff at Ernestine C. Reems Academy of Technology and Arts will participate in the federal social security systems, or other reciprocal systems, in place of (PERS) Public Employees Retirement System. Teachers will participate in (STRS) State Teachers Retirement System, in accordance with The Charter Act of 1998. This provision stipulates that if any teacher participates in STRS, all must participate in the program. It is not a selective process.

The school's board of directors retains the option of review of all retirement systems to make adjustments that will, within the limits of the law, provide teachers and staff with viable and competitive retirement options. This clause is intended to support teacher and staff recruitment and retention.

The board will insure that payroll deductions and related data are forwarded to the proper agencies.

## **Element L: Attendance Alternatives**

*Education Code 47605(b) (5) (L)*

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Pupils who opt not to attend Ernestine C. Reems Academy of Technology and Arts may attend other district schools or pursue an inter-district transfer in accordance with the Oakland Unified School District's existing enrollment and transfer policies. The parents or guardians of each pupil enrolled in the charter school shall be informed that the pupils has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

## Element M: Description of Employee Rights

*Education Code 47605(b) (5) (M)*

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Comment [LB12]: Updated in Part A,  
Criterion 4

Ernestine C. Reems Academy of Technology and Arts is the exclusive public school employer of the employees at the school for the purpose of Section 3540.1 of the title 1 of the Government Code.

Ernestine C. Reems Academy of Technology and Arts is an independent employer, and is declared the legal arm for collective bargaining purposes.

Ernestine C. Reems Academy of Technology and Arts will hire all school staff. All employees will be given annual contracts and will be considered employees of the school.

No District employees shall be required to work at the school, unless the District and school enter into agreement to support special needs pupils. Any District employee interested in working at Ernestine C. Reems Academy of Technology and Arts can apply in the same way as non-district applicants, and if hired, enter into a contractual agreement with the school, which shall have the authority to hire and terminate the position, in accordance with the agreement executed between the school and employee.

Employees of Ernestine C. Reems Academy of Technology and Arts, that were formally employees of OUSD, are not eligible to carry over rights and privileges, acquired during OUSD employment, to E.C. Reems Academy. There are no reciprocal employment rights or privileges between the two institutions. Charter School employees who were previously employees of OUSD only have those benefits afforded to any other employee in their collective bargaining unit or employment status who leaves OUSD for employment with any private employer.

## **Element N: Dispute Resolution Process, Oversight, Reporting, and Renewal**

*Education Code 47605(b) (5) (N)*

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The intent of dispute resolution process is to:

- 1) resolve disputes within the school pursuant to the school's policies
- 2) minimize the oversight burden on the district
- 3) ensure a fair and timely resolution to disputes
- 4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The staff and governing board members of the school and the district agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

### **Disputes between the School and the Charter-Granting Agency**

In the event that Ernestine C. Reems Academy of Technology and Arts or OUSD (granting agency) have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below:

- (a) California Education Code Section 47605 (b) (14) requires that a charter designate the procedures to be followed by the charter school and the 'entity' creating the charter in event of a dispute relating to the provisions of the charter. In the case of the OUSD petition, the entity creating the charter shall be OUSD.
- (b) Ernestine C. Reems Academy of Technology and Arts shall be governed by the Ernestine C. Reems Academy Board of Directors, as set out in Element D of this charter application, which is responsible for the governance and operation of the school in accordance with the provisions of the charter.
- (c) In the event of a dispute concerning whether Ernestine C. Reems Academy of Technology and Arts is meeting the goals and objectives of the charter, the OUSD or the Ernestine C. Reems Academy Board of Directors shall provide written notice to the other of the nature of the dispute and the facts which the party believes supports the failure to comply. This notice shall be provided within 15 calendar days of when the party either know or should have known of the possible violation unless there are extenuating circumstances. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.
- (d) After the receipt of the notice, the State Administrator, District Superintendent, or designee and a representative of the Charter Board of Directors shall meet to try and resolve the dispute. If a resolution is reached, a written description of that resolution shall be drafted and signed and preserved as guidance for future action.
- (e) If no resolution is reached, the matter shall be submitted to a mediator experienced in conflict resolution and educational issues. The first opportunity for striking shall be determined by lot. The parties shall alternatively strike until one name remains. Within

10 calendar days of appointment or otherwise mutually agreed the parties shall meet to resolve the dispute. Any agreements reached shall be written and preserved as set out in paragraph D above.

- (f) If the agreement is unresolved 15 calendar days after the meeting, either party may request that the State Mediation and Conciliation Service provide names of arbitrators experienced in matters relating to the schools of California. Using the striking process set out above, an arbitrator shall be chosen who shall allow for a hearing in which both parties may submit evidence in support of their positions. The award of the arbitrator must be provided within 15 calendar days of the hearing and shall be final and binding except as set out in CCP Section 1280 et. seq. The arbitrator shall have no power to add to, subtract from, or otherwise modify the charter. The formal rules of evidence shall not be applicable at the hearing, and either party may choose or not choose to be represented by counsel. Each party shall bear its own costs and evenly divide the cost for the mediation and arbitration. The award of the arbitrator shall be presented and guide how future disputes with same or similar issues are resolved.

### **Disputes Arising from within the School**

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school.

OUSD shall not intervene in any such internal disputes without the consent of the schools governing board of directors and shall refer any complaints regarding such disputes to the governing board or designee for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested OUSD to intervene in the dispute.

### **Oversight, Reporting, Revocation, and Renewal**

OUSD may inspect or observe any part of the school at any time E. C. Reems Academy requests that the district provide reasonable notice to the director of Ernestine C. Reems Academy of Technology and Arts prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. E. C. Reems Academy requests that OUSD shall endeavor to provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by OUSD without the mutual consent of the governing board of the school.

If the State Administrator or the OUSD governing board believes it has cause to revoke this charter, the board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violation presents an immediate threat to health and safety.

In accordance with the 2002 Charter Law additions Ernestine C. Reems Academy of Technology and Arts will submit its annual fiscal report to the district on or before September 15. The school will approve an annual statement with of all of its receipts and expenditures for the prior fiscal year and file the statement with OUSD or Alameda County, as stipulated by the district.

In addition to the September 15 filing, the charter will also submit its annual fiscal audit report by December 15 to OUSD, CDE, Alameda County Superintendent, and to the State Controller (Education Code section 47604.33).

Ernestine C. Reems Academy of Technology and Arts will submit fiscal reports in accordance with the timelines stated in the charter school law. The district will provide a timeline of deadlines of when the documents will be submitted, when reviewed, when feedback will be given to the charter school and by when corrective action will occur.

If, as a result of its annual review, OUSD determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years.

The governing board of directors of the school may request from OUSD governing board a renewal or amendment of the charter at any time prior to expiration. The school should present renewal request no later than 120 days prior to the expiration of the charter. The charter-granting agency governing board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in the Education Code section 47605.

Terms of Renewal – the term of this charter shall begin the 1<sup>st</sup> of April, and expire five years thereafter.

Severability – the terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by OUSD and the governing board of Ernestine C. Reems Academy. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Communications – all official communications between Ernestine C. Reems Academy of Technology and Arts and OUSD will be sent via First Class Mail or other appropriate means to the following addresses –

Oakland Unified School District  
1025 Second Avenue  
Oakland, California 94606-2212

Ernestine C. Reems Academy  
8425 MacArthur Blvd.  
Oakland, California 94605-3553

The school understands that school must commence by September 30<sup>th</sup> to be eligible to receive ADA-based state general-purpose revenue during its first year of operation.

## **Element O: Labor Relations**

Education Code 47605 (b) (5) (O) and 47611.5

Ernestine C. Reems Academy of Technology and Arts shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act (EERA).



## **Element P: School Closure Procedures**

Education Code 47605 (b) (5) (P)

In the event that Ernestine C. Reems Academy of Technology and Arts closes, the assets and liabilities of the school will be disposed of by the school's governing board to another charter school, non-profit, or other appropriate entity in accordance with the asset disposition provisions of the school's bylaws. The governing board members will attend to enumerating and disposing of the asset and liabilities as directed in the bylaws and the board treasurer shall ensure that a final audit of the school's assets and liabilities shall be performed.

Upon matriculation, at the end of each school term and graduation, parents and guardians will be provided with a printed or electronic transcript of the child's academic progress at the school, along with other relevant information. Thus, in the event of school closure, parents and students will possess an independent copy of necessary pupil records. School resources allowing, former E. C. Reems Academy may be retained for a period of designated weeks after school closure to ensure that student records are transferred to the families, or appropriate agencies. In the event that no such will repository, .i.e. OUSD, County of Alameda Department of Education, or other qualified agency, is available, the records shall be disposed of or destroyed in a fashion that will ensure confidentiality of the records.

## District Impact Statement and Other Charter Information

### Facilities

E. C. Reems Academy is currently housed on Center of Hope property at 8425 Mac Arthur Blvd. This facility is large enough to serve the school at its current size. E. C. Reems Academy is exploring other facilities options to allow for growth, including seeking facilities under Prop 39 from the district. In the absence of finding alternative space or receiving Prop 39 facilities, E. C. Reems Academy could continue to operate out of the school facilities at Center of Hope Church for the foreseeable future.

E. C. Reems Academy recognizes that a change in school site is a material change in the charter under AB 1994.

### Revenue Flow

E. C. Reems Academy will be indirectly funded through the district. OUSD agrees to forward all funds due to the school on a timely basis. OUSD agrees to include the school on its consolidated application and forward to the school any state or federal funds for which the school qualifies.

### Budget Development/Fiscal Reports/Audit

Budget development will begin each year immediately following the January announcement of the governor's K-12 State Budget Proposals and will be continually refined through the May Revision to the State Budget Act. Budgeted resources will always be consistent with Charter School goals as identified by the governing board. E. C. Reems Academy will submit financial statements budgets to OUSD and the county superintendent of instruction, CDE, the State Superintendent of Instruction, ACOE, and any other state or federal agency as required by applicable law, including the provisions under Education Code section 47604.33.

### Purchasing and Contracting

E. C. Reems Academy will utilize effective, ethical business practices which will result in the best quality at the best price, and will make every effort to avoid any conflicts of interest.

### Attendance Accounting

Attendance accounting will be run through the district.

### Financial Services

Policy is set by the Charter School Board of Directors, and day-to-day operations will be carried out by the ~~principal executive director~~ and staff. Business consultation, financial administration and support will be provided by an outsourced school business services company, ~~such as EdTee~~. The accounting system will adhere to Generally Accepted Accounting Principles, and there will be adequate internal controls within the system. The ~~principal executive director~~ will oversee the work of the business services company, which will handle the timely and appropriate reporting regarding budget, attendance, etc. Reporting will be implemented in accordance with specific agreements between the school and the sponsoring district and in compliance with applicable law.

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### Potential Civil Liability Effects

E. C. Reems Academy, a California non-profit organization, is responsible for matters of civil and financial liability resulting from the operation of the school. E. C. Reems Academy carries levels of general liability, errors and omissions, property, workers' compensation, Directors and Officers, and unemployment insurance appropriate for the size and scope of the school's operation.

As appropriate, E. C. Reems Academy will include liability understandings in the MOU that hold OUSD harmless for E. C. Reems Academy's debts and obligations as well as from all matters of civil liability resulting from the operation of the charter. Similarly, E. C. Reems Academy assumes that OUSD will be willing to provide a parallel provision that holds E. C. Reems Academy harmless from OUSD's debts and obligations as well as all matters of civil liability resulting from the operations of OUSD (unrelated to the charter), and for any negligence of OUSD relating to the charter.

**Potential Economic Effects**

E. C. Reems Academy currently enrolls approximately 360 indistrict students. Many of these students would likely provide ADA revenue to the district if they did not attend E. C. Reems Academy or another charter school.

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## Appendix A: Required Teacher Signatures

## Appendix B: Parent Signatures

## Appendix C: Required Budget Items

# Appendix D: Special Education as an Arm of the District

## Special Education in E. C. Reems Academy of Technology and Arts

**I. Oakland Unified School District as a single district SELPAE.** C. Reems Academy agrees to accept the Oakland Unified School District's policy to operate special education services and programs under the Districts' Programs for Exceptional Children (PEC), ~~during its first year of the second charter petition.~~ Oakland Unified School District is a single district Special Education Local Plan Area (SELPA), and the charter school will be a public school under that governance structure for at least the first year of the charter's approval by the Oakland Unified School District. The school reserves the right to enter into an independent SELPA or remain as an arm of the district, depending upon the benefits and affordability of services in the future.

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### II. Identification

E. C. Reems Academy will have a Student Success/Study Team (SST). After a student has been through the SST process, a referral may be appropriate to special education.

1. PEC will review the list for students who may already have been identified with an Individual Education Plan (IEP) as eligible for special education services.
2. The District will inform the charter school of any students transferring from the district that have an IEP.

Deleted: <#>Prior to opening or as soon after as possible, a list of students who are enrolled for the charter school will be submitted to Programs for Exceptional Children. The list will include first/last name, birth date, and name of former school of attendance.¶

### III. Services

The Director of PEC and the appropriate Special Education Coordinator will meet with the charter school principal and/or director to identify how services will be provided to those eligible students.

While every effort will be made to provide services in the least restrictive environment, not all services are available at all school sites. When the service is not provided at the school, the family will be offered an appropriate program with the Oakland Unified School District.

### IV. Responsibilities

E. C. Reems Academy accepts responsibility for ensuring compliance with all federal and state special education laws. The ~~executive~~ director of the charter school will monitor compliance, ensure that IEP timelines are met, that students have equal access to materials and programs, and the evaluation of special education staff will include the teacher's responsibility for compliance.

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## Appendix E: Pupil-Parent Handbook

Final Condition, Charter Renewal  
Data Driven Action Plan



I. ACCOUNTABILITY OVERVIEW

Historically, academic achievement and closing the achievement gap has been the goal of many schools, and now with the institutionalization of the NCLB (No Child Left Behind Act) the intent of all schools. Different schools approach this process differently. Charter schools specifically, possess the freedom to address issues relevant to the population it serves, often using unique methods to accomplish the goal.

In 2000, Ernestine C. Reems Academy was reconstituted to better serve the youth in the East Oakland Community. Recognizing that behavior is a key element in leading a successful life, and controlling oneself during school hours, the primary focus during the 2000-2001 School Year was behavior driven education. We acknowledged that we could not teach as long as the students remained unruly, thus behavior modification and social skills development became of utmost importance in the delivery of a premier education for all students. We also knew that the primary accountability tool was the state test, but determined that in order to successfully educate the area youth, state testing had to take a back seat until we created a new philosophy of educational culture at the school. In retrospect, making this the preeminent condition of success provided the foundation of our success today, demonstrated in classroom environment, leadership development, and academic success.

Acknowledging that one data collection method was not sufficient to examine academic and scholastic growth, we focused on a triangular approach reviewing a) state and teacher driven test data, report cards, progress reports, written work and other student performance data; b) conducted teacher surveys and discussions regarding academic concerns, needs and direction; and c) parent discussions during monthly Parent Meetings. Our goal was to acquire quantitative and qualitative data that would drive our academic program. Further, we reviewed scientific research data to determine educational trends, best practices and business practices that contribute to academic achievement to design our curricular program, teaching methodology, and academic

delivery system. In October 2003, we began the process of conducting a rigorous academic needs assessment in core subject areas to determine the impact of our curricular approach.

Note that all assessments are designed to support all students, which includes the general population, students with disabilities, ESL and ELL students.

API Year Included	Students	Base Rank	State Wide Growth	Target Target	Year/API
2001	199	440	1	18	2002/458
2002	251	493	1	15	2003/50
2003	258	526	1	13	2004/559*
2004	Not Available	630	1	Not Available	2005/N

- Information from the 2003 Adequate Yearly Program Phase II Report, differences from API report by 2 points, increased gain by two points.
- Targets not available for upcoming year at this time.
- 2004 produced an 86 point gain.

English-Language Arts (CST)

Year	% Advanced/ Proficient	% Basic	% Below Basic Basic	% Far Below
2003	12	33	30	27
2004	20	43	28	14
2005	40	---	---	---
2006	55	---	---	---
2007	70	---	---	---

Red indicates district mandated outcomes

The data and process identified in the action plan inferences gains in levels of proficiency. Further, they indicate a continuous decline in the far below basic, below basic and basic levels. We project that in the 2005 test, far below basic will no longer be statistically significant, grades 2-8; below basic will drop significantly as 23-25 students are at the cusp of moving into the basic level, grades 2-8; 16-19 students are approaching the proficient level, grades 2-8; and 7 students should proceed to the advanced level.

This population will be provided an additional period of Language Arts studies to prepare to advance into the next proficiency level.

## Mathematics (CST)

Year	% Advanced/ Proficient	% Basic	% Below Basic Basic	% Far Below
2003	7	28	48	18
2004	24	40	32	7
2005	38	---	---	---
2006	55	---	---	---
2007	70	---	---	---

Red indicates district mandated outcomes

The data and process identified to increase mathematics skills and thus scores inferences gains in levels of proficiency leading to the advanced level. Further, they indicate a continuous decline in the far below basic, below basic and basic levels. We project that in the 2005 test, far below basic will no longer be statistically significant, grades 2-8; below basic will drop significantly as 16-19 students are at the cusp of moving into the basic level, grades 2-8; 16-19 students are approaching the proficient level, grades 2-8; and 4-6 students should move into the advanced level.

This population will be provided an additional period of Mathematics to prepare to advance into the next proficiency level.

The students that advance to the next level should support the (percent) annual increases mandated by the district.

## II. ASSESSMENT PROCESS - READING

Reading and reading comprehension are areas where strong intervention instruction is needed to improve academic achievement. We have learned that it takes research-based materials, well-informed teachers, and focused informed leaders to make the needed changes that result in a significant improvement in reading achievement. Teaching reading effectively requires a well-designed system of training, support, and accountability in order to ensure the greatest reading success for all students.

In order to know which materials are best for which students, we screened students and used diagnostic assessments with some students to determine which students need which type of intervention program is best suited for our students.

Our Sat 9 scores in 2001-2002 were very low, which placed us in the IIUSP-High Priority Schools Grant index. As a result of the funding we hired a consultancy group to determine what reading interventions we needed to employ to raise academic achievement at the elementary level. The findings indicated that we should join the District (OUSD) as an IIUSP (Immediate Intervention Underperforming Schools Program); High Priority Schools Grant recipient. The funding afforded the school the opportunity to purchase Open Court, train teachers, and provide a program that supports student achievement.

The 2002 Action Plan designed by the Love Education Consultancy Group focused on a methodology to allow the school to make adequate progress toward growth targets established to have all pupils at or above grade level in reading and mathematics. All goals have been met or are in the process of being met. (See attachment)

As a result of following the action plan, our 2002-2003, CAT6 (replaced the SAT9) scores reflected a gain of 53 points. In 2003-2004 the API reported an 86 point increase. The improvement was greater in the K-5 elementary grades, as the OPEN COURT Intervention Program had been in place for two years affording pupils a better understanding of and application of reading techniques that support reading and reading comprehension. The 6-8<sup>th</sup> grades showed increases in gains. These gains were the direct result of two tools the Vice Principal implemented to support Reading Comprehension, though we acknowledge that the scores were not the result of an upper grade reading intervention program, which was strongly recommended by the Love Group. Having seen the results of Open Court, K-5, we knew we needed to purchase an upper grade reading intervention program to ensure continued gains and higher achievement in CAT6 scores and report cards.

In late-summer/early fall 2004, we evaluated all student profiles and learned that the 6<sup>th</sup>-8<sup>th</sup> grade students, while showing increases, needed an intervention tool to support reading literacy and close the achievement gap. After identifying our student needs, we researched reading intervention programs throughout the United States and concurred with the State of California that High Point Reading Intervention Middle School Series was the tool that would best support learning. Further, the program is matched with the State Standards and supports our population of students, i.e. African American, Hispanic, Second Language Learners, and Special Education students.

When we assessed our student's needs, the data confirmed that we needed to implement programs that provided five instructional components: phonemic awareness, phonics/decoding, fluency, vocabulary, and comprehension. In addition to the academic components of the intervention programs, we also needed to implement the four program construction components explicit instructional guidance, program design, assessment, and universal access that ensured an effective program and supported teacher retention. Open Court (SRA-Science Research Associates/McGraw-Hill) and High Point (Hampton-Brown) met the standard for an effective comprehensive intervention program and supporting all five instructional components categories and the four program construction components as well.

Specifically, four types of reading assessments were used to determine which type of intervention program was appropriate for which students. We used two data driven screening tools: (1) screening assessments to determine which students were on target for meeting the content standards and which needed further (2) diagnostic assessment.

We used applied screening assessments because they are formative and are used for early identification of both at-risk readers and grade-level readers. The assessment focused on grade level appropriate skills, and screening was conducted by the teacher.

Further we relied on progress monitoring assessments to track student progress toward grade level expectations and content standards. This formative assessment included classroom-based assessments and is used to determine a student's rate of progress

towards Grade level expectations, to identify readers who were not demonstrating adequate progress in daily lessons, and to influence instructional decisions. This method was and is used three times a year: fall, winter and spring.

Diagnostic assessments are given when a student is identified as reading below standard and is not responding well to instruction. We used diagnostic assessments because they are formative assessments and provide more in-depth information regarding a student's particular strengths and deficits.

Outcome assessments are summative assessments given at the end of the school term to all students. Data may be used to identify students in terms of those who achieved grade level expectations, those who made progress, and those who did not. Data also provides a bottom-line evaluation of the effectiveness of a reading plan, including the effectiveness of current instructional strategies. We employ this tool to determine where more training and mentoring may be needed. The tests are norm referenced and criterion referenced.

State-wide achievement tests are another outcome based assessment, and is aligned with grade level expectations. This criterion-referenced outcome assessment provides skill-based benchmarks for instruction.

Not all students attending the school read below grade level, and therefore do not require a reading intervention program. These students will continue to use the Prentice Hall Timeless Voices and Timeless Themes Literature Series until a new series is purchased in 2005-2006.

Grade Level	Course/Content Area	Title	Publisher	Year
K-5	Reading Intervention	Open Court Reading Program	SRA/McGraw Hill	2002
K-6	Language Arts Supplemental Materials	Literacy Place	Scholastic	1996
6-8	Reading Intervention	Highpoint	Hampton Brown	2004
6-8	Language Arts	Timeless Voices, Timeless Themes (Literature Series)	Prentice Hall	2000

Formulating the data for the action driven data report has led to the Principals concern that some of the texts used at ECR Academy are either outdated, or are not compatible with state-standards. As in the case of the district, we are developing a system to better monitor and review current curriculum and develop a review cycle.

#### WRITING ACHIEVEMENT, SCHOOL-WIDE GOAL

The fourth and seventh grade students are tested annually through the CAT6 assessment tool. While the schools gains reflect intentional changes in teaching practices, last year the Vice Principal has also implemented a K-8 writing program. This year, 2004-2005, we are reinstating sentence diagramming to complement the comprehensive writing program. This process will be reevaluated in late fall and mid-spring to assess success, and make modifications as needed. We feel that this process is complemented by the Open Court and High Point Reading/Language Arts Programs providing a number of protocols to support the students learning style and increase skill level needed to become a proficient writer.

#### IV. ASSESSMENT PROCESS - MATH

According to the NAEP, Mathematics Trial Urban District Assessment, 2003, the state of the K-12 mathematics programs throughout the United States indicates low mathematics achievement-level percentages in testing. We have found through the data acquired from the CAT6 and teacher assessments that many of our students rank at the basic level or below. What we have ascertained through the data and teacher assessments is that knowledge of the basic math facts is the foundation and is the culbrit of upper grade level achievement.

Further, we conducted assessments to determine what types of academic support was required to educate our students. We discovered that the Saxon Mathematics Series did not correlate to the California State Standards and while students were rigorously acquiring mathematics skills they were not skills that were tested at their grade level. As indicated in the management of success and rigorous analysis sections, you will find that we have developed and instituted rigorous mathematics programs, competitions and----- technology support systems to provide a greater understanding of mathematics, reinforce rote knowledge designed to increase individual academic achievement levels.

Our assessment and curriculum review indicated that we needed to purchase a mathematics series that is correlated to the California State Standards. We purchased the Harcourt Mathematics Series to accomplish this end. This year grades K-5 and 7 will use the Harcourt Mathematics Series. The results of acquiring this textbook series should result in a stronger showing moving more students into the high basic and proficient levels of the 2005 CAT6 exam.

While the majority of the students fall in the low-basic and basic category, the mathematics assessments did not indicate that the purchase of an intervention math programs was needed to support academic advancement. There is all indication (2004 CAT 6 and teacher assessments) that EC Reems Academy students are not an at-risk mathematics population.

Grade Level	Course/Content Area	Title	Publisher	Year
K-5	Mathematics	Harcourt Math	Harcourt	2003
6-8	Mathematics	Saxon Math	Hake/Saxon	2001
7-8	Mathematics	Saxon Pre-Algebra, Algebra	Saxon	2001
K-8	Math	Saxon Math	Saxon	2000

#### V. ACCOUNTABILITY - RIGOROUS ANALYSIS

The Overview, Section One, presents the analysis protocol for the work described in this section of the report. The Overview serves as the scope and this section discusses the procedures used to increase and sustain academic improvements, this system is designed to address deficiencies and/or inadequacies.

Last Spring we created an across grade articulation process, in which teachers discussed deficiencies of entering students at their grade level. This assessment process provided us with a bridge to ensure that all grade levels were using similar, if not the same assessment tools; previous years' deficiencies were being addressed through curriculum changes; and new instructional strategies were designed to better prepare our students for high school and the high school exit exam.

In reference to academic quantitative and qualitative analysis, we use a holistic approach to education and academic development. As such, the Tanzin Resiliency in Education Program has been designed to provide an academic case management system. This system provides a profile and intervention process for each student in need of support; the program is in its second year of implementation. We believe that the increase in test scores is tied to this approach.

#### A. What Worked Well? Effective Techniques and Sustained Academic Improvement:

##### Overview

Staff met during a weeklong Summer Institute in August 2004 (this is an annual process). One meeting was specifically designated for reviewing, analyzing, and understanding student's Spring 2004 CAT6 and CST test results. This included disaggregating test results by gender, performance levels and curricular areas relative to improved as well as deficit skill areas (see attached Day 3 Agenda). Subsequent to the test presentation, the staff was divided into several small groups.

The purpose of this activity was to have teachers reflect on the effective strategies and techniques that resulted in the improved test scores, as well as to identify activities that did not work well and need to be further "tweaked", revised, or eliminated.

The staff, again in small groups, discussed and reported to the larger group instructional strategies and techniques that worked well in individual classrooms settings and school-wide. These techniques were subsequently recorded and distributed for disseminated to all staff members and articulated (below) in the what worked well and methods to sustain academic improvement sections of this document.

The theme of this years Staff Summer Institute was, the 3 R's - Review (test data), Reflect (What occurred instructionally (last school year) that improved student academic achievement, and Reform (What needs to occur in the next three years to insure achievement) of the above charter and district targets).

Following is the list of the Effective (What Worked Well?) techniques identified by the staff that fostered student achievement. These techniques will continue to be implemented school-wide.

**Assessments**

Annually teachers conduct a battery of academic assessments to determine individual student levels of knowledge and develop individual student profiles to better monitor academic success on a regular basis. The profile is used as an instructional blueprint. The blueprint is supported through monthly reviews and progress reports.

**Progress Reports**

Teachers produce monthly progress reports designed to keep parents abreast of their child's' academic development and whether they are or are not at grade level. If the student is below grade level in a subject the report indicates interventions, if above grade level, methods of advanced engagement.

**Looping High Achievers**

Students that are above grade level in a subject area are looped to the next grade level for instruction to more fully engage the student at their academic level versus their grade level.

**Tutoring**

Peer, cross age, before and after school tutoring. Buddy reading was also an effective tool.

**Differentiated Instruction**

This was done during Language Arts and Mathematics instructional periods in individual classrooms. Grade level teachers worked together, usually one teacher instructing the struggling and low performing students and the other teacher instructing the grade level and middle group. (There are two teachers per grade level, grades Kindergarten through Eight.)



<u>Test Preparation</u>	There was a tremendous school-wide emphasis on <u>test taking strategies with a focus on comprehension. A variety of commercial and other test formatted materials were also provided to teachers.</u>
<u>Reading and Mathematics School-wide Competitive Programs</u>	Very successful motivational school-wide programs were designed by the Vice Principal, not only to <u>make learning fun, but to improve reading, language arts and mathematics skills in a contest competitive format. Grade levels competed against each other. Trophies, prizes and other incentives were given to the classes achieving 100% on the various written tests. These programs enhanced and supported the regular reading and mathematics curriculum. The following motivating programs were implemented:</u>
<u>"Read Between the Lines/ Math Between the Lines"</u>	These strategies were designed to support <u>various learning styles and assists students in becoming more proficient in reading and mathematics comprehension skills.</u>
<u>"Mathematick"</u>	A pull out program for students in grades 4-8. <u>This program involves students memorizing 100 addition, subtraction and multiplication basic math facts. The purpose of Mathematick is to motivate students to learn the basic math facts to increase their pace and support higher leveled skills and concepts.</u>
<u>Test Rally</u>	An upbeat assembly designed to motivate and build <u>student confidence just prior to taking the state tests. Students participated in this very successful rally.</u>
<u>Pull-Out Instruction</u>	This remedial program is designed for struggling and <u>low performing students to improve their reading and mathematics skills.</u>
<u>Weekly Professional Development</u>	This staff training addresses student and teacher <u>needs, as well as teacher requests, e.g. Teaching Expository writing to student in preparation for the state required 4<sup>th</sup> and 7<sup>th</sup> grade writing tests, Harcourt Math, Differentiated instruction, Integrating comprehension and test taking strategies, technology etc.</u>

Test Administrations

CAT6 and CST school-wide test administration and proctoring process was well organized including staff training, schedules and classroom proctors, etc. (Agendas and schedules are available for review).

Parent Volunteers and Participation

Parents are required to volunteer 40 hours annually to assist teachers, chaperone fieldtrips and special administrative staff, and support fundraisers and after school activities.

Professional Expectations High teacher and student expectations created the environment for academic success.

Lead Team Grade  
Level Meetings

Focused on collegiality, pedagogy, articulation, and  
team teaching strategies and process.

Open Court Phonics  
and Reading Program

This strategy improved the student's ability to read  
and comprehend at higher levels of acuity.

Computer Aided Technology

Specifically, Open Book, Mighty Math, Math Reading and Mathematics Odyssey and Pre Algebra with Fractions were Program designed to provide students with self-paced reading, reading comprehension, math, and math comprehension tools to increase individual achievement levels.

Structured Comprehension This strategy was paramount in providing instructional tools that supported increased

Focus

comprehension skill development school-wide.

Classroom Management

A strong management plan provides a positive learning environment.

Parent Donations and School Supplies

Parent support through donations assists in increasing current curriculum offerings.

Recommendations

Parents articulated concerns, wishes and support for current programs and offerings. This strategy maintains parental confidence and therefore supports learning.

B. What Did Not Work Well: Proposed Changes Needed

Mathematick

The time schedule did not provide for the inclusion of the second and third grade participation. The schedule needs to include all grades two through eight.





<u>No School Library</u>	<u>School does not have space to provide a school library, individual classes visit local libraries and teachers provide classroom libraries, however both are inadequate for thorough researching.</u>
<u>Lack of Building Space</u>	<u>Facility does not provide adequate space to house an auditorium for physical education, music program, in-door special events. Substitute teacher pool not available to charter schools through the district. Budget does not provide for STIP subs. Need to develop a better Substitute pool.</u>
<u>Substitute Teachers</u>	<u>Teachers need to pay more attention to substitute teacher lesson plans and preparatory materials to support learning in their absence. This has recently been standardized and process is in place.</u>
<u>Substitute Lesson Plans</u>	<u>The district changes resource personnel or hours and schedules frequently. The RSP's caseload does not allow proper time for instruction. We developed a relationship with the Harm Reduction Training Center to support counseling needs. In 2003 we developed a relationship with Cal State Hayward, St. Mary's and Missionary Year to increase instructional aid composition to serve as resource specialists. Vice Principal trains specialists.</u>
<u>Special Education Resource Specialists</u>	<u>The teachers would like to have a regular classroom teacher assistant to further reduce the teacher-student ratio and provide low achievers with more one-to-one teacher assistance.</u>
<u>Teacher Assistants</u>	<u>As stated, several text series are outdated and current texts need to be purchased. A schedule for purchasing has been developed. Texts should correlate to California State Standards.</u>
<u>Textbooks</u>	<u>Credentialed teachers with experience better support student achievement at a much higher level. We are working to ensure that all teachers are credentialed and possess skills to support academic achievement. This will increase compliance with NCLB.</u>
<u>Credentialing</u>	<u>Many systems have been put in place to curb student tardiness. We need to continue to address this on-going issue.</u>
<u>Tardiness</u>	

Gate Program

We do not have a GATE Program and must loop students up to engage them at a level for academic success. Need to implement a GATE Program within the next two academic years.

VI. SUSTAINING ACADEMIC IMPROVEMENT

- The effective strategies to sustain academic improvement are inherent and embedded in the above section of this document entitled, What Works Well. Because the identified strategies have proven to be a very effective formula for success and have been instrumental relative to improving grade level test scores, they will be continue to be vigorously implemented and highlighted for the 2004-2005 school year and forward.
- Additional items to sustain academic improvement of teaching and learning:
- Lead Teams will continue to meet for group and grade level professional development, collaboration, peer coaching opportunities and developing shared lessons and strategies.
- Students' reading performance levels will be evaluated each January based on High Point and Open Court data and placement changes. We will make ELD recommendations, consult classroom teachers, and then make final decisions with Administrative Staff which includes Principal, Vice Principal, Counselor, Director of Resiliency and the district RSP staff.
- Parent Handbook will be revised annually to keep the parents abreast of current academic, social and community programs, instructional opportunities and materials and community collaborations.
- Teachers are journaling recording information in a consistent manner to monitor data for academic and social skills development. This will also compliment our professional development schedule and provide information to make needed changes in curriculum, behavior, acquisition of outside support services.
- Teacher Preparation Periods are required for collaboration. Each teacher is afforded three 45-50 minute prep times per week. Each grade level shares two common prep times per week to insure that grade level teaching and standards are aligned.
- Supplemental Teaching Materials. Each year teachers are given a stipend from \$100-\$300 to purchase supplemental materials of their choice. Additional supplemental materials are also purchased by the school to support school-wide curricular needs.
- Martin Luther King Oratorical Fest. Our students participate in the district-wide oratorical contest and school-wide assemblies. This teaching method allows the students to actively use literacy and language arts skills.

- in the BASE PROGRAM, K-5 students use the Open Court Reading Program along with Literacy Place, and CARS Series for Language Arts and Test preparation.
- K-7 students use the Harcourt Math Textbooks and Saxon supplemental materials to improve mathematics skills and test preparation.
- Students in grades 6-8 are using High Point Reading Language Arts programs, along with Timeless Voices, Timeless Themes Literature Series by Prentice Hall to strengthen reading language arts skills.
- Formal and informal classroom observations and evaluations. The observations and assessments are used to better support teachers, curricular development, teaching styles and classroom management.
- The purchase of current science and social studies textbooks will sharpen teacher's ability to integrate all academic areas with the latest materials and scientific findings.

**VII. Methods in which the school addresses and eliminates academic deficiencies**

The school addresses academic inadequacies through several methods: student study teams (SST's), individual educational plans (IEP's), student assessments in reading, language skills and concepts, and mathematics, after school enrichment programs, technology based-reading, writing and mathematics programs, on-line assessments, learning style assessments, and state test results. These methods will help students in the FFB, BB, B categories by identifying this population and using pull-out methods, and other intervention tools to increase their skill levels. These prevention and intervention and research tools will provide the necessary information to develop, improve, or change instructional programs.

Through our Teacher Induction and Retention component we offer various opportunities to strengthen our teacher's skills in a variety of areas including Differentiated Instruction, using Thematic Units, Special Educational Law, Leadership Skills and Behavioral Pediatrics.

We also offer before and after school tutoring, summer school, service learning and social skills and character education curriculums to strengthen and support students' academic rigor.

We conduct regular meetings with parents to discuss academic and social achievement. In addition to one-on-one communications we send home monthly progress reports, school newsletters and teacher produced weekly reports. Report cards are generated three times a year. The report card format is narrative, quantitative and qualitative.

VIII. DEFINE HOW THE SCHOOL WILL MEASURE THE SUCCESS OF ITS PROGRAMMATIC RESPONSES, PARTICULARLY ADDRESSING MATH PERFORMANCE IN GRADES 4-6.

This section is linked to Section #5 - Rigorous Analysis. The combination of quantitative and qualitative analysis provides the data necessary to develop, improve or change instructional systems that are currently being used.

Success in mathematics programs in grades 4 through 6 will be determined in the same manner as reading and other subject areas. This is done via the formal evaluation process (calendared pre, post conferences, classroom observations and written reports), informal visits (daily drop-ins), articulation, regular individual and grade level meetings, as well as reviewing student profiles and records.

- To insure student success in mathematics, the following activities will continue to be strongly recommended to teachers and discussed during individual teachers, as well as grade level meetings:
- Make math fun by participating in the Mathematick and other math activities and programs to insure students have knowledge of and can use the basic math facts to progress to higher level math skills and concepts.
- Administer weekly, monthly, and other benchmark assessments including chapter, end of unit and other teacher made tests and use results for instructional planning.
- Provide small group and individual instruction.
- Connect mathematics to real life experiences (use of prior knowledge).
- Loop above grade level students to higher grades to challenge them in math.
- Use manipulatives and other objects to clarify and demonstrate understanding of key math concepts.
- Teach to math standards.
- Use the results of assessments to plan instruction.
- Allow students to use the chalkboard to explain how they solve mathematical problems.
- Write explanations of how to solve a math problem.
- Keep records of students mastery and non-mastery math concepts for instructional planning.
- Employ modeling at every available instance to enhance student understanding and support the various learning styles.

- Provide daily problem of the day opportunities to emphasize problem solving key words and key concepts.

#### IX. CONCLUSION

Our CAT 6 and CST test scores continue to improve through the aforementioned applied strategies and research tools. Purchase of new reading intervention textbooks, Hampton-Brown, High Point, and SRA/McGraw Open Court Reading Series, and state aligned mathematics textbook Series, Harcourt Math will continue to support learning through state standards.

The qualitative strategies will also support gains in CAT6 and CST test scores and student progress reports and report cards.

Total implementation of the aforementioned strategies, methods, and curriculum move the school forward academically, technologically, and socially toward academic success. As student achievement continues to rise, the school will no longer be categorized as an underachieving educational institution and will take its place in leadership as the model charter school in the Oakland area.

Administrative Participants: La Verne Moore, Vice Principal, and Denise Vaughnes, Director of the Tanzin Resiliency in Education Program.



# Appendix F: School Safety Plan

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## Appendix G: Community Letters of Support

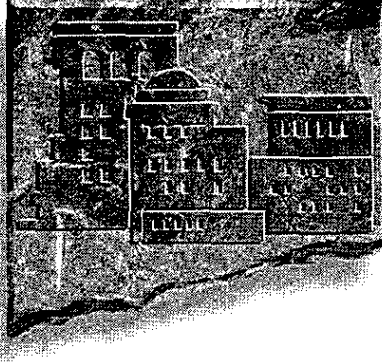
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**ERNESTINE C. REEMS**



**ACADEMY OF TECHNOLOGY & ARTS**

## CHARTER RENEWAL PETITION

PRESENTED BY LISA BLAIR, EXECUTIVE DIRECTOR, TO THE OAKLAND UNIFIED SCHOOL DISTRICT

February 11, 2009

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## INTRODUCTION

E.C. Reems Academy of Technology & Arts is a small, K-8 school serving students in the severely economically depressed East Oakland area. The majority of students at E. C. Reems Academy would otherwise attend Parker and Webster elementary schools and, Frick, and Elmhurst middle schools. One hundred percent (100%) of the students come from ethnic minorities; 65% are African American and 35% are Hispanic or Latino. Seventy-nine percent (72%) qualify for free or reduced lunch and 9% are English Learners. While serving this disadvantaged group of students, E.C. Reems Academy maintains incredibly high success rates.

The success of E.C. Reems Academy is marked by improvement in student achievement school wide and for numerically-significant subgroups, fiscal stability, enrollment growth and high attendance rates, demonstrable parent and student satisfaction and involvement, and the creation of a safe, clean, welcoming school environment in area rife with crime and violence on the streets and in the schools.

Highlights of this success include:

- Similar Schools Index: E.C. Reems Academy has ranked either a 9 or a 10 on the state's similar schools ranking for the last five years.
- E.C. Reems Academy outperforms local middle and elementary schools (see Performance Report Appendix A).
- Greater progress in narrowing the gap between its current API score and the state benchmark API (800) than OUSD or the weighted average improvement of the schools which E. C. Reems Academy students would otherwise attend. E. C. Reems Academy closed 17.3% of the API gap, whereas OUSD closed 12% of the gap, and schools which E. C. Reems Academy students would otherwise attend closed 14% of the gap (weighted average).
- There is high parent satisfaction with the school. On average, parents gave E. C. Reems Academy high marks 97% of the time on a range of issues dealing with education, teaching, discipline, safety, and school culture.
- High attendance rates among students and teachers (96% and 95% respectively).
- Financial stability as demonstrated by a balanced budget and substantial cash reserves as well as audit reports that are free from significant findings.

Appendix A (Performance Report) describes the school's significant progress over the last five years including evidence that E.C. Reems Academy:

- Is an academically successful school
- Has met the terms of the original charter
- Has a solid plan for the next five years
- Has strong leadership and governance
- Is a fiscally sound organization
- Focuses on continuous improvement

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## BACKGROUND

### *Oakland Community Organizations*

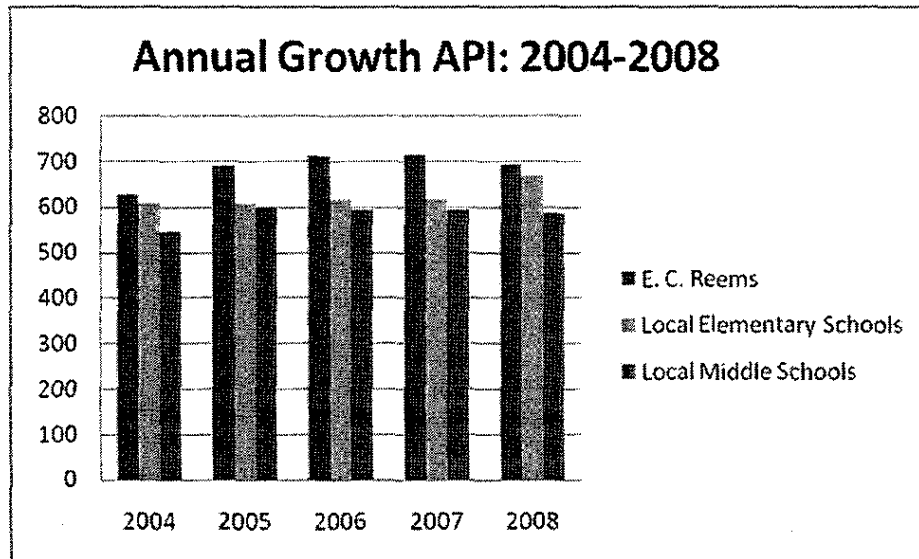
E. C. Reems began as an outgrowth of Oakland Community Organizations (OCO), a coalition of churches and families that had successfully advocated for such things as speed bumps on busy residential streets and small class sizes in local public schools. After an ultimately unsuccessful attempt to create a small school within a school at Jefferson Elementary, a core group from OCO that was focused on education began to develop a charter petition for five small community schools, one of which was E. C. Reems Academy.

### **Successes at E. C. Reems Academy for Technology & Arts**

*Academic Success (See Performance Report for more details)*

#### **API Growth**

The school's annual growth API has increased steadily from 2004 to 2008 resulting in a total increase of more than 100 points. Furthermore, the school has shown higher absolute scores than both local middle and elementary schools.



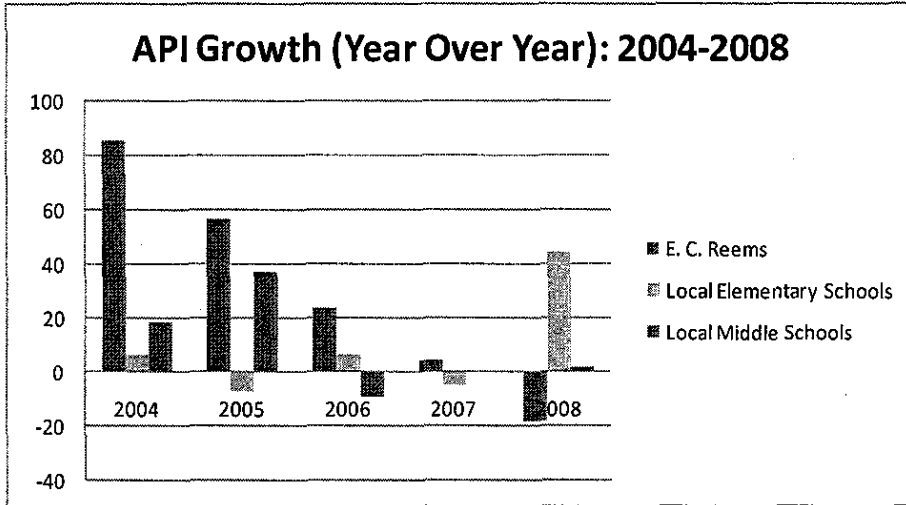
The school's API growth has shown positive results for four of the past five years. As previously noted however, E.C. Reems Academy had a decrease in its API score this past year. Nevertheless, when compared to nearby schools, E.C. Reems Academy has demonstrated much stronger growth in its API score at both the middle and elementary school levels as shown below.

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*Parent Satisfaction Success*

E.C. Reems Academy is a product and creation of its community. E.C. Reems Academy places enormous value on the feedback it receives from its community. Outside of the academic achievement of its students, E. C. Reems Academy measures its success primarily through the satisfaction of the community that created it.

E.C. Reems Academy actively seeks parent input through a variety of channels including the parent committee, parent representatives on the Board, and direct parent contact. The school collects input from parents through a parent survey. The results of the 2008 parent survey are attached as Appendix C.

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On only four questions did less than 90% of the parents not agree or strongly agree with the positive statements presented about the school. Parents are satisfied with the quality of the teaching, academic program, school culture, school management, and the accessibility, communication, and responsiveness of staff and teachers.

Another metric of parent satisfaction is their willingness to commit valuable volunteer hours to the school. Over the past three years, volunteer hours among community members have increased from 950 hours in the 2000/01 school year to 6,853 hours in 2007/08. These volunteer hours do not include parent meetings which are held four to eight times per year and are attended by roughly 65 parents per meeting, representing about 20-35% of the families at the school at each meeting. At these meetings parents discuss their concerns, plan events for the school, and think of ways that they can support the school.

### *Student and Teacher Attendance Success*

Another key indicator of the success of E. C. Reems Academy, as outlined in its original charter, is its high attendance rate of teachers and students. The attendance rate at a school is an indicator of how engaged the students are in the educational program, and how motivated the parents are to ensure their children arrive at school on a consistent basis. E. C. Reems Academy has had increasing attendance rates over the past three years, reaching 96% attendance rate in the 2007/08 school year, which exceeds the benchmarks outlined in E. C. Reems Academy's charter (the school promised to have a higher annual attendance rate by comparable grade level than OUSD). The school currently maintains a 96% attendance rate. In addition to high attendance rates, E. C. Reems Academy continues to grow in enrollment.

Teacher attendance is an indicator of how engaged and committed the teachers are to the school, students and community. It is common practice for teachers to arrive early and remain at school an hour or more after their official day ends. Many teachers continue to tutor students after 4:00 PM, the end of the workday.

### *Opportunities for Teachers' Professional Success*

In accordance with its original charter, E. C. Reems Academy has emphasized teacher professional development. Development opportunities have increased tremendously in the past year; in the 2007/08 school year, teachers attended thirty-four on-campus professional development workshops compared with ten in the 2000/01 school year. These workshops emphasize literacy strategies training, writing strategies, learning styles training, and school health and safety. Additionally, E. C. Reems Academy lead teachers attended the 3-day California Charter Schools Association (CCSA) annual conference in Sacramento, and several teachers attended a number of grade level conferences including Kindergarten programming and technology in the classroom. The school is committed to professional development and financially supports conference attendance, BTSA, and training sessions.

### *Teacher Attrition/Turnover*

The stability of the teaching staff is a key aspect of student achievement. On average E.C. Reems Academy experiences about a 30% turnover annually. However, there is a group of teachers that have worked at the school for six years or longer and provide a historical understanding of success at the school. These teachers serve as Lead Team Coordinators and are responsible for three grade levels or six classes and serve as an adjunct to administration.

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### *Financial Success*

E.C. Reems Academy has strong fiscal management, lead by the Executive Director. As of 2008, the school's reserves have grown in excess of \$400,000. The school has moved from the mandated 3% budget reserve to a 5% budget reserve contingency in a time when budgets are being cut, schools are closing and operational costs are rising.

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*Conclusion*

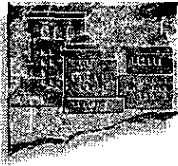
The Board, staff, administration, and parents of E.C. Reems Academy are proud of the progress the school has made and continues to make. In accordance with its original charter, the school has also successfully created a community in which parents participate regularly, and both parents and students are excited about the learning program. Parents are satisfied with the school across a broad range of parameters, and make an effort to ensure that their children are in attendance. Interest in the school increases each year as evidenced by growing enrollment. Financially, the school is stable and well-positioned to succeed in the long-term.

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**ERNESTINE C. REEMS**



**ACADEMY OF TECHNOLOGY & ARTS**

**Charter Renewal Application  
January 2009**

**Assurances**

*Affirmations*

As the authorized lead petitioner, I, **Dr. Avis Hinkson**, hereby certify that the information submitted in this petition for the renewal of E.C. Reems Academy Academy of Technology & Arts charter school, located within the boundaries of the Oakland Unified School District, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, E.C. Reems Academy of Technology & Arts:

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- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

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- Shall be deemed the exclusive public school employer of the employees of E.C. Reems Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

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- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- Shall admit all students who wish to attend E.C. Reems Academy, and who submit a timely application, unless E.C. Reems Academy receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admission to E.C. Reems Academy of Technology & Arts shall not be determined according to the place of residence of the student or his or her parents within the State except as provided in Education Code Section 47605 (d)(2) and Education Code Section 51747.3. [Ref. Education Code Section 47605(d)(2)(A)-(B)]

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- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in E.C. Reems Academy of Technology & Arts hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, E.C. Reems Academy of Technology & Arts shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to E.C. Reems Academy including but not limited to:
  - E.C. Reems Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - E.C. Reems Academy shall on a regular basis consult with its parents and teachers regarding E.C. Reems Academy of Technology & Arts's education programs.
  - E.C. Reems Academy shall comply with any jurisdictional limitations to locations of its facilities.

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- E.C. Reems Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment. Deleted: E.C. Reems
- E.C. Reems Academy shall comply with all applicable portions of the No Child Left Behind Act. Deleted: E.C. Reems
- E.C. Reems Academy shall comply with the Public Records Act. Deleted: E.C. Reems
- E.C. Reems Academy shall comply with the Family Educational Rights and Privacy Act. Deleted: E.C. Reems
- E.C. Reems Academy shall comply with the Ralph M. Brown Act. Deleted: E.C. Reems
- E.C. Reems Academy shall meet or exceed the legally required minimum of school days. Deleted: E.C. Reems
- E.C. Reems Academy shall comply with Article 5.5 of Charter 5 or Part 28 of the Education Code and implementing regulations adopted thereafter. Deleted: E.C. Reems

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Dr. Avis Hinkson  
Board President Signature

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Date

## Element A: Description of Educational Program

Education Code 47605(b) (5) (A)

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.

If the proposed school will serve high school pupils, a description of how the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements

### Revised Mission Statement

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

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### Vision Statement

E.C. Reems Academy is recognized as a school that empowers local youth with the tools to academically succeed in life.

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### Motto

"Educating Urban Youth to Succeed in Life."

### Educational Model

E. C. Reems Academy uses the Effective Teaching Practices as the foundation for learning. To (successfully) meet the goal of creating higher order learning environments for all students, E.C. Reems Academy employs a constructivist, hybrid education model. The pure constructivist model relies heavily on prior knowledge and understanding to construct new knowledge and understanding from authentic experience, which is often limited or non-existent in the lives of disadvantaged urban youth. To fulfill the philosophical tenets of constructivism, we:

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1) artificially inseminate prior knowledge through the use of virtual experiences, and 2) create active learning environments to express the knowledge gained through these venues.

This practice, along with aspects of Socratic methodology, creates a learning environment where the eight learning styles can be incorporated into the day-to-day learning activities and open the door to higher learning as a natural progression. Within the context of the constructivist model, we employ differentiated instruction to address the learning needs of all students.

E. C. Reems Academy administrators and lead team coordinators implement its academic program in alignment with the charter.

The Ernestine C. Reems Academy of Technology & Arts  
Educational Program

**OVERVIEW OF CURRICULUM DESIGN & PEDAGOGY SUPPORT**

As indicated in the 2002-2004 report, reading and reading comprehension were areas where strong intervention was needed to improve academic achievement. The identified data has been carefully examined and the items delineated in the report have subsequently been addressed. Research-based materials are currently being used, a better-trained cadre of teachers has been employed and the focused instructional leadership to implement the necessary changes has improved tremendously. Moreover, a systematic plan for ongoing staff training has been developed and implementation of a viable classroom observation and evaluation process has provided support for quality teaching and learning for all students.

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There were several mitigating factors that impeded our progress in reading during the 2002-2004 school years. Since that time, after a rather thorough self-review and examination of our curriculum, the strategies and methodology that worked well and those that needed improvement have been identified. For example, comprehension was an important skill area in reading that needed immediate focus and attention and we addressed this critical skill area in the subsequent content.

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We tracked growth comparing and analyzing state test scores, assessments and quizzes, and decided that we needed to purchase a series of textbooks to support academic achievement and address the identified weaknesses. In 2002, we purchased the Open Book series by McGraw-Hill SRA, for grades K-5, and the HighPoint Reading Series by Hampton Brown for our 6-8<sup>th</sup> grade students. High Point is an intervention program, which successfully strengthened basic reading and reading comprehension skills. In 2004, we retired the High Point series and purchased the Holt Literature/Language Arts series to challenge our students at grade level.

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**Comprehension is constructing meaning from text** is without a doubt the key that unlocks the door to literacy. We live in a world of printed words and having the capacity to interpret and comprehend text is one of the most important survival and everyday skill areas that students can possibly achieve.

Since comprehension permeates all aspects of standardized and other testing, it made sense to initiate a school-wide focus in this area. The basic premise supports the notion that the content of most standardized tests are made up of passages that require the ability to read, comprehend information, think critically and solve problems. Since the same skills are required for reading comprehension it makes common sense to merge these two important mega skills together.

It was with this thought in mind that we approached literacy in all curricular areas at our school. All subjects require students to have the capacity to read and comprehend information, follow directions and complete assignments.

Our students enjoy motivating activities that are highly competitive. They enjoy any projects or programs whereby they compete against peers in their classes or school-wide. With these criteria, "Read Between the Lines" (RBL) was born. This is one of the programs that worked well and merged reading comprehension and test taking skills. The program involves using reading passages in a test format to teach students how to read and focus on key words in the directions, questions and the passages. It also teaches students how to highlight important information and use the process of elimination to find the correct answers. Using the test preparation passages, grade levels compete against each other to see how many students can answer the most questions correctly. A rotating trophy is awarded to each of the classes (per grade level) that get the most answers correct on the weekly RBL test.

This program encourages students to read carefully, fluently and comprehend the content. While the students are trying hard to earn the trophy, their reading skills are improving substantially.

At the beginning of each new school year we review, compare and analyze our current STAR and CAT/6 data with those from the previous years. We not only look at percentages but also find it helpful to identify both the names and numbers of students in each performance level in ELA and math. This information is also used as an initial planning tool. Based on the test scores, teachers complete a form placing students in their classrooms into the performance level groups. This helps with differentiated reading and math groups. The subsequent test results charts delineate and exhibit the actual number of students in each of the performance level groups over a 6-year period:

## **CURRICULUM & INSTRUCTIONAL DESIGN**

The scope and sequence of our instructional program is very comprehensive. It involves a myriad of components and strategies all working in tandem to meet the needs and learning styles of all of our students. This includes those that are achieving at, above and below grade level as well as English Learners and students with special needs.

In this process, literacy is the common thread that weaves English language arts, math, algebra, social studies, science, technology, art and PE, all subject matter disciplines together. Our program is structured to enable students to achieve academically and become literate in all of these areas as they matriculate from elementary, middle, high school, college and throughout life.

The basic fundamental road map that guides our instructional program evolves from coordination of the California grade level content standards. Inherent in this process is a rigorous, challenging program that encompasses a variety of interesting and creative activities, strategies and programs.

**Differentiated instruction** is one of major strategies employed by our staff that facilitates and supports learning. Differentiated instruction allows the teacher to work individually with small groups throughout the day to address students' academic needs. This process allows the teacher to work at an accelerated rate for the high achievers and slow the instruction to a pace where the struggling students are comfortable and can understand the instruction using prior knowledge to connect the learning to real life situations. Teachers use the text pacing guides to insure acquisition of state content standards by the close of the school year.

Listed below is another critical strategy that we subscribe to; it's known as the "Effective Teaching Model." Teachers were trained using this model and it is the engine that drives our entire instructional program.

### **EFFECTIVE TEACHING MODEL**

Each component of the effective teaching model is interrelated and work in concert with the other. For activities to be effective and ensure that learning is taking place at least three to four of these steps must be followed. One component depends on the effectiveness of the previous one.

**Step 1: State the Objective** (Anticipatory Set)

This is an introduction to the activity and aims to tell the students what they're going to learn. Lay it out clearly so that students understand the purpose as well. Motivate students to get their attention at the beginning.

**Step 2: Guided Practice** (Teacher Directed Instruction)

The teacher guides the students through the activity asking questions, eliciting responses, using demonstrations, etc. During this stage, the teacher employs the following strategies:

**Prior knowledge:** (Connects the learning to real life experiences)

This strategy is especially important for struggling students. When students can connect the learning to real life experiences this supports and facilitates learning.

**Modeling:** (Demonstrations)

This is a critical part of the instructional process. This shows/helps students understand what to do and how to do it

**Check for Understanding:** (Assess the learning)

The teacher is assessing students understanding of what is being taught. This stage will determine if further instruction is needed. If some of the students understand what to do, let them practice the activity independently. This gives the teacher time to pull the other students that didn't understand aside and give additional differentiated instruction. It is this stage that will determine whether the students should move to the next step which is independent practice.

**Step 3: Independent Practice** (Seat work, test, written assignment, etc)

Please note that this step is not necessary for each activity. This step should only be done after the guided practice activity is understood. If, while checking for understanding, the teacher discovers that some of the students don't understand the assignment, they should pull these students aside and give additional instructions using different strategies if necessary. The students that understand what to do should be given the opportunity to practice. They should not have to wait until the other students catch up.

**Step 4: Closure** (Summarize the activity)

Always bring closure to all activities before transitioning to a new lesson or activity. This may be in the form of assessment of the activity, or next step in terms of what will happen next. Will the lesson warrant new strategies or can teacher move on to a new concept or skill? Don't just end or drop the activity without saying something about the next step.

**CLASSROOM MANAGEMENT**

Quality teaching and classroom management go hand-in-hand. In a well-managed classroom, the teacher directs the instruction and students are engaged in the learning process. This type of classroom exhibits certain attributes that make it special. Parents will often request this type of class because they want their students to obtain the best education possible. This classroom is student-centered, organized and where high expectations rule. Everyone knows their role and it is this type of teaching and learning community that we are striving to build in all of our classrooms at E.C. Reems Academy.

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In an environment conducive to learning, effective strategies are modeled, students understand the assignments and achievement is usually high. Through our formal and informal classroom observations, evaluations and individual teacher meetings, we provide support for our teachers to ensure they have the capacity to manage their classrooms as described above. This process can take many forms including professional development, observing other teachers while at the same time building a professional and collegial relationship with a common goal of improving student achievement.

Over the past two years we enrolled a number of students that were unfamiliar with our school culture. To address issues of classroom management that did not previously exist in E.C. Reems Academy, we hired a consultant to facilitate Lee Canter's Classroom Management for Academic Success which focused on classroom management skills and creating a positive learning environment. The workshop helped teachers re-engage students, and re-establish a positive learning environment.

**STATE STANDARDS**



The state grade level content standards form the basic framework and foundation from which the instructional program evolves. The state-adopted textbooks in English Language Arts, math, history/social studies, science, PE, technology and art are strategically and carefully orchestrated with the required subject matter content for elementary and middle school students.

To enhance and augment the contents of the grade level standards, teachers use a variety of strategies and methodology to meet the needs and learning style of our students, which includes quality pedagogy and best practices.

Teacher's **weekly lesson plans** guide and reflect the grade level standards and exhibit skill development and benchmark assessment in all subject areas. It is our belief that all students can learn in a positive environment and an atmosphere where high expectations are the guiding principle and philosophy of the classroom and school site.

Our curriculum is rigorous and challenging in a small class size setting, Student Performance Outcomes indicate that we are making steady academic progress, however we continue to assess our progress and make adjustments and changes accordingly.

### ENGLISH LANGUAGE ARTS PROGRAM

Literacy is the foundation of learning and as such, E.C. Reems Academy is dedicated to ensuring that all students are able to reach his/her maximum potential. This includes students **at, above** as well as **below** grade level. We have a mechanism in place for identifying students who are experiencing difficulty socially as well as academically. This process includes scheduling a meeting of all stakeholders, the parent and staff to develop a plan for support and monitoring student progress.

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Ninety minutes are allocated daily for reading instruction for students in grades kindergarten through 8<sup>th</sup> grade. This time is sacred and not to be interrupted.

Comprehension is a challenge for these students because for the most part, they tend to be word-by-word slow readers. They also have problems recognizing and decoding unfamiliar words and a bad habit of ignoring punctuation marks thus distorting the meaning of what they're attempting to read.

#### **Our Formula for correcting this problem:**

Initially, we are not concerned with the student's comprehension because that will come later when the fluency and other phonetic problems have been corrected. For these students, we place emphasis on implementing lots of practice in oral reading, phonemic awareness, and other phonics skills, which will enable students to learn to use these skills to decode unfamiliar words.

Next, we add sentences with questions and explanation marks so that they learn to read with expression and intonation as well. This process is corrected over time with consistency and practice. Comprehension usually evolves from this strategy.

Prior to the beginning of every new school year in August, we review our STAR test results and identify all of the **Below Basic and Far Below Basic students**. Classroom teachers also assess these students in reading/language arts and math at the beginning of school as well and use the STAR test results to plan instruction and form differentiated reading and math groups in the classroom. Teachers use prior knowledge as a key element when teaching struggling students. This helps to connect the learning to real life experiences that they can draw upon to retain curriculum content

Beginning this Spring 2009, grades K-3 will assess students using the CPAA – Children’s Progress Academic Assessment software. Grades 4-8 will assess students using the Discovery Education Predictive Assessment software. Fall 2009. These tools will further validate and monitor student achievement and provide intervention strategies to move students towards proficiency.

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They also receive cross-age tutoring, peer tutoring, buddy reading, and technological support and participate in the afterschool tutoring program. Parents are also required to read to their children at night and sign a reading log.

**Reading Clinic Participation:**

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At the beginning of the year, students identified as **below basic and far below basic** are eligible to receive over and above reading instruction in the Reading Clinic, which is part of our GAP Program. Two retired reading specialists work with these students in their areas of need based on STAR, CAT/6 results as well as various assessments administered in the lab.

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Students are expected to learn and be able to (1) transfer word knowledge and sound spelling skills to the reading text, (2) read fluently, (3) read both narrative and expository materials at grade level, (4) read expressively and comprehend what they read, (5) and also learn to coordinate reading comprehension, vocabulary and other skills to test taking strategies.

**Activities That Work Well**

Daily practice of the sound spelling cards. Read short stories and identify the main idea, inferences, details and other comprehension strategies. Utilize mispronounced words from the text being read to teach syllabication skills for reading multi-syllabic words. Understand word knowledge and oral reading practice relative to questioning and discussions. Read stories to lower grade students.

**Assessment**

We use formative and summative assessments. The pre- and post- Reading Level Indicator Assessment Informal reading inventory is administered to all Reading Clinic students. Other methods of assessments include: informal observations, monthly written tests for word knowledge and comprehension as well as quarterly fluency tests. Additionally, students take a 6-week test on content taught in the clinic.

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**Accelerated high achieving students** who scored **Advanced and Proficient** on the STAR test are allowed to soar to their highest potential. Instructions for these students are geared toward

Marzano's Taxonomy in terms of accelerating the content "into, through and beyond" the text. They are also looped up to a higher grade for reading and math instruction while maintaining subject matter content in their regular classrooms.

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These students have the capacity and are able to (1) read a myriad of novels including the "classics," (2) write and complete research reports, (3) participate in project-based learning activities and in higher level thinking curriculum skills in the technology lab. Due to their qualifications, these students are eligible to receive scholarships to some of the private schools in the area. Additionally, they visit the local college campuses and many of them are selected to attend math and science classes at UC Berkeley during the summer.

The California English Language Development Test (CELDT) is required by the state to be administered to students who speak a language other than English. This test evaluates the students listening, reading, speaking and writing skills in English. While most of our students are fluent in English, those that need extra support receive it in the reading clinic, one-on-one tutoring and participate in a technology program titled "Open Book."

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Teachers in grades kindergarten through 5<sup>th</sup> use the "Open Court" textbooks. This program is known for its strong emphasis on phonemic awareness, decoding skills, vocabulary development, fluency rates, recognition of high frequency words and comprehension development. These skills are well documented in the grade level standards and inclusive in the classroom instructional program.

The middle school teachers use the Holt Literature Language Arts program. This is a big change from the remedial High Point Program used in the 2002 school year. This program is more challenging and culturally diverse. It enables students to function academically at a higher level of instruction that incorporates critical thinking skills in various genres that include narrative and informational text as well a strong emphasis on comprehension.

#### What (K-8 grades) teachers expect their students to learn

Students are expected to read at grade level, be equipped with the tools to decode unknown words, enhance and augment their vocabulary, read grade level material fluently, with expression, intonation, and be able to comprehend what they have read. This may include grade level textbooks, passages from the test preparation booklets, signs, newspapers, novels, and other supplemental materials.

#### Strategies that are working well:

Basic instructional items such as hands-on activities, any competitive curriculum activities, partner and buddy reading, reading games, role-playing, prior knowledge experiences, field trips and other pedagogical techniques that have proven successful relative to our reading program.

#### How are activities assessed

Reading progress is assessed individually and by the whole class. Teachers use a variety of inventories including informal and formal tests, running records, weekly, monthly and quarterly benchmark assessments, reports and projects based on various criteria. They also employ

cumulative, diagnostic, teacher made tests, miscue analysis and observations as fundamental tools.

## MATHEMATICS

The Assessment and Curriculum Review indicated in the 2004 OUSD Renewal report that there was a need to discard the Saxon math textbooks because they were obsolete and did not correlate to the California State Standards. Harcourt math textbooks were subsequently purchased for students in grades kindergarten to 6<sup>th</sup> to address this concern. As a result of purchasing the new textbooks, students exhibited a stronger showing in terms of accelerating their achievement to a higher performance level. Consequently, this supported our efforts and enabled us to make steady progress on our test scores from 2003 to 2007 school years, i.e., over a 5-year period. While there were several mitigating circumstances that caused our 2008 STAR test scores to show a rather disappointing nosedive, we are nevertheless working hard to bring the test scores back up to our goal of moving our students to the advanced and proficiency performance levels.

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Our goal is to move 25 students into Proficiency annually for the next five years resulting in advancing another 165 students into the Proficiency/Advanced categories and meeting NCLB mandates.

McDougal-Little Math 2 and Algebra textbooks were also purchased for 7<sup>th</sup> and 8<sup>th</sup> grade students. These textbooks correlate to the California State Standards and are used throughout the state.

Math is all around us; it's prevalent in every aspect of our society and is the engine that runs our country. Math makes more sense and is more meaningful to students when they can connect the math through the lens of their personal lives.

Our math program is academically rigorous and designed to ensure that all students develop a strong foundation of all math strands, in interesting and challenging ways. Ninety minutes of uninterrupted time is allocated each day for math instruction. Teachers differentiate the achievement level groups and use a variety of resources to supplement the math program.

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### What teachers expect students to learn

Teachers in grades kindergarten through 8<sup>th</sup> have high expectations for their students and want them to demonstrate grade-appropriate skills and concepts as defined by the California State Standards. It's important to develop a strong foundation for all math operations, learn the basic mathematical skills and concepts including computation, number sense, algebra, geometry, problem solving, whole numbers, fractions and decimals. Additionally, students have the capacity to decipher word problems, learn the math vocabulary and be able to pass grade level assessments at a high level.

### Math activities that work well:

Learning math material in a real life way and making math relevant to students' lives e.g., banking, shopping, etc. (2) hands-on activities using real objects, (3) use of manipulatives, math games, (4) using individual small white boards, (5) calendar activities, telling time, counting real money and buying items to make computational skills relevant, (6) using daily flash cards and working with partners.

Modeling the various operational steps and students learning to write descriptions of how to solve a specific math problem supports the integration of writing with math. Teachers also use critical thinking supplemental materials that make math fun and engaging.

**How are the activities assessed**

Teachers use ongoing benchmark assessments i.e., weekly, monthly quizzes, unit, chapter tests, written and verbal responses and informal observations.

**MATHMATICK: A FORMULA FOR SUCCESS**

To make math fun and engaging, E.C. Reems Academy has a school-wide competitive program titled "Mathmatick" that our students simply adore and love to participate in. This program was the brainchild of the vice principal and while its concept is very simple, it is by far one of the most effective and successful programs that get students fully engaged in math while learning the basic computational facts.

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Its premise is simple: when student's learn/memorize the basic addition, subtraction and multiplication facts they are able to move at a faster pace through the higher-level math skills like multiplication, division, fractions, decimals, algebra, geometry, etc. The program builds student's self-esteem and confidence. It also allows the low achievers to be on the same level or even surpass the high achievers because many of the low achievers have passed the test before the high achievers.

Mathmatick motivates and encourages students to learn their basic facts and be able to pass a 10-minute test of 100 problems with 100% accuracy every week. When students pass, their names are bubbled in on the Mathmatick bulletin board located in the main hall. Students take pride in Mathmatick and may take the test as many times as needed to pass with 100% accuracy.

The students dearly love to take the test and look forward to Mathmatick test days. Only one person in the school has the test and is allowed to administer it. Students receive a trophy or medal as a reward when they pass both tests.

**WRITING: (Expository Paragraphs)**

The writing project at E.C. Reems Academy was initiated in November 2006 with a major concern that (1) most of our students were unable to write a simple cohesive sentence. (2) they

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were unfamiliar with a formal writing structure and for the most part, had not been exposed to or had access to a consistent writing process.

A school-wide goal was established to ensure that all second to eighth grade students would be able to write a cohesive 4-step expository paragraph by March 30, 2007. The first step in this process was to train the teachers. One of the following four steps was taught at each staff-training session. As teachers learned each of the writing steps, they went back to their class and taught the step to their students. The students then practiced each step using their individually selected topic. All students had a writing folder so that their writing progress could be monitored and assessed over a period of time.

**Step One:** *Brainstorm* (Prewriting stage). Students select a familiar topic and brainstorm at least twenty to thirty words, categorize the words, and make a list. The listed words are subsequently infused into details for the paragraph.

**Step Two:** Topic *sentence*. This sentence states the *main idea* of the paragraph. The *key word* in this sentence tells the reader what the rest of the paragraph is going to be about. This is the most challenging part of the writing process.

**Step Three:** Supporting *details* help to clarify the topic sentence by providing specific details using words from the brainstorm list. Students apply transitional words to help show the relationship between details.

**Step Four:** Concluding *sentence* ties all sentences together.

Writing is the corner stone of all language arts skills. You might say that learning to write is like learning to bake. The outcome of writing an effective expository paragraph is synonymous with the outcome of baking a cake. All ingredients/skills must be inclusive and applied well.

The ingredients for the writing process consist of *spelling, grammar, mechanics, parts of speech, fluency, reading, etc.* These skills need to be applied to the writing process however, if they are taught in isolation, students view them as a separate entity and fail to see how they are connected to writing a paragraph or essay. A good example is spelling. Students don't seem to understand how spelling is connected to the writing process. They tend to think of spelling as memorizing a given number of words for the weekly test, only to forget them after the test. Spelling is critical to writing and equally as important as the other language arts skills.

The writing process is one of the most challenging of all language arts skills to teach. It is time consuming and takes nearly the entire school year to achieve positive results. This process has to be coordinated with lots of practice, editing, revising and rewriting, etc. Communication skills are critical life-long skills. Moreover, students will need these key skills in high school, college and especially for future employment opportunities.

Acquiring effective writing skills will benefit students now as well as support their future endeavors! As a result of this staff training and student participation, our school produced two bound anthology books of student's writing.

**Writing expectations and activities that work well**

Since we want our school to be the premier school for student's writing, we place strong emphasis on teaching writing skills. To enhance student's writing skills, they practice paragraph writing on a daily basis. Students participate in expository, narrative and other genres of writing as listed below:

**Activities that Work Well**

Journal writing in which the students write stories using the sequence of events including first, next, then and last; drawing pictures to represent words in the kindergarten and the lower grades; using sentence expansion on a daily basis to enhance writing and make sentences more interesting; writing a cohesive paragraph, underlining the key word in the main topic sentence; writing for a specific purpose by using multiple paragraphs, sentence variety and voice to meet the needs of an audience using different voices; editing writing using the proofreader's checklist both individually and in peer editing groups; using text and supplementary material to reinforce grammar, mechanics and conventions.

**HISTORY SOCIAL STUDIES**

Kindergarten through 5<sup>th</sup> grade use the Houghton Mifflin textbook series and the middle grades use McDougall Little social studies textbooks. These books correlate to the California State Standards. They also use a variety of novels, CDs and other technological supplementary materials to enhance and augment the program. Our social studies program range from a curriculum that discusses self, communities, cultures to cities, countries the nation and the world.

**What teachers expect their students to learn**

Community building understands that history happens on a daily basis, the concept of past and present, and how things change as well as responsibility including fair play, good sportsmanship and respect the rights and opinions of others. Understand that while their world starts in Oakland there is a larger world beyond. Students will be able to read maps of the US and the world. Middle school students will understand the six themes of history, government, current events and the continents, etc.

**Activities that work well**

Hands-on activities using the globe and maps to find and identify places in the states and world, starting each chapter with a story that integrates the reading and writing, projects, timelines, collages based on material covered in class, current events in the weekly reader, games, etc. Students also participate in organized field trips that provide practical application to the content studied in their History/Social Studies curriculum.

**How are activities assessed**

Activities are assessed through hands on activities, discussions, student participation, portfolios and a series of paper/pencil and other tests.

## SCIENCE

Kindergarten through 5<sup>th</sup> grades uses the Harcourt Series and the middle grades use Pearson Prentice Hall textbooks e.g., 6<sup>th</sup> grade Earth Science, 7<sup>th</sup> grade Life Science and 8<sup>th</sup> Physical Science. Our Science books correlate to the California State Standards. Teachers also use a variety of supplementary hands-on materials to enhance and augment the science program. Each year, our students participate in a school wide Science Fair whereby students develop experiments from the science curriculum content taught in their classrooms.

### **Teachers expect their students to learn:**

The life cycle of plants and animals, the five senses, as well as understand that materials come in solids and liquids, study, describe and observe the weather. Students are also expected to ask questions and investigate to find answers. Students will learn to transfer scientific knowledge and apply to real life situations, understand that science is everywhere and foster curiosity and conduct scientific inquiry.

### **Activities that work well:**

Visits to the pumpkin patch and carving the pumpkin, hatching butterflies, hands-on investigations and writing activities to summarize and tie together the concepts, incorporating technology and art, planting a vegetable garden and learning to cook healthy meals using the vegetables from the garden. Students also participate in organized field trips that provide practical application to the content studied in their science curriculum.

### **Assessment of science activities**

Formal and informal observations, various forms of assessments including biweekly and end of the chapter tests, essay questions, science fair projects, and student participation.

## TECHNOLOGY

Technology is viewed as part of the curriculum, curriculum support and as a resource tool to students. Through the use of technology students become active learners, applying authentic, real-world context to learning.

### **What teacher expects the students to learn**

The student is expected to become an active participant in their own learning by linking concepts, skill elements, and experiences; identify patterns and connections; enhance experiential learning through inquiry and information processing, and develop critical thinking skills.



Computer technology begins in kindergarten and students are taught to use the keyboard, write simple words, read words, and identify characters. They also learn to use the software programs Word and PowerPoint and to drop in pictures and clip art. Each year students become more proficient in the Office Suite, research, report writing, developing web pages, blogging, creating newsletters, and developing games. Computer technology places the student at the center of their own learning. Computer technology shifts the definition of 'knowing' from being able to stock information and repeat it to being able to critically make use of it.

**Activities that work well:**

- ✓ Students begin the day discussing culturally relevant information.
- ✓ Students work individually and in groups.
- ✓ Students work on projects that integrate grade level information, Microsoft Office tools, research and production.

Currently, E.C. Reems Academy administration, classrooms, support staff and parents have access to computers and other supportive technology during traditional school hours in classrooms, computer labs, and the Library Media Center, which is currently in development. Student access during non-traditional hours, through our afterschool program is also available. All classrooms have access to individual digital projectors, DVD players, television and multi-media computers with internet access and share the use of scanners, digital cameras, color printers, and networked software.

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The technology class that provides lab access to each K-8 student for one hour once a week on 1:1 basis. There are twenty-eight Mac computers in the Computer Lab and a rack of 26 comoputerlaptops for Middle School use. The Middle school students have access to twenty-six laptops for shared use, providing a 1:1 computer access and use by students. Students in math also use the laptops in our advanced classes on 1:1 basis. Teachers may bring their classes to the technology class/lab to work on assignments, or to give specific instructions on a specific assignment with prior arrangement in addition to their weekly scheduled time. Students have access to technology class/lab for after school usage during designated lab hours of 3 to 4 PM to work on assignments.

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English language learners who have been identified as needing supplemental support have access to the technology class/lab twice per week. All teachers and staff can access their school web pages via any web browser. Teachers and staff can access their personal files and their student files from any computer on the network via the server. Students learn basic computer skills like using hardware and peripherals, word processing, spreadsheets, desktop publishing, Internet browser, and presentation software. Students use these skills throughout the curriculum to research, design, and publish documents and to prepare presentations that demonstrate clear questioning and creative research strategies. Students also develop computer skills in the context of teaching the core curriculum through curriculum integration of technology. All teachers are expected to access their email daily and use the student data management software GradePro, to manage student data. Teachers also utilize a variety of on-line discovery vignettes and programs, including The Discovery Education On-line Program to augment instruction and productivity

software such as word processing, spreadsheets, and presentation software to write essays, papers and other products.

The administrative staff currently uses Grade Pro Software as a data management tool to develop, maintain, and track student files.

#### **Summary of Technology Resources for E. C. Reems Academy of Technology & Arts**

- All instructional areas are connected to the Internet via cable
- Wireless school campus
- Technology Classroom/lab with twenty-eight student computers and one instructional desktop
- Twenty-one classrooms with digital projectors and one instructional computer
- Twenty classrooms with DVD players
- Twenty-five laptops for middle school use in core curriculum and for advanced math students
- All computers are networked to three printers for student and teacher use
- All administrative staff has one lap top
- All support staff e.g. Reading specialist, Math Specialist and Counselors have access to shared laptop per program
- A student-to-computer ratio of 1:1
- Before and after school access to the computer lab for teachers and their students
- School website online, and content webpages of all teachers
- Data management software for all teachers
- Access for all students and teachers to word processing, data collection and presentation software.

### **PHYSICAL EDUCATION**

Our PE program correlates to the California State Standards. It serves students in kindergarten through 8<sup>th</sup> grade. Our 5<sup>th</sup> and 7<sup>th</sup> grade students participate in activities that will prepare them to pass the annual state required physical fitness test. The data from this test is sent to the state in March of each year.

#### **What teacher expects the students to learn:**

In addition to the content of the state standards, students will develop a sense of overall health, knowledge and awareness of their bodies, the importance of stretching and how to become healthier both physically and mentally. Additionally, they will develop a sense of community and teamwork. Students will participate in games that increase their cardio activity to increase stamina, build confidence, and encourage participation.

#### **Activities that work well:**

A daily stretch routine combined with a pledge at the beginning of class; use of competition to add to intensity and motivation; development of a sense of teamwork that encourages students to work with others they do not normally interact with; use of different kinds of games i.e., football, basketball and volleyball. In addition, students participate in competitive races and a double-dutch contest.

## ART

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Our art program evolves from the content embedded in the California State Standards. It continues to be a major part of the foci of our school. Our goal is to support students in their effort to understand and demonstrate artistic perception, creative expression, historical and cultural context, aesthetic values, connections, relationships and applications. Additionally, we want our students to understand that artistic ability may be infused in many other professional careers e.g., architectural and interior design, pottery, quilts, painting as well as past and present works of art.

### Activities that work well

- ✓ The class begins with a meditation exercise designed to center the students and move the into a right brain environment.
- ✓ Students describe and analyze the elements of art.
- ✓ Mixing primary colors to create secondary colors as well as demonstrate how colors create mood and personality within a picture.
- ✓ Making free hand sketches.
- ✓ Using lines to create depth in their pictures.
- ✓ Discuss various artists past and present.
- ✓ Compare and contrast their works of art.
- ✓ Use sculptural material such as clay or paper to create form and texture.

### Assessment

Formal and informal observations relative to written tests and grade level art project.

## SPEAKING

We want our students to be able to speak confidently before an audience of their peers and others. We want them to be able to do the following:

- Give oral reports
- Memorize and recite grade level poetry and famous speeches
- Share stories in front of class
- Partner read

- Participate in book clubs, literature circles, debates, trials, various class and school wide activities and in front of different audiences
- Retell and explain stories
- Author's Chair activity
- Answer questions using who, what, where, when, and why

To enhance student's speaking ability, and address the state standards relative to speaking skills, students participated in the following scheduled assembly programs throughout the year:

- ✓ Martin Luther King
- ✓ Thanksgiving
- ✓ Black History
- ✓ Cesar Chavez
- ✓ Winter Holiday
- ✓ Music Conductor
- ✓ Awards Assemblies and others.

### **OPEN BOOK PHONICS & READING PROGRAM**

Open Book is an on-line reading and comprehension program designed to teach slow learners and second language learners how to read. It is a self-paced computer program that increases fluency, and comprehension. The program supports learning at any age or grade. It is available to students in English and Spanish, though our students (all English speakers) use the English version.

The following is the list of the effective techniques implemented by staff to foster student achievement at E.C. Reems Academy. These techniques will continue to be implemented school-wide.

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**Assessments**

**Tutoring**

**Progress Reports**

**Differentiated Instruction**

**Looping High Achievers**

Annually teachers conduct a battery of academic summative and formative assessments to determine individual student levels of knowledge and develop individual student profiles to better monitor academic success on a regular basis. The profile is used as an instructional blueprint. The blueprint is supported through monthly reviews and progress reports.

are two teachers per grade level, grades Kindergarten through eighth.

The Progress Report is a month to month system designed to track student development. Teachers produce monthly progress reports designed to keep parents abreast of their child's academic development and whether they are at grade level. If the student is below grade level in a subject the report indicates interventions, if above grade level, methods of advanced engagement.

Students that are above grade level in a subject area are looped to the next grade level for instruction to more fully engage the student at their academic level versus their grade level. High achievers are looped to the next grade level, but are responsible for work at grade level and the looped level.

Peer, cross age, before and after school tutoring. Buddy reading was also an effective tool.

Differentiated instruction is a new instructional tool and is being integrated into our instructional strategies. Previously teachers divided students into learning groups but did not necessarily incorporate critical thinking skills to drill down and elucidate inferential knowledge. This is done during Language Arts and Mathematics instructional periods in individual classrooms. Grade level teachers work together, usually one teacher instructing the struggling and low performing students and the other teacher instructing the grade level and middle group. (There

<b>Test Preparation</b>	There was a tremendous school-wide emphasis on test taking strategies with a focus on comprehension. A variety of commercial and other test formatted materials were also provided to teachers.
<b>Reading and Mathematics School-wide Competitive Programs</b>	Very successful motivational school-wide programs have been designed by the Vice Principal, not only to make learning fun, but to improve reading, language arts and mathematics skills in a contest competitive format. Grade levels compete against each other. Trophies, prizes and other incentives are given to the classes achieving 100% on the various written tests. These programs enhance and support the regular reading and mathematics curriculum. The following motivating programs were implemented:
<b>“Read Between the Lines/ Math Between the Lines”</b>	These strategies were designed to support various learning styles and assists students in becoming more proficient in reading and mathematics comprehension skills.
<b>“Mathematick”</b>	A pull out program for students in grades 4-8. This program involves students memorizing 100 addition, subtraction and multiplication basic math facts. The purpose of Mathematick is to motivate students to learn the basic math facts to increase their pace and support higher level skills and concepts.
<b>Test Rally</b>	An upbeat assembly designed to motivate and build student confidence just prior to taking the state tests.
<b>Pull-Out Instruction</b>	This Gap program is designed for struggling and low performing students to improve their reading and mathematics skills.
<b>Weekly Professional Development</b>	This staff training addresses student and teacher needs, as well as teacher requests, e.g. Teaching Expository writing to students in preparation for the state required 4 <sup>th</sup> and 7 <sup>th</sup> grade writing tests, Harcourt Math, Differentiated instruction, integrating comprehension and test taking strategies.

## SPECIAL EDUCATION

### Plan for Students with Disabilities

E.C. Reems Academy welcomes all children with disabilities, whether such children are currently or newly identified as disabled. E.C. Reems Academy is committed to working with the district to meet the needs of special learners.

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#### Overview

E.C. Reems Academy shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

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E.C. Reems Academy agrees to adhere to the policies, procedures and requirements of the Oakland Unified School District as well as the Alameda County SELPA.

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E.C. Reems Academy shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

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E.C. Reems Academy complies with all state and federal laws related to the provision of special education instruction and related services and utilizes appropriate SELPA forms.

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#### Section 504 /ADA

E.C. Reems Academy is be solely responsible for its compliance with Section 504 and the ADA. All facilities of E.C. Reems Academy of Technology & Arts are accessible for all students with disabilities in accordance with the ADA. E.C. Reems Academy facility does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs offered by E.C. Reems Academy.

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E.C. Reems Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of E.C. Reems Academy of Technology & Arts. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

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The Executive Director serves as the 504 Coordinator.

The 504 team is assembled by the Executive Director and includes the parent/guardians, the student (as appropriate) and qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team reviews the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but

found ineligible for special education instruction or related services under the IDEIA, those evaluations are used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team who evaluates the nature of the student's disability and the impact upon the student's education. This evaluation also includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information used during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the E.C. Reems Academy professional staff.

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The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The 504 Coordinator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

*Services for Students under the "IDEIA"*

E.C. Reems Academy provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). E.C. Reems Academy remains, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, E.C. Reems Academy of Technology & Arts reserves the right, in the future, to make written verifiable assurances that E.C. Reems Academy of Technology & Arts shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

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As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, E.C. Reems Academy of Technology & Arts seeks services from the District for special education students enrolled in E.C. Reems Academy of Technology & Arts in the same manner as is provided to students in other District schools.

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E.C. Reems Academy follows the District and SELPA policies and procedures, and uses SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. E.C. Reems Academy complies with District protocol as to the delineation of duties between the District central office and the local school site in providing special education

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instruction and related services to identified pupils. E.C. Reems Academy requests an annual meeting between E.C. Reems Academy of Technology & Arts and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that E.C. Reems Academy of Technology & Arts and the District have an ongoing mutual understanding of District protocol, and to facilitate ongoing compliance.

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As long as E.C. Reems Academy functions as a public school of the District for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), E.C. Reems Academy complies with the Memorandum of Understanding ("MOU") with the District which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of E.C. Reems Academy of Technology & Arts.

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*Referring Students for Special Education Services*

The referral process includes Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. E.C. Reems Academy identifies and refers students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program. Modifications to the general program are documented prior to a referral for Special Education. A student is referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. Implementation of Special Education service begins with pre-referral remediation and monitoring of low achievers by Student Support Team members. The team, which includes students' teachers, identifies problem areas for low achievers and plans interventions that are monitored and reviewed at subsequent meetings. When students do not make satisfactory progress after implementation of remedial programs and strategies, they may be referred for evaluation under Section 504 or the IDEIA.

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Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns, and strategies that have been used in the past. These people may include but are not limited to teachers, parents, counselors, doctors, administration, social workers, parole officers, and other law enforcement officials.

Examples of modifications and accommodations that are implemented by a SST before referral for assessment at E.C. Reems Academy are: provide study carrels, use of room dividers, provide headsets to muffle noise, seat child away from doors/windows, seat child near model (child or teacher), rearrange child groups (according to instructional needs, role models, etc.), seat child closer to the front of the room, vary working surface (e.g., floor or vertical surface such as blackboards), simplify/shorten directions, written homework assignments, give both oral and written directions, have child repeat directions, have child repeat lesson objective, change question level, change response format (e.g., from verbal to physical; from saying to pointing), provide sequential directions (label as first, second, etc.), use of manipulatives, alter objective criterion level, provide functional tasks (relate to child's environment), reduce number of items on a task, highlight relevant words/features, use rebus (picture) directions, provide guided practice and increase allocated time.

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### English Language Learners

E.C. Reems Academy complies with all applicable federal laws in regard to services and the education of English Language Learner (ELL) students.

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E.C. Reems Academy includes a home language survey on its admissions form. Students who check a language other than English as the language spoken in the home shall be CELTD tested within thirty (30) days of enrollment and annually thereafter, prior to October 31 of each year, unless already re-designated as English proficient.

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The E.C. Reems Academy classrooms contain multiple supports for ELL students. There is a diversity of materials and concrete lessons that provide many opportunities for support strategies such as sheltered English, in addition to labeled items and leveled materials. The E.C. Reems Academy philosophy honors individual learning needs and the classroom creates an environment of acceptance of diverse learners. E.C. Reems Academy teachers use SDAIE strategies in the classroom and encourage peer tutoring and cooperative learning, which are recommended strategies for English Language Learners.

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E.C. Reems Academy supports ELL pupils through several programs including small group settings, a 'pull out' literacy program, Open Court, and OPEN BOOK, a Spanish Language Computer Literacy and Reading Program. One-on-one reading support is available as needed.

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Non-school factors influence the student's academic achievement, particularly as it relates to English as a second language learners, and socioeconomic status. To this end, E.C. Reems Academy offers ELL parent's access to its OPEN BOOK Computer Literacy and Reading Program to teach them reading and basic computers skills. Acquisition of these skills in turn will assist parents and allow them to work more diligently with their children with their studies. As the parents overcome literacy deficiencies, pupils will benefit academically and become English literate at a more rapid pace.

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### Ernestine C. Reems Academy of Technology & Arts is needed in East Oakland

East Oakland is a community devastated by socioeconomic factors that undermine the ability of local youth to break free from the barriers that lead to an unhealthy adulthood. Educational opportunities are often considered a by-product of subculture survival. Ernestine C. Reems Academy of Technology & Arts offers a learning environment that invests in low teacher-pupil ratios, direct attention to individual pupil needs, identification of individual pupil learning styles, one-on-one support, real-world experiences and exposure, health education and support, parent training, social and psychological support for pupils and parents, teacher induction and retention training to foster a better understanding of community dynamics that impact learning, and tools to reinforce and continue to engage teachers in an at-risk community, thus reducing teacher turnover and improving academic and social continuity. These factors contribute to increasing academic achievement, matriculation, and social development skills among a population noted for high drop out rates and low academic achievement, and statistics that support an increase in juvenile and adult incarceration and death rates. E. C. Reems

**Academy stands as a safe educational institution, in an otherwise violent community setting.**

**What it means to be an 'Educated Person' in the 21<sup>st</sup> Century.**

*Education Code 47605(b) (5) (A)*

**The schools' goal is to enable pupils to become self-motivated, competent, lifelong learners.**

The 21<sup>st</sup> century is a major departure from the 20<sup>th</sup> century. The industrial era required citizenry to learn to think logically and linearly. The 20<sup>th</sup> Century developed an educational framework that produced workers to support industrialization, i.e. production. The 21<sup>st</sup> century departs from this concept of educational framework. The citizenry no longer operates under the auspices of manufacturing assembly lines, or a system delivery that required employees to function using an assembly line thought process and mentality. The 21<sup>st</sup> century is systems-centered, where educated people must learn core and non-core subjects using 'think smart technology', while learning to predict situations and outcomes based on current information, i.e. educators must teach critical thinking skills.

Educated people must envision the big picture, thus enabling them to visualize system transitions, to not only forecast but also develop new protocols to support change, i.e. educators must teach systems thinking. The 21<sup>st</sup> century is a computer-oriented century, where nanotechnology is the wave of the future. Educated people must become knowledgeable about technology, its uses, and how to apply them at home, or work, i.e. educators must become a part of the technology revolution and teach, as well as use technology in the classroom. We are also becoming a sustainable environment whereby people must understand relationship issues regarding leadership, civic culture, behavior, personal finance, and ecology – the relationship between earth and man, i.e. educated people must be astute in subjects that foster sustainability and lifelong learning habits. Educated people must be global thinkers.

Living in a global environment requires a level of sensitivity and understanding of world cultures. Given that we are training future leaders, we strongly promote multiculturalism, integrating culture, ethnicity, art, and technology into the core subjects to provide an understanding and awareness of world cultures and how they interact on a global basis.

Academic achievement, social acuity, and civic responsibility are the major components needed to become an educated person in the 21<sup>st</sup> Century.

## **WHOM IS THE SCHOOL ATTEMPTING TO EDUCATE**

### **Target Pupil Population - Ethnicity and Grade Levels**

*The schools' primary focus is academic achievement in preparation for entrance into college.*

**Currently, sixty-five percent of the pupils are African American and thirty-five percent are Hispanic.** While the school demographics mirror the neighborhood demographics, **no ethnicity**

is discriminated against; all races and ethnicities are welcome to attend E.C. Reems Academy. To this end, the school offers pupils an academic forum to learn and demonstrate 21<sup>st</sup> century leadership skills.

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**The K-8 pupil population** ranges between 355 and 365 students. The maximum number of students is confined by the size of the facility and does not allow for additional growth.

**E. C. Reems Academy is a school that emphasizes all of the skills needed to become an educated person in the 21<sup>st</sup> Century.**

#### **How Learning Best Occurs**

*Education Code 47605(b) (5) (A)*

**As an extended elementary school, classes operate in self-contained environments**, where pupils remain with their teacher during all core subject studies. Teachers and instructors other than the home grade teacher teach computer, art, music, and physical education courses.

**Learning best occurs through project-based learning and scaffolding models that integrate reading and analysis as the foundational tools for learning.** Further, **small classroom populations, 20:1 grades K- 4, 25:1 grades 5- 8**, provide a learning environment where the K-8 teacher can teach in whole groups or clusters while addressing and meeting each pupils academic and social needs; when grades 9-12 are added, it will have a pupil-teacher ratio of 25/27:1. All teaching methods will support multiple-intelligence learning styles producing individual and group work. **Instructional strategies such as tactile/kinesthetic, clustering/mind-mapping techniques, peer editing/writing as process, and interdisciplinary curriculum planning will be used to empower pupils to become self-motivated, responsible learners.**

**Learning is enhanced through the development of character education building blocks and the Guiding Principles, borrowed from the Seven Principles of Kwanzaa, to train pupils in social skills development.** These tools contribute to personal behavioral success and respect for process and procedures that support classroom management and hence increased levels of academic achievement.

#### **Plan for Students Who are Performing Above and Below Grade Level**

The school addresses students' academic needs through several methods: student study teams (SSTs), individual educational plans (IEPs), student assessments in reading, language skills and concepts, and mathematics, afterschool enrichment programs, technology-based reading, writing and mathematics programs, on-line assessments, learning style assessments, and state test results. These methods help students in the FFB, BB, B categories by identifying this population and using pull-out methods, and other intervention tools to increase their skill levels. These prevention and intervention and research tools will provide the necessary information to develop, improve, or change instructional programs.

Through our Teacher Induction and Retention component we offer various opportunities to strengthen our teacher's skills in a variety of areas including Differentiated Instruction, using Thematic Units, Special Educational Law, Leadership Skills and Behavioral Pediatrics.

We also offer before and after school tutoring, summer school, service learning and social skills and character education curriculums to strengthen and support students' academic rigor.

We conduct regular meetings with parents to discuss academic and social achievement. In addition to one-on-one communications we send home monthly progress reports, school newsletters and teacher produced weekly reports. Report cards are generated three times a year. The report card format is narrative, quantitative and qualitative.

### **SUPPORT FOR STUDENTS IN READING**

E.C. Reems Academy uses four types of reading assessments to determine which type of intervention program is appropriate for which students. We use two data driven screening tools: (1) screening assessments to determine which students were on target for meeting the content standards and which needed further (2) diagnostic assessment.

We use applied screening assessments because they are formative and are used for early identification of both at-risk readers and grade-level readers. The assessment focuses on grade level appropriate skills, and screening is conducted by the teacher.

Further, we rely on progress monitoring assessments to track student progress toward grade level expectations and content standards. This formative assessment includes classroom-based assessments and is used to determine a student's rate of progress towards grade level expectations, to identify readers who are not demonstrating adequate progress in daily lessons, and to influence instructional decisions. This method is used three times a year: fall, winter and spring.

Diagnostic assessments are given when a student is identified as reading below standard and is not responding well to instruction. We use diagnostic assessments because they are formative assessments and provide more in-depth information regarding a student's particular strengths and deficits.

Outcome assessments are summative assessments given at the end of the school term to all students. Data may be used to identify students in terms of those who achieved grade level expectations, those who made progress, and those who did not. Data also provides a bottom-line evaluation of the effectiveness of a reading plan, including the effectiveness of current instructional strategies. We employ this tool to determine where more training and mentoring may be needed. The tests are norm referenced and criterion referenced.

State-wide achievement tests are another outcome based assessment, and is aligned with grade level expectations. This criterion-referenced outcome assessment provides skill-based benchmarks for instruction.

Not all students attending the school read below grade level, and therefore do not require a reading intervention program.

### **SUPPORT FOR STUDENTS IN MATH**

During the 2002 school year, we purchased the Hampton-Brown Math Series to improve teaching and learning and provide a strong mathematics foundation for our students, however, this series proved to be remedial with an intervention focus and did not challenge or meet the needs of our students mathematically. Therefore, in 2004, we purchased a different series that not only challenged our students but addressed the state standards as well.

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As a part of our strategic plan, we purchased the following new math textbooks over a three year period: (2004-2005) Harcourt Math Series for grades K-6, (2006-2007) McDougal Littell Series for grades 7-8; Math-2 for grade 7 and Algebra for grade 8. Our goal is to advance our 7<sup>th</sup> grade students to Algebra and 8<sup>th</sup> grade to Geometry by the 2010 – 2011 school year.

Upon disaggregating the STAR test scores during the Summer Institute, we learned that many of our students were having difficulty in mathematics. Having moved from an intervention text series, we recognized that differentiated instruction practices were weak and teachers needed further training to assist the low achievers while continuing to engage the average and above average students. A discussion and additional training was provided however, we realize that a continued effort is needed in this area.

Recognizing that purchasing a new text series was not sufficient, we decided to duplicate our Reading Program, known as the Gap Program and seek funding to begin our Mathematics Clinic. We were awarded a grant to fund the Clinic which was introduced in late Fall 2008.

Further, recognizing that manually tracking student achievement is becoming more cumbersome as the years progressed; our system faltered as individual students continued to excel but the cohort began to stagnate and in 2008 took a dive. Support on a universal level was not being accomplished, as desired (see STAR Test results 2004-2005, 2005-2006, 2006-2007 and 2007-2008). To address this area, we are purchasing the CPAA – Children’s Progress Academic Achievement Software for grades K-3. This tool desegregates Language Arts and Mathematics data by student, grade, and school levels, identifying strengths and areas of need in the three levels. This tool will help move slow achievers that are stagnating in Basic to Proficiency. This tool will also help us realize our NCLB goals.

In addition to purchasing CPAA, we are purchasing the Discovery Education Predictive Assessments Software for grades four through eight. This Software also contains video from Discovery Education streaming, the digital video-based learning resource proven to increase student achievement. We have subscribed to Discovery Education Streaming for four years and it has proven successful as a supplemental resource, and a tool to develop a base of virtual prior knowledge that middle and upper income students experience in life.

**Mathematics Textbooks**

<u>Textbook Series</u>	<u>School Yr Adopted</u>	<u>Grades</u>	<u>Type of Math</u>
<u>Harcourt Mathematics</u>	<u>2004-2005</u>	<u>K-6</u>	<u>General Math</u>
<u>McDougal Littell</u>	<u>2005-2006</u>	<u>7</u>	<u>Math Course 2</u>
<u>McDougal Littell</u>	<u>2007-2008</u>	<u>8</u>	<u>Algebra I</u>
<u>****</u>	<u>2008-2009</u>	<u>****</u>	<u>****</u>
<u>****</u>	<u>2009-2010</u>	<u>****</u>	<u>****</u>
<u>McDougal Littell</u>	<u>2010-2011</u>	<u>8</u>	<u>Geometry</u>

Software

<u>Software</u>	<u>School Yr Adopted</u>	<u>Grades</u>	<u>Type</u>
<u>Children's Progress Academic Assessments</u>	<u>(Trial) Spring 2009</u> <u>Full Implementation</u> <u>2009-2010</u>	<u>K-3</u>	<u>Formative Assessment</u>
<u>Discovery Education Predictive Assessments</u>	<u>(Trial) Spring 2009</u> <u>Full Implementation</u> <u>2009-2010</u>	<u>4-8</u>	<u>Predictive Formative Assessment</u>

Other Tools and Interventions

<u>Tool/Intervention</u>	<u>School Year Implemented</u>	<u>Grades</u>
<u>Mathematik</u>	<u>2007-2008</u>	<u>2-8</u>
<u>Mathematics Clinic</u>	<u>2008-2009</u>	<u>3-8</u>
<u>After School Math Homework Club and Tutoring (3-4 pm)</u>	<u>2008-2009</u>	<u>K-8</u>
<u>After School Math Challenge (ASES Program)</u>	<u>2008-2009</u>	<u>4-8</u>

**Deleted:** Standardized assessments indicate that many of our students rank at the basic level or below in Math. What we have ascertained through the data and teacher assessments is that knowledge of the basic math facts is the foundation and is the culprit of upper grade level achievement. E.C. Reems conducts assessments to determine what types of academic support are required to educate our students in math. Several years ago, we discovered that the Saxon Mathematics Series did not correlate to the California State Standards and while students were rigorously acquiring mathematics skills they were not skills that were tested at their grade level. In 2004 E.C. Reems purchased the Harcourt Mathematics Series to accomplish this end. This year grades K-5 and 7 will use the Harcourt Mathematics Series. The results of acquiring this textbook series has resulted in a stronger showing moving more students into the high basic and proficient levels of the standardized tests school-wide. ¶  
While the majority of the students fall in the below-basic and basic category, the mathematics assessments did not indicate that the purchase of an intervention math programs was needed to support academic advancement. ¶

## Element B: Measurable Pupil Outcomes

Educational 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.

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### What pupils should know upon graduation from Ernestine C. Reems Academy of Technology & Arts

Pupils should know and demonstrate grade appropriate skills defined by the California State Content and Performance Standards, as well as E.C. Reems Academy academic and social standards. Pupils will demonstrate academic, life-long learning, and social skills needed to excel in high school and life.

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#### 1. Core Academic Skills

**Language Arts:** Pupils will demonstrate comprehensive reading, writing, thinking, test taking strategies, listening, speaking and presentation skills, using multiple forms of expression, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various periods and cultures.

**Mathematics:** Pupils will demonstrate abilities to reason logically and know how to apply mathematical processes and concepts in the areas of arithmetic, algebra, geometry and other mathematical subjects identified by the school and governing board.

**History/Social Studies:** Pupils will comprehend and demonstrate civic, historical, and geographical knowledge that produces an understanding of cultural dynamics, relationships, and global dependencies.

**Science:** Pupils will extrapolate and apply scientific research and inquiry methods to use concepts native to biology, earth sciences, ecology, and physics to everyday life as a means of supporting higher learning strategies.

**Foreign Language:** Pupils will have a basic understanding of and knowledge in listening, reading, writing, and speaking a foreign language, i.e. Spanish.

#### 2. Other Academic Skills



### **Technology -**

Pupils will **demonstrate an understanding of computer, and multimedia skills** designed to support learning. **These skills will enhance delivery of core skills.** Pupils will learn how to use computer software such as Word, Excel, PowerPoint, FrontPage, and Publisher, to design and produce professional research papers, documents, web pages, newsletters and other media tools, and data reports.

These skills support and enhance basic computer knowledge. Further, the curriculum is delivered via the same technology to prepare pupils to focus on careers vs. jobs. These skills and abilities support interests in pursuing education and training.

Pupils will develop and understand the capabilities in delivering video and radio mediums via technology-based networking. These skills will enhance their ability to understand technology-delivered media communications.

Further, this knowledge will contribute to their ability to communicate ideas and thoughts using 21<sup>st</sup> century technology. These skills will provide a broader understanding of critical thinking skills, process and process development, and strategic planning skills.

### **The Arts -**

One of the foci of E.C. Reems Academy is Art. Visual Arts, Technology and Art, (e.g. computer-aided design, architectural design, and other forms of multimedia), and music offer pupils skills that will support careers in the fields noted above, as well as other careers. Through this program, pupils will understand and demonstrate artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, and applications. "These competencies and creative skills in problem solving, communication, and management of time and resources will contribute to lifelong learning and career skills." (California State Art Standards)

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### **3. Social and Life Planning Skills -**

**Pupils will learn skills that support social development and enable them to participate in society as functioning adults.** These skills are taught using the Tanzin Resiliency in Education Program and focus on character development, conflict resolution and mediation, citizenship and leadership skills, and service and stewardship skills development. Academically, pupils demonstrate study skills, critical thinking skills, planning skills, time management skills, and process skills that will underlie, and support academic achievement throughout their adult lives.

Ernestine C. Reems Academy exit outcomes address standards and goals for special education, Limited English proficient, and other special student populations, as specified in the State and Federal Education Statutes.

### **Curriculum Alignment to Pupil Performance Standards**

**The curriculum aligns with pupil performance standards using a number of assessment and evaluation tools to determine achievement, intervention, and modification needs.** These tools include, but are not limited to: annual assessments to determine pupil learning profiles, monthly progress reports, testing, portfolios, class projects, service learning, state testing, and other instruments that support assessment and evaluation, such as selection and participation in district programs and competitions. These performance standards and assessments will be described in Element C.

### **How the School supports Pupils who do not meet Pupil Outcomes**

**Pupils requiring special education assistance** receive services to support their style and ability to learn. Many pupils enrolled at E.C. Reems Academy arrive as low achievers. Upon arrival all pupils are assessed, generally at the beginning of each school year, to determine a baseline and establish a pupil academic profile.

The profile outlines the pupil's strengths, weaknesses, and style of learning. This tool is used to evaluate success and identify areas of concern.

**If a pupil does not meet pupil outcomes**, support systems such as, one-on-one, district RSP, and computer-aided, self-paced programs are introduced into the pupils' academic profile plan and systematically implemented to aid in learning and attaining grade level skills. The IEP (Individual Education Plan) is the mechanism to frame the above.

Additionally, afterschool tutoring and support programs provide underachieving pupils with additional support from teachers, instructors, support personnel and computer aided programs to help underachievers understand and excel in the subject(s) of concern. See Pupil Assessment Process template, Element C.

### **Alignment of School Outcomes and Impact on Learning**

**In addition to individual pupil outcome goals, E.C. Reems Academy has set high standards for the school itself and its board, staff and parents.**

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#### **School-wide Performance Goals -**

**At least 70% of the pupils will increase one grade level or skill levels of progress each academic year**, as evidenced by scores on the state CAT 6 Test, the STAR Writing Test administered to fourth and seventh grade pupils, as well as other assessments. Performance standards, assessments, and test modifications for pupils with special needs is determined by the pupils IEP and is followed accordingly to provide opportunities for all pupils. Performance standards and assessments for English Language Learners are in

accordance with the state adopted English Language Development standards and CELDT Test results.

Pre- and post-tests reflect academic growth to support 'clear and convincing' standards to show that E.C. Reems Academy is comparable to all other area schools in the district.

Performance Goals, Writing Proficiency, scoring a 4 on the 1-4 rubric scale, grades 4 and seven

Grade	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
4	55%	65%	75%	85%	100%
7	30%	50%	70%	90%	100%

By the 2012-2013 school year, all students in grades 4 and 7 will attain a proficiency score of (8) performance level in writing. This will be measured incrementally over a 5-year period by the annual STAR test results.

Student progress will be monitored quarterly each year to insure that students become more adept as writers and are capable of mastering the STAR Writing Test.

Currently we use the 7 Steps of Writing and Practice methodology in grades, 2 - 8. This program has been effective in teaching students how to write well, but has not translated in STAR Test results. This suggests that 1) new teachers will require training in the application of the Writing Steps and continuing teachers may need to be motivated to use this process daily and, 2) we need to identify and purchase writing software assessments for elementary and middles school.

Our school-wide goal is to purchase writing software by June 2009 and train teachers how to use the assessment software during the Summer Institute this coming August 2009. Implementation will begin September 2009.

The writing software and the 7 Steps of Writing will help insure that we meet our Performance goal of maximum proficiency by 2012-2013.

The school is currently ending the use of SASI XP as its SIS Software and will migrate to Power School beginning late June 2009. Power School will provide interoperability framework.

Students who attend E.C. Reems Academy are expected to meet the above outcomes, which are aligned to the school vision, mission, curriculum, and assessments described in Element A and C

To better serve our students and community, E.C. Reems Academy will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. E.C. Reems Academy will submit to the State Administrator and the District Board, at any time prior to expiration, a description of any changes to the above student outcomes as an amendment of the charter. The district board agrees

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 ¶  
 E. C. Reems Academy will continue to pursue the following school outcome goals:¶  
 ¶  
 <#>The school will implement state requirements and standards¶  
 <#>The school will adhere to the (NCLB) No Child Shall Be Left Behind Act. This will be evidenced by school records, CAT 6 test results, annual reviews and the District Accountability Report.¶  
 <#>The school will demonstrate progress in the aggregated results of the pupil outcomes listed above.¶  
 <#>The school will demonstrate pupil improvement on standardized test scores that compare favorably with schools that have similar student populations (e.g. race, gender, ethnicity, socioeconomic status), or provide 'clear and convincing' standards of schools that are comparable to other schools in the district, evidenced by the CAT 6 and CST results.¶  
 <#>The school will engender a higher annual staff attendance rate than district schools, evidenced by school records.¶  
 <#>The school will provide an Annual Accountability Report that compares favorably with schools that have similar student populations, evidenced by District reports.¶  
 <#>The school will publish the rate of parent involvement, i.e. parent conference attendance, meetings, other activities, evidenced by school records, newsletters, and school webpage ... [1]  
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to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

## Element C: Methods to Assess Student Progress toward Outcomes

Education Code 47605(b) (5) (C)

*The method by which pupil progress in meeting those pupil outcomes is to be measured.*

Expected student outcomes as defined in the State Content Standards provide the primary method of measuring what the student has learned from subject-to-subject, year-to-year and duration of enrollment at Ernestine C. Reems Academy of Technology & Arts. The testing measurement tools to assess students include the CAT 6 (when offered) and the STAR Writing Test for Grades four and seven, the CELDT for English Language Learners, and the physical education test for grades five and seven, and other comprehensive reading, language arts, and mathematics examinations. Other measurement tools such as, student portfolios, teacher and administration tests, progress reports, report cards, projects and reports, and oratorical presentations will help quantify annual and exit outcomes.

Benchmarks are determined by teachers and administrators to ensure that State Content and Performance Standards are being met throughout the year. The benchmarks are aligned with the State, District, and E.C. Reems Academy standards. **We conduct benchmark reviews at the close of each month, or ten times a year, to evaluate student achievement. There are four levels of review: We purchased two software assessment programs to track progress using predictive tools.** monthly Academic Progress Reports assess and identify student achievement. Individual student interventions are identified to remediate subject materials or enhance level of study for students that excel beyond the current benchmarks. If a student does not respond to the Progress Report interventions, an SST is conducted to support the at-risk student offering and more comprehensive academic interventions. If the SST does not remediate the deficiency, then the District, conducts an IEP, to determine other academic strategies and interventions beyond those available at the school. **Articulation from grade level-to-grade level also ensures that student outcomes meet State Content and Performance Standards.** This is accomplished through grade level meetings designed to define academic achievement outcome; agreement among intra-grade level teachers to assess, prioritize, teach, and evaluate the same skills to all students in the respective grade, and finally, inter grade level articulation to assure that students matriculate to the next grade level demonstrating the skills identified in the State, District and school standards.

Teachers and administrators review benchmarks to ensure that each grade level addresses areas of deficiency. Inter-grade level meetings are scheduled throughout the year to review areas that may require more attention. **Each grade articulates expected outcomes with the grade below and grade above to guarantee consistency in delivery of content and performance standards in each of the core academic areas of language arts, mathematics, history/social studies, and science.** The same process is used to ensure that non-core subjects like music, technology, art, physical education, and foreign language, meet the same level of rigor required to ensure achievement in the core content areas.

The exit outcomes include acquisition of core and non-core skills. The exit outcomes are measured using the same tools defined above. **Non-academic skills such as leadership,**

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citizenship, conflict resolution and mediation are measured through participation in leadership capacities in and outside of class; participation in clubs and organizations; participation as liaisons and representatives of school programs; election and appointment to school offices, and ranking at District-level competitions.

Exit outcomes address not only the needs of mainstream students, but also the standards and goals for special education, Limited English proficient students, and other special student populations.

Attendance is another measurement tool. As we experience a decline in truancy the students' grades improve. Our goal is to maintain a 97% student attendance rate. Attendance is a key factor in the development of academic achievement. Many students transfer from district schools with low grade point averages. Accompanying low grades is high truancy rates. E.C. Reems Academy provides tools to remediate truancy concerns with parent/guardian meetings, teacher support, and attendance in the Tanzin Resiliency in Education Program. As the student begins to attend school regularly, the academic profile then becomes a viable tool to address academic deficiencies. This process contributes to an increase in grades and the ability to master grade-level subject matter.

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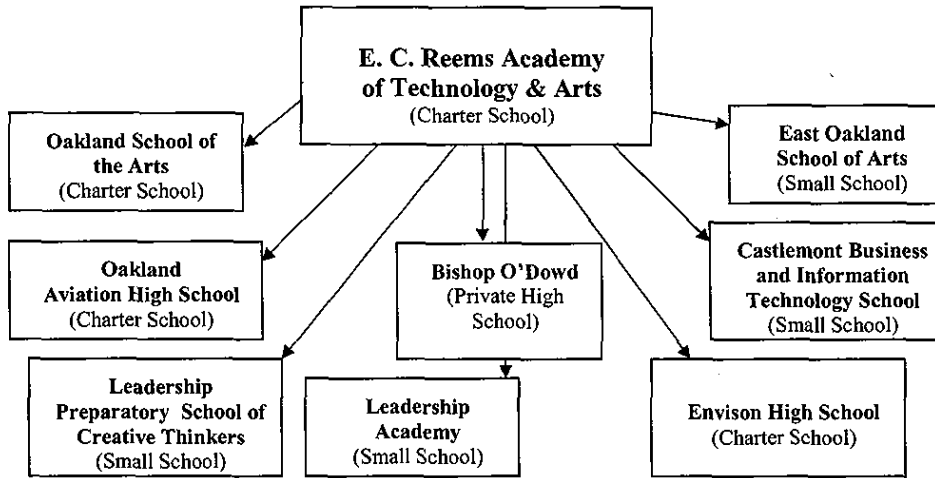
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Developing measurement tools and outcome expectations will continue to change as the target population meets current assessment goals and increased levels of academic achievement. This is a natural process and is to be expected when growing a school. Further, as the student population continues to matriculate from grade to grade, the level of academic achievement will increase placing greater focus on advanced/higher learning skills and tools. E.C. Reems Academy is beginning to experience school-wide performance increases that have resulted in the development of new articulation academic management techniques. These techniques have prepared the school to become a feeder school to Oakland Charter and Oakland District High Schools. (See following chart identifying assessment tools used to measure student progress toward outcomes.)

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**Local High School Feeder Articulation Diagram**



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Our goal is to continue to strengthen Oakland Schools by challenging our students learning capabilities and capacity. As a public charter K-8 school we have the responsibility of preparing our youth to excel. Challenging our youth through a rigorous curriculum encourages academic achievement and preparation to refine learning once they enter high school and move from pupil to student status. While simultaneously encouraging character in leadership skills, our students will achieve the highest levels of education and leadership, which we hope will yield their return to bring others forward.

**Assessment Tools Used to Measure Student Progress toward Outcomes**

Assessment Tool	Grade/s	Expected Outcomes	Year	Target - % of Student Increase, Annually, or Purpose
Children's Progress Academic Achievement Software	K-3	Identify student deficits; Develop Language Arts and Mathematics Proficiency, grades 2-3	Spring 2009	14% per year (LA/Math) through 2012
Discovery Education Predictive Assessment Software	4-8	Identify student deficits; Develop Language Arts and Mathematics Proficiency	Beginning Fall 2009	15% per year (LA/Math) annually through 2012
State Release Question Quizzes	2-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; provide interventions	January 2009	80-100% proficiency; translates into higher STAR test

Weekly Quizzes	K-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; provide interventions	On-going	90-100% proficiency translates into higher STAR test scores
End of Chapter Quizzes	K-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; provide interventions	On-going	85% annual proficiency translates into higher STAR test scores
Tests	K-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; provide interventions	On-going	85% annual proficiency translates into higher STAR test scores
Portfolios	4-5 6-8	Students can integrate subject matter skills	Beginning Fall 2009	First year, 70% of students score a 3 (4pt scale)
Progress Reports	K-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; provide interventions	Monthly	85% of students at or above grade level; translates into higher STAR scores
Report Cards	K-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; provide interventions	Tri-semester	75% of students maintain a B average, or above average report
Educational Games/during and after school	K-8	Apply learning strategies and skills	Weekly	Contribute to STAR test proficiency
STAR Test	2-8	Identify weakness; inform teaching and learning; provide school-wide interventions	Annually	Goal: 85/100% Proficiency by 2012

SST interventions include placing student in the school 'GAP' Program designed to address and correct gaps in learning. This program was designed for students who are at the lowest rung of differentiated instruction, but do not possess a learning disability.

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- Deleted:** ASSESSMENT PROCESS
- Deleted:** TEACHER (IN CLASS)
- Deleted:** STUDENT STUDY TEAM (SST)
- Deleted:** INDIVIDUAL EDUCATION PLAN (IEP)
- Deleted:** TIME FRAME
- Deleted:** September
- Deleted:** As Needed
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- Deleted:** FREQUENCY
- Deleted:** Administered annually in September- Reviewed monthly to complete monthly progress reports which are sent home to parents
- Deleted:** Upon Request – Reviewed bi-weekly and at the close of the 6-12 week inter ... [3]
- Deleted:** Initial IEP – Informal reviews mon ... [4]
- Deleted:** PROCESS
- Deleted:** All pupils are assessed to determin ... [5]
- Deleted:** Pupil is referred after teacher gene ...
- Deleted:** The District RSP compiles all ... [7]
- Deleted:** The profile is the academic road m ... [8]
- Deleted:** The SST Team, composed of the ... [9]
- Deleted:** The District schedules more ... [10]
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- Deleted:** If the intervention/s do not corre ... [14]
- Deleted:** If SST Plan does not correct the ... [15]
- Deleted:** School personnel monitor the pre ... [16]



## Element D: School Governance

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

Ernestine C. Reems Academy of Technology & Arts constitutes itself as a California Public Benefit Corporation pursuant to California law. The school is being governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The Governing Board's major roles and responsibilities includes establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the top administrative staff. The Board, whose members have a legal fiduciary responsibility for the wellbeing of the organization and the school, rotate off the board, insuring consistency and institutional memory, to govern the school. The school's governing board is composed of a maximum of eleven members, to include:

- 1 Statutory President, Dr. Ernestine C. Reems Dickerson, or her designee
- 1 Oakland Community Organization Representative
- 2-4 Business Representatives
- 1-2 University Representatives
- 1 Teacher Representative
- 1 Parent Representative
- 1 Student Representative (Non-voting)

Board members serve a term of two years, with a maximum of three consecutive terms (initial terms were staggered to ensure continuity in management of the school). Dr. Ernestine C. Reems' position had have no term limit. The Board conducts an open and well-publicized nomination process to allow parents and other interested parties to nominate themselves or others for appointment to the Board when vacancies arise. All new members must be approved by the Board, with the exception of the OUSD representative.

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If the OUSD Board desires, it may have one of its members appointed as a member to the Board of Ernestine C. Reems Academy of Technology & Arts.

The parent representative is of vital importance in that they monitor the pulse of parent concerns. The parent representative is responsible for reporting the outcomes of the monthly parent meetings to the board. The parent representative is the bridge between the school and the community.

Deleted: The parent representative is also responsible for organizing parent fundraising, parent supported programs, and parent volunteer opportunities.

There are two parent organizations: the School Site Council (SSC) and the Parent, Teacher Organization (PTO). These two organizations provide parental input in all areas related to the

school. Parents are the most important member in a child's life and education. Their participation and exposure increases student achievement more than any other factor.

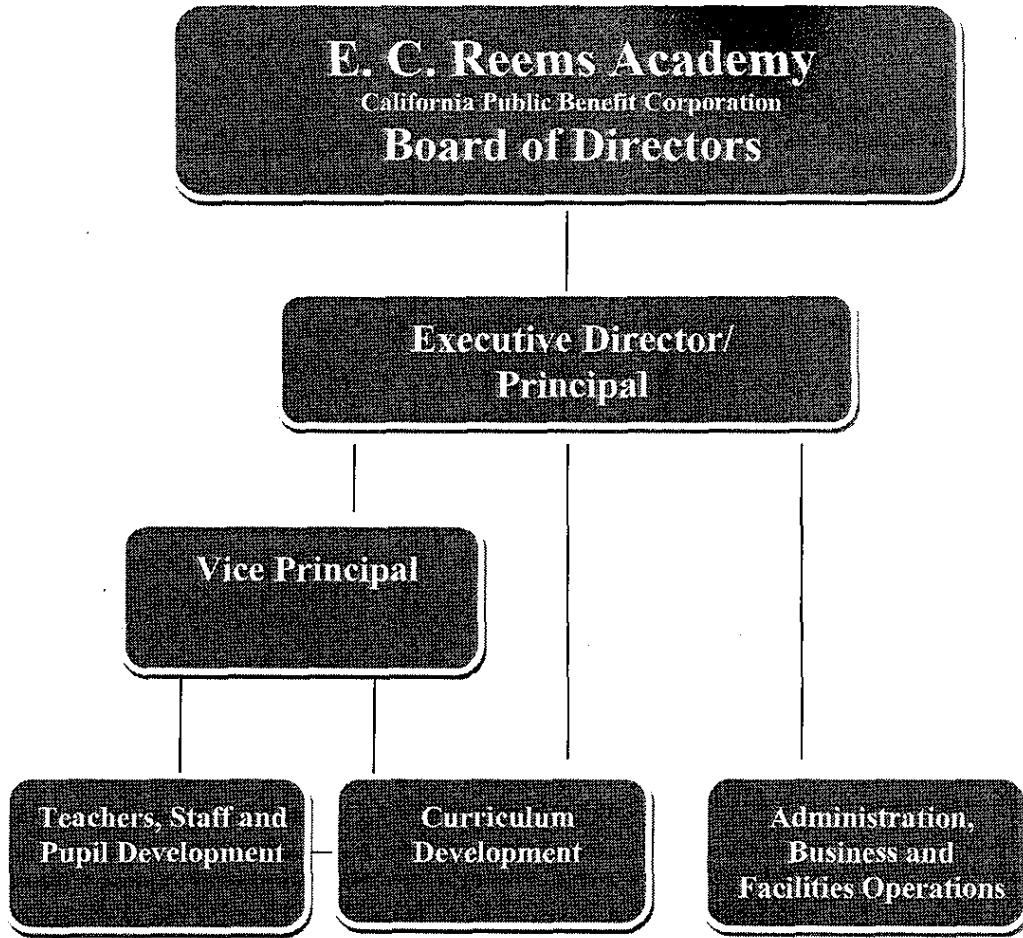
**Parent Volunteers and Participation**

Parents are an integral part of their children's learning and are required to spend time at the school in a variety of venues, including assisting teachers, chaperoning fieldtrips, assisting administrative staff, and supporting fundraisers and school activities. Presence and visibility are key components that reinforce that students are valued, especially students whose parents do not play a major role in their child's lives, be it academic or social. Parent volunteers, like teachers, become surrogates to our students, in that their presence and participation as role models ensures students that they are valued and consequently cared for in a manner that does not often exist in their own homes. Children's academic success is tied to a sense of self-worth. A sense of self-worth is acquired when a child is taught that they are worthy of being taught. It occurs when adults affirm their success in school. Parents are the primary support group as it relates to fundraising. Our parents contribute to the school budget through fundraising. The funds are used to purchase supplemental materials, student programs and fieldtrips.

**Ernestine C. Reems Academy of Technology & Arts Board of Director's Responsibility Template**

<b>Board of Director's Responsibility</b>	<b>Board of Director's Role</b>
Legal Responsibility	<ul style="list-style-type: none"><li>• Exercises fiduciary role to ensure that the school is properly managed.</li><li>• Maintains legal status; insures that the proper paperwork is submitted to governmental agencies.</li><li>• Reviews financial and business dealings.</li></ul>
Board Accountability	<ul style="list-style-type: none"><li>• Establishes and communicates clear expectations of Board directorship.</li><li>• Assures effective participation of Board directors.</li></ul>
Financing and Accounting	<ul style="list-style-type: none"><li>• Approve annual budget.</li><li>• Reviews monthly/other scheduled financial reports.</li><li>• Ensures that proper internal controls are in place.</li><li>• Hires and oversees auditor</li></ul>
Strategic and School-wide Plan	<ul style="list-style-type: none"><li>• Approves school goals and objectives.</li><li>• Reviews strategic/school-wide plan and progress.</li><li>• Assesses compliance/progress in achieving educational and other outcomes agreed t in the charter contract.</li></ul>
Evaluation of Programmatic Success	<ul style="list-style-type: none"><li>• The board will evaluate student performance data.</li></ul>
Monitors Special Ed and English as Second Language Learner Programs	<ul style="list-style-type: none"><li>• Ensures that all special education and second language learner programs support compliance and</li></ul>

- Policy Creation and Approval
  - delivery.
  - Develop and/or adopt written policies.
  - Responsible for reviewing policies periodically.
- Personnel
  - Sets and reviews personnel policies.
  - Hires Executive Director & evaluates performance.
- Resource Development
  - Responsible for assuming long-range commitments of resources; establishes a fund development plan and participates in its implementation.
  - Reviews and approves all major grant proposals.
- Decision Making
  - Defines and communicates the role of the Board, and Executive Director in making decisions.
  - Assures appropriate involvement of board directors in ECR Academy decision making.
- Community Relations
  - Promotes the school to parents, and the general public, including serving as an ambassador of the school.
  - Vigorously pursues capital investments for school development.
  - Reports an annual finding in the form of an executive summary to parents and the general community.



## Element E: Employee Qualifications

Education Code 47605(b) (5) (E)

The qualifications to be met by individuals to be employed by the school.

### Administrative and Operational Staff Qualifications

The Executive Director is selected by the Board with input from parents and the community. Staff is selected by the Executive Director. All staff operates on performance-based annual contracts with the charter school. The Executive Director is evaluated on an annual basis using a process developed by the Board, which includes parent and staff surveys of school performance. This is an annual process.

The operational staff, as well as the Executive Director, is provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirement. All non-instructional staff possess experience and expertise appropriate for their position with the school as outlined in the school's staffing plan and the school's adopted personnel policies.

All staff must provide a Department of Justice criminal background check and fingerprints to insure pupil and staff safety. In accordance with NCLB, all 'core' teachers hold a credential that has been filed with the Alameda County Department of Education. All staff submit TB test results every four years. Live Scan reports, credentials, temporary waivers, and TB test results are pre-employment requirements and must be submitted to school personnel prior to the inception of employment. At-will contracts are offered upon submittal of the noted documents.

Administrative Staff includes (not exhaustive and may change according to need)

- Executive Director
- Vice Principal
- School Counselor

Operational Staff includes (not exhaustive and may change according to need)

- Office Manager
- School Secretary
- Receptionist
- Lunch Staff
- Custodial Staff
- Security Staff
- Lunch Attendants

Teaching/Instructional Staff (not exhaustive and may change as needed)

- Certificated/credentialed Teachers
- Non-certificated/non-credentialed Teachers
- Instructional Aides
- Harm Reduction Therapists
- Reading Resource Instructors

**Deleted:** The School Administrator herein referred to as the Executive Director, and any other administrator at Ernestine C. Reems Academy of Technology & Arts should possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Executive Director should possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and if possible, business experience. Experience in a school serving a high-risk population, including minority children in the inner city, is required.¶

**Deleted:** emergency credentials,

- Mathematics Resource Instructors
- Interns
- Mentors

Instructional Aides, Interns and Mentors will work side-by-side with a teacher, as teacher support.

### Teacher Qualifications

Ernestine C. Reems Academy of Technology & Arts retains or employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. The School also observes and complies with NCLB teacher credentialing requirements. All core teachers met the NCLB “highly qualified” requirements by the 2006-2007 school years.

Eighth grade teachers teaching Algebra hold a Single Subject Algebra Certificate.

**Credentialed teachers teach the ‘core’ academic classes** of language arts, mathematics, science, and history/social studies. These teachers are responsible for overseeing the pupils’ academic progress and for monitoring grading and matriculation decisions, as specified in the school’s operational policies.

Ernestine C. Reems Academy of Technology & Arts may also employ or retain **non-certificated instructional support staff to instruct ‘non-core’ subject classes**. These classes may include - but are not limited to, computer, physical education, music, dance, resiliency, and media technology.

‘Non-core’ instructors have an appropriate mix of subject matter expertise, professional experience, and education to professionally teach pupils their art/skill. Instructional Aides possess an Associates Degree or an equivalent number of credits towards a Bachelor’s Degree. Non-core instructors possess an Associate’s Degree or higher, or 48 units of credit toward a Bachelor’s Degree.

These staff members demonstrate capacity to work successfully in an instructional capacity and provide applied instructional experiences to E.C. Reems Academy pupils. Instructional support staff does not assign grades or approve student work assignments without the approval of a teacher, unless they are instructing non-core courses and activities.

All teachers and instructional staff participate in weekly staff development seminars to stay abreast of the latest teaching strategies, community development, and psycho-social practices that deepen their ability to support disadvantaged learning styles and patterns of inner city children of color.

All staff regardless of position:

**Deleted:** Some academic support staff positions may require a high school diploma or GED depending upon the position, e.g. extracurricular programs and activities assistants.¶

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- demonstrate a desire to provide opportunities to pupils lacking academic, behavioral, or psycho-social deficits.
- possess sensitivity to the needs of pupils and their families.
- work with parents/caretakers as educational partners.
- be willing to participate in staff meetings, parent meetings, and other school-wide meeting that help guide growth and development of the school.
- apply the philosophy “it takes a village to educate a child”, by participating in pedagogical and cohort systems to support pupil and parent learning styles.

## **Element F: Health and Safety Procedures**

*Education Code 47605(b) (5) (F)*

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237*

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Ernestine C. Reems Academy of Technology & Arts has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school's insurance carriers and at a minimum include the following procedures:

- all enrolling pupils will provide records documenting immunizations as required by law and to the same extent as would be required if the pupils attended a non-charter public school
- policies and procedures providing for school-wide training in response to natural disasters and other emergencies, including terrorist threats, civil unrest, fires and earthquakes
- training for staff and students relating to blood-borne pathogens
- identification of specific staff that have been trained in the administration of prescription drugs and other medicines
- a policy designating that the school functions as a drug, alcohol, and tobacco free workplace
- a requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237

These policies and procedures have been incorporated into the school's student and staff handbooks and are reviewed on an on-going basis to ensure that all new regulations, policies and procedures are documented and promulgated accordingly.



**Element G: Means to Achieve Racial/Ethnic Balance Reflective of District**

*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*

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Ernestine C. Reems Academy of Technology & Arts is located in East Oakland, California, where the racial and ethnic balance is primarily African American and Hispanic. The District's ethnic and racial balance is more inclusive, and as such requires a comprehensive strategy to achieve a reflective balance; the following strategies are employed to recruit pupils and staff:

- establish an annual timeline to support district-wide recruitment and application process to inform a balance of socioeconomic, language, ethnic, and racial groups that reflect the district population
- ensure promotional and informational materials are written to appeal to all racial and ethnic groups represented in the district – promotional and informational materials will be distributed through media submissions to local radio and television, area newspapers, and community organizations which compose the outreach directory
- distribute promotional and informational materials to a variety of community groups and agencies that serve the various racial and interest groups represented in the district

Ernestine C. Reems Academy of Technology & Arts operates as a non-sectarian, non-discriminatory school. It does not charge tuition, and as stated by law operates as a public charter school.

## Element H: Admission Requirements

Education Code 47605(b) (5) (H)

Admission requirements, if applicable

Charter schools are schools of choice. Area residents founded the school and thus receive priority placement, however, all pupils in the district are eligible to enroll in the school; *all pupils that wish to attend will be admitted*, as space allows. In event that there are fewer vacancies than applicants, the school, in accordance with the law, will hold a lottery to fill the vacancies, eliminating any possibility of preferential treatment. [Preferential Admissions - family members of siblings attending E.C. Reems Academy Academy and homeless youth, as well as the free and reduced lunch recipients, as required by the 2002 Charter amendments.] To this end, Ernestine C. Reems Academy of Technology & Arts actively recruits a diverse population from the district who understands and values the school's mission and is committed to the school's instructional and operational philosophy. Prospective pupils and their parents or guardians are briefed regarding the school's instructional and operational philosophy, and are informed of the school's student-related policies. The school continues to implement an early spring recruitment and admissions process, which culminates in a late spring lottery. The timeframe includes reasonable time for all or part of the following depending upon need:

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- 1) outreach and marketing
  - local area papers
  - local radio stations, public service announcements
  - local television community service announcements
  - announcements and postings to local churches, youth organizations, etc.
  - website notifications
- 2) an admission application period
- 3) an admissions lottery, if necessary
  - if applicants outnumber vacancies, an annual lottery will occur mid-May to fill known vacancies
- 4) orientation sessions for parents and pupils
  - parent orientation sessions follow lottery admissions each August prior to the beginning of the school year to inform parents of school policies, procedures, expectations, and the parent compact
- 5) enrollment

In the event that the number of pupils seeking admission to any grade or class exceeds capacity, E.C. Reems Academy has the right to grant priority in admission to siblings or current pupils, children of staff, and residents of the charter-granting district or county.

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The school may fill additional vacancies or openings that become available after the school year has begun by means of either a waiting list or other non-discriminatory process.

The waiting list is an on-going list that is maintained for six months. Every six months the applicant is contacted to determine if they wish to remain on the waiting list for another six months. If the school is unable to contact the applicant at the close of six months and the applicant does not contact the school regarding status, the school will remove the applicant from the attrition/waiting list.

### Element I: Financial (and Programmatic) Audit

Education Code 47605(b) (5) (I)

*The manner in which an annual, independent financial audit 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—California Education Code Section 47605(b)(5)(I)*

*The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (California Education Code Section 47605*

*The manner in which administrative services of the School are to be provided. (California Education Code Section 47605(g).*

An annual independent fiscal audit of the books and records of E.C. Reems Academy is conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of E.C. Reems Academy are kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

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An audit committee selects an independent auditor through a request for proposal format. The auditor has, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit is completed within four months of the close of the fiscal year and that a copy of the auditor's findings are forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, reviews any audit exceptions or deficiencies and report to E.C. Reems Academy Governing Board with recommendations on how to resolve them. The Board submits a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

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The independent fiscal audit of E.C. Reems Academy is public record to be provided to the public upon request.

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In addition to fiscal auditing practices, the school conducts annual programmatic audits to ensure that performance reporting is consistent with OUSD and ~~E.C. Reems Academy standards~~ and practices.

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The process includes, but is not limited to, the following items:

- summary data showing pupil progress toward the goals and outcomes specified in Element B from assessment instruments and techniques listed in Element C
- an analysis of whether student performance is meeting the goals specified in Element B. This data is displayed on both a school-wide basis and disaggregated by the major racial and ethnic categories to the extent feasible without compromising student confidentiality
- a summary of major decisions and policies established by the school's governing board during the year
- data on the level of parent involvement in the school's governance and summary of data from an annual parent and student satisfaction survey
- staff data including qualifications
- a copy of the school's health and safety policies and /or a summary of any major changes to those policies during the year
- information demonstrating whether the school implemented the means listed in charter Element G to achieve a racially and ethnically balanced student population
- an overview of the school's admissions practices during the day and data regarding the numbers of pupils enrolled, the number on waiting lists, and the numbers of pupils expelled and/or suspended
- analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints
- other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally
- Ernestine C. Reems Academy of Technology & Arts may receive funding in accordance with Education Code Section 47617 or its successors. It is the intent of Ernestine C. Reems Academy and OUSD to develop mutually agreeable Memoranda of Understanding that will adjust the apportionment's due to the school pursuant to Education Code Section 47617 to accomplish the following:

- adjust the school's base revenue limit funding to reflect OUSD's usual difference in per-pupil spending at various grade levels (class reduction funds, etc.)
- enable ECR, OUSD, and the district's Special Education Local Planning Act to jointly and cooperatively address the needs of special needs pupils and share in the costs and revenues associated with serving such pupils
- compensate OUSD for the value of any services rendered, using a mutually agreed to direct service or other formulas agreed to in the MOU
- address funds transfer and fiscal overview procedures

In addition to the revenue sources in Education Code Section 47617, OUSD will distribute other revenue sources that the district may share with the school, to the extent that ECR pupils and programs generate funding entitlements. These other revenue sources can include, but are not limited to, the following sources and programs:

- The California State Lottery
- Categorical Block Grants
- Breakfast and Lunch Program Funding
- Charter school funding from the California Department of Education, the federal government, or other sources
- Any other available or mutually agreeable sources and funding for programs

As it relates to insurance and safety Ernestine C. Reems Academy of Technology & Arts purchases and maintain as necessary general liability, errors and omissions, property, workers compensation, and unemployment insurance policies to protect against unforeseen circumstances.

#### Administrative Services

*Plan for Sound Fiscal Management:* To ensure effective financial management, E.C. Reems Academy works with a back-office service contractor with expertise in finance, facilities, business management, and administration. At all times E.C. Reems Academy retains final authority and control over these functions. E.C. Reems Academy is currently working with EdTec, which provides business, financial, and technology services for over 34 charter campuses. This contract will be re-bid competitively as needed.

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The Executive Director at E.C. Reems Academy oversees the work of the selected business service company, which handles all back-office business functions, including: accounts payable/receivable; general accounting; payroll; and insurance and benefits administration. The company helps the Executive Director and Governing Board to create and monitor the annual budget and provides monthly budget and cash flow projections.

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**Internal Control Objectives:** E.C. Reems Academy has developed internal controls and effective practices to ensure sound financial management. Examples of internal controls include: separation of duties to prevent embezzlement; adoption of a school conflict of interest policy; rules that all cash and deposits are accounted for in detail and deposited in the main account; and approval by the Board of the check register of recently issued checks at each board meeting.

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E.C. Reems Academy requires a two week turn-around on payables; 100% compliance with all applicable rules and regulations; and transparency of financial reports to the Board.

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E.C. Reems Academy works with the company to generate monthly financial reports and annual budgeting that conform to the requirements of the board, district and county. These monthly reports show budget expenditures, actual expenditures, the variance between budget and actual, and the end-of-year forecasted surplus or deficit. E.C. Reems Academy draws on the company's expertise, legal advice and national best practices to also create a corrective action procedure to immediately rectify any violation of the internal controls.

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Attached as Appendix B, please find a budget and budget narrative for 2009-2010.

### Financial Reporting

E.C. Reems Academy provides reports to the District in accordance with Education Code Section 47604.33, and provides additional fiscal reports as requested by the District:

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- By July 1, a preliminary budget for the current fiscal year.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the E.C. Reems Academy' annual, independent financial audit report for the preceding fiscal year is delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District includes an annual statement of all the E.C. Reems Academy' receipts and expenditures for the preceding fiscal year.

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*The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (California Education Code Section 47605*

The school is physically located at 8425 MacArthur Blvd, Oakland, California. There are two facilities on the site, a three-story school building and a house. The school building is the primary facility and houses seventeen of the twenty classrooms. The second building houses three classrooms. The facilities are leased from the Center of Hope Church and have an annual

renewable lease. The primary facility was formally a Christian school owned and operated by the church.

**Financial Impact on the Sponsoring District**

*Facilities*

E.C. Reems Academy expects no negative impact on the District with respect to facilities. Because the E.C. Reems Academy program is classified by the California Department of Education as a non-classroom based model, the District is not expected to provide facilities for E.C. Reems Academy.

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*Budget*

The District provides supervisory oversight as required by law, in exchange for its actual costs of supervisory oversight up to one percent of E.C. Reems Academy's revenue as defined in Education Code Section 47613(f). E.C. Reems Academy has entered into a Memorandum of Understanding (MOU) with the District which outlines the fiscal relationship between the District and E.C. Reems Academy.

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*Civil Liability*

E.C. Reems Academy is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

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Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by E.C. Reems Academy of Technology & Arts if the authority has complied with all oversight responsibilities required by law. E.C. Reems Academy works diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District is not liable for the operation of E.C. Reems Academy.

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Further, E.C. Reems Academy and the District have entered into a memorandum of understanding, wherein E.C. Reems Academy indemnifies the District for the actions of E.C. Reems Academy of Technology & Arts under this charter.

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The corporate bylaws of E.C. Reems Academy provide for indemnification of the school's Board, officers, agents, and employees, and E.C. Reems Academy of Technology & Arts has purchased general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

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As stated above, insurance amounts are determined by recommendation of the District and E.C. Reems Academy' insurance company for schools of similar size, location, and student population. The District is named as an additional insured on the general liability insurance of E.C. Reems Academy of Technology & Arts.

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The E.C. Reems Academy Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

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## Element J: Pupil Suspension and Expulsion

Education Code 47605(b) (5) (J)

The procedures by which pupils can be suspended or expelled.

### SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at E.C. Reems Academy (the "Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy serves as the Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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### School Suspension/Expulsion/Disenrollment Policy

#### Suspension

A student may be removed from school activities for up to (5) five days at a time and not more than (20) twenty days per year. This policy is consistent with Oakland Unified School District. Parents are notified by telephone, mail, or in person. Prior to readmitting the student to school, a parent must meet with an administrative team to discuss student options. The parent and student will meet with the Executive Director (or their designee) and/or Vice Principal, the teacher, and other faculty members as needed. Other members may include a school counselor, enrichment staff, afterschool staff, office staff, social workers, and other child advocates. EDUCATION CODE SECTION 48903

A Student Management Plan may be put in place depending upon the misconduct. If a student continues to exhibit misconduct, a Student Management Plan will be contracted between parent, student, teacher and administration. The Plan offers interventions to address negative behavior or misconduct that thwarts academic achievement and social behavioral success. The Plan is a three strikes program in which a student has an opportunity to correct his/her behavior or misconduct. If the student fails to accept the suggested interventions, and is not found to have a disability that leads to behavioral episodes, the third strike will result in the student being transferred out. The plan is co-produced by administration, teacher, and parents and in some cases students.

#### Involuntary Transfer

If suspension and interventions do not curb misconduct, or the student has been habitually truant or irregular in attendance, the school will hold one final meeting to finalize the process and the student will be involuntarily transferred out. EDUCATION CODE SECTION 8432.5

#### Mandatory Expulsion

The Principal/Executive Director shall recommend a student's expulsion for violation of EDUCATION CODE SECTIONS 48900 (A)-(E). The student and parents are notified of their due process rights. The notification of expulsion procedures is submitted to the Board of Directors, who will participate in the expulsion proceedings.

In cases where the Principal/Executive Director determines that a student has committed any of the following actions on school grounds or at a school activity off school grounds, the student must be suspended and recommended for expulsion: (1) possessed, sold, or furnished a firearm; (2) brandished a knife at another person; (3) unlawfully sold a controlled substance; (4) committed or attempted to commit a sexual assault or committed a sexual battery, as defined in EDUCATION CODE SECTION 48900 (n); or (5) possessed explosives is subject to expulsion and the hearing will ensue.

Note: All expelled students have a right to an education, and may be referred to the District and or Alameda County Office of Education for referral.

[Updated Information borrowed from OUSD, Parent Guide, 2008 – 2009]  
Parent Guide 2008 – 2009

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

#### A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at the Charter School or at any other school, or 3) a Charter School-sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.

14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director. The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time

when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### D. Authority to Expel

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.



3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, E.C. Reems Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to E.C. Reems Academy. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be

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made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with E.C. Reems Academy of Technology & Arts.

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The Executive Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at E.C. Reems Academy of Technology & Arts. Such records shall be made available to the District upon request.

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K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from E.C. Reems Academy of Technology & Arts as the Governing Board decision to expel shall be final.

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L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from E.C. Reems Academy of Technology & Arts shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to E.C. Reems Academy of Technology & Arts for readmission.

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N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Governing Board following

a meeting with the Executive Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon E.C. Reems Academy of Technology & Arts's capacity at the time the student seeks readmission.

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O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who E.C. Reems Academy of Technology & Arts or District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

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2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, E.C. Reems Academy of Technology & Arts, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

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- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If E.C. Reems Academy, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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If E.C. Reems Academy, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

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- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that E.C. Reems Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and E.C. Reems Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

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If E.C. Reems Academy, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then E.C. Reems Academy may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or E.C. Reems Academy believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

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When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and E.C. Reems Academy agree otherwise.

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5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated E.C. Reems Academy's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if E.C. Reems Academy had knowledge that the student was disabled before the behavior occurred.

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The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.

- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If E.C. Reems Academy knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

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If E.C. Reems Academy had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by E.C. Reems Academy pending the results of the evaluation.

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The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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Ernestine C. Reems Academy maintains a comprehensive set of student discipline policies. These policies are distributed as part of the school's student handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian are required to verify that they have reviewed and understand the policies.

Ernestine C. Reems Academy uses a number of remedies and support services to maintain pupils on site to receive daily instruction. All incidents are investigated prior to making a determination regarding suspensions and expulsions. Suspensions and expulsions are a last resort, and generally employed when a pupil threatens the health and safety of the school, staff, and student body. These infractions may include, but are not limited to:

- terrorist threats
- the threat, causation, or attempted causation of physical injury to another person
- possession of a weapon
- unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant
- robbery or attempted robbery of school property
- significant damage or attempt to damage school property
- an obscene or offensive act or habitual profanity/vulgarity

#### **Pupil - Suspension Due Process Rights**

The pupil has the right to an informal conference with the Executive Director, vice principal, or counselor prior to a suspension. The pupil under scrutiny retains the following rights:

- to be informed of the charges lodged against the pupil and the evidence used as a basis for the charges
- to present his/her side of the incident and any supporting evidence of testimony

The parent or guardian rights include:

- receiving oral and written notification of the suspension at the time of suspension
- a request for a conference with the parent or guardian will be noted on the suspension form

The Executive Director or vice principal may suspend a pupil under an emergency situation where the principal or vice principal determines that the situation constitutes a clear and present danger to the lives, safety or health of students or school personnel. *California Education Code 48911.*

### **Discipline and Special Education Pupils**

A different set of rules apply to discipline of special education students. If the pupil's behavior is directly related to his or her disabling condition, the standard disciplinary procedure will be pre-empted by statements in the pupil's IEP. In situations such as this, the pupil will be referred to the school counselor to develop a disciplinary plan that includes appropriate expectations and consequences.

*Note - All disciplinary actions initiated by the school are clearly explained in the Student-Parent Handbook*



## **Element K: Retirement System**

*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*

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Staff at Ernestine C. Reems Academy of Technology & Arts will participate in the federal social security systems, or other reciprocal systems, in place of (PERS) Public Employees Retirement System. Teachers will participate in (STRS) State Teachers Retirement System, in accordance with The Charter Act of 1998. This provision stipulates that if any teacher participates in STRS, all must participate in the program. It is not a selective process. E.C. Reems Academy will make appropriate arrangements with the County Office of Education to ensure proper reporting in accordance with Education Code Section 47611.3. The County Office shall cooperate as necessary to forward any required payroll deductions and related data to the appropriate agencies in exchange for its actual costs for providing the service.

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The school's Governing Board retains the option of review of all retirement systems to make adjustments that will, within the limits of the law, provide teachers and staff with viable and competitive retirement options. This clause is intended to support teacher and staff recruitment and retention.

The board will ensure that payroll deductions and related data are forwarded to the proper agencies.

## **Element L: Attendance Alternatives**

*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*

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Pupils who opt not to attend Ernestine C. Reems Academy of Technology & Arts may attend other district schools or pursue an inter-district transfer in accordance with the Oakland Unified School District's existing enrollment and transfer policies. The parents or guardians of each pupil enrolled in E.C. Reems Academy shall be informed that the pupils has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

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## Element M: Description of Employee Rights

*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*

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Ernestine C. Reems Academy of Technology & Arts is the exclusive public school employer of the employees at the school for the purpose of Section 3540.1 of the title 1 of the Government Code.

Ernestine C. Reems Academy of Technology & Arts is an independent employer, and is declared the legal arm for collective bargaining purposes.

Ernestine C. Reems Academy of Technology & Arts hires all school staff. All employees are given annual contracts and are considered employees of the school.

No District employees are required to work at the school, unless the District and school enter into agreement to support special needs pupils. Any District employee interested in working at Ernestine C. Reems Academy of Technology & Arts can apply in the same way as non-district applicants, and if hired, enter into a contractual agreement with the school, which has the authority to hire and terminate the position, in accordance with the agreement executed between the school and employee.

Employees of Ernestine C. Reems Academy of Technology & Arts, that were formally employees of OUSD, are not eligible to carry over rights and privileges, acquired during OUSD employment, to E.C. Reems Academy. There are no reciprocal employment rights or privileges between the two institutions. E.C. Reems Academy employees who were previously employees of OUSD only have those benefits afforded to any other employee in their collective bargaining unit or employment status who leaves OUSD for employment with any private employer.

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## **Element N: Dispute Resolution Process**

*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*

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The intent of dispute resolution process is to:

- 1) resolve disputes within the school pursuant to the school's policies
- 2) minimize the oversight burden on the district
- 3) ensure a fair and timely resolution to disputes
- 4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The staff and Governing Board members of the school and the district agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

### **Disputes between the School and the Charter-Granting Agency**

In the event that Ernestine C. Reems Academy of Technology & Arts or OUSD (granting agency) have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below:

- (a) California Education Code Section 47605 (b) (14) requires that a charter designate the procedures to be followed by the charter school and the 'entity' creating the charter in event of a dispute relating to the provisions of the charter. In the case of the OUSD petition, the entity creating the charter shall be OUSD.
- (b) Ernestine C. Reems Academy of Technology & Arts shall be governed by the Ernestine C. Reems Academy Governing Board, as set out in Element D of this charter application, which is responsible for the governance and operation of the school in accordance with the provisions of the charter.
- (c) In the event of a dispute concerning whether Ernestine C. Reems Academy of Technology & Arts is meeting the goals and objectives of the charter, the OUSD or the Ernestine C. Reems Academy Governing Board shall provide written notice to the other of the nature of the dispute and the facts which the party believes supports the failure to comply. This notice shall be provided within 15 calendar days of when the party either know or should have known of the possible violation unless there are extenuating circumstances. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

- (d) After the receipt of the notice, the State Administrator, District Superintendent, or designee and a representative of the Charter Governing Board shall meet to try and resolve the dispute. If a resolution is reached, a written description of that resolution shall be drafted and signed and preserved as guidance for future action.
- (e) If no resolution is reached, the matter shall be submitted to a mediator experienced in conflict resolution and educational issues. The first opportunity for striking shall be determined by lot. The parties shall alternatively strike until one name remains. Within 10 calendar days of appointment or otherwise mutually agreed the parties shall meet to resolve the dispute. Any agreements reached shall be written and preserved as set out in paragraph D above.
- (f) If the agreement is unresolved 15 calendar days after the meeting, either party may request that the State Mediation and Conciliation Service provide names of arbitrators experienced in matters relating to the schools of California. Using the striking process set out above, an arbitrator shall be chosen who shall allow for a hearing in which both parties may submit evidence in support of their positions. The award of the arbitrator must be provided within 15 calendar days of the hearing and shall be final and binding except as set out in CCP Section 1280 et. seq. The arbitrator shall have no power to add to, subtract from, or otherwise modify the charter. The formal rules of evidence shall not be applicable at the hearing, and either party may choose or not choose to be represented by counsel. Each party shall bear its own costs and evenly divide the cost for the mediation and arbitration. The award of the arbitrator shall be presented and guide how future disputes with same or similar issues are resolved.

**Disputes Arising from within the School**

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Governing Board members of the school, shall be resolved pursuant to policies and processes developed by the school.

OUSD shall not intervene in any such internal disputes without the consent of the schools governing board of directors and shall refer any complaints regarding such disputes to the governing board or designee for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested OUSD to intervene in the dispute.

**Element O: Labor Relations**

Education Code 47605 (b) (5) (O) and 47611.5

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the charter school for the purposes of the Educational Employment Relations Act*

Ernestine C. Reems Academy of Technology & Arts is deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act (EERA).

## Element P: Charter School Term Renewal, Amendment, and Closure

### Education Code 47605 (b) (5) (P)

*A description of the procedures to be used if the charter school closes*

#### Term of the Charter

The term of this Charter will be five years, commencing July 1, 2009 and ending June 30, 2014.

#### Closure Protocol

Closure of E.C. Reems Academy of Technology & Arts will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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The Governing Board will promptly notify parents and students of E.C. Reems Academy of Technology & Arts, the District, the Alameda County Office of Education, E.C. Reems Academy of Technology & Arts's SELPA, the retirement systems in which E.C. Reems Academy of Technology & Arts's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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The Board will ensure that the notification to the parents and students of E.C. Reems Academy of Technology & Arts of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close E.C. Reems Academy of Technology & Arts.

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The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, E.C. Reems Academy of Technology & Arts will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of E.C. Reems Academy of Technology & Arts shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, E.C. Reems Academy of Technology & Arts shall work with the County Office of Education to determine a suitable alternative location for storage.

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All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, E.C. Reems Academy of Technology & Arts will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by E.C. Reems Academy of Technology & Arts and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to E.C. Reems Academy of Technology & Arts.

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The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of E.C. Reems Academy of Technology & Arts, all assets of E.C. Reems Academy of Technology & Arts, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending E.C. Reems Academy of Technology & Arts, remain the sole property of E.C. Reems Academy of Technology & Arts and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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On closure, E.C. Reems Academy of Technology & Arts shall remain solely responsible for all liabilities arising from the operation of E.C. Reems Academy of Technology & Arts.

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As E.C. Reems Academy of Technology & Arts is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of E.C. Reems Academy of Technology & Arts, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix [INSERT], E.C. Reems Academy of Technology & Arts will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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**Revocation**

The District may revoke the charter in accordance with Education Code Section 47607.

The school uses SASI XP as the data input tool, though we are currently researching alternative student data systems.

**E. C. Reems Academy will continue to pursue the following school outcome goals:**

The school will **implement state requirements and standards**

The school will **adhere** to the (NCLB) No Child Shall Be Left Behind Act. This will be evidenced by school records, CAT 6 test results, annual reviews and the District Accountability Report.

The school will **demonstrate progress** in the aggregated results of the pupil outcomes listed above.

The school will **demonstrate pupil improvement** on standardized test scores that compare favorably with schools that have similar student populations (e.g. race, gender, ethnicity, socioeconomic status), or provide 'clear and convincing' standards of schools that are comparable to other schools in the district, evidenced by the CAT 6 and CST results.

The school will **engender a higher annual staff attendance rate** than district schools, evidenced by school records.

The school will **provide an Annual Accountability Report** that compares favorably with schools that have similar student populations, evidenced by District reports.

The school will **publish the rate of parent involvement**, i.e. parent conference attendance, meetings, other activities, evidenced by school records, newsletters, and school webpage information.

**The parent satisfaction rate will be higher** than the parent satisfaction rate at similar schools in the district, evidenced by the parent survey.

The school will **provide professional opportunities** for teachers and create opportunities to tap the expertise and experience of qualified professionals, as evidenced by calendars, agendas of professional development workshops and evaluations of workshops.

The school will **implement a variety of social and psychological tools and strategies** to support the physical and mental health of its students, teachers and parents.

**OUTCOMES**

**ASSESSMENT**

**Proficiency in English/Language Arts**

California State Standards Tests, CAT 6,  
STAR Writing Test  
Norm-referenced Tests  
Portfolios of written work graded using rubrics designed by school personnel  
Progress Reports and Report Cards

**Proficiency in Mathematics**

California State Standards Tests, CAT 6

Norm-referenced Tests  
Progress Reports and Report Cards

**Proficiency in History/Social Studies**

California State Standards Tests, CAT 6  
Norm-referenced Tests  
Presentation of a report or research project in a history or social studies topic (grade appropriate)  
Progress Reports and Report Cards

**Proficiency in Science**

California State Standards Tests, CAT 6  
Norm-referenced Tests  
Progress Reports and Report Cards

**Proficiency in Technology**

OPEN BOOK Assessments  
Typing Assessments  
Arithmetic and Mathematics Assessments  
Cyber STAR, Web-based Assessment Tools  
Submission of completed projects in research, design, report development (grade appropriate), graded using school designed rubrics  
Utilizing tracking mechanisms to produce  
Progress Reports and Report Cards

**Proficiency in Art**

Submission of completed art projects, graded using school designed rubrics  
Multiple Tests and Quizzes, graded using teacher designed rubrics  
Progress Reports and Report Cards

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Upon Request – Reviewed bi-weekly and at the close of the 6-12 week intervention period

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Initial IEP – Informal reviews monthly. Annual review is conducted to evaluate success. Tri-annual reviews determine continuation or cessation of process

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All pupils are assessed to determine skill level and developed the Grade-level Academic Pupil Profile

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Pupil is referred after teacher generated interventions are attempted but do not produce desired results

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The District RSP compiles all information pertinent to intervention of the pupils case study reports to the District

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The profile is the academic road map. The grade level profile incorporates pupil recorded progress in the California State Content and Performance Standards, and other School Standards

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The SST Team, composed of the Teacher, School Counselor, RSP, Principal, Vice Principal, Parent/Guardian and Student, meet to discuss concerns

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The District schedules more comprehensive assessments and evaluations, and convenes a meeting with Parent/Guardian, and other school personnel identified as the SST Team

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The profile describes academic strengths and weaknesses and needed interventions

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Plan is developed and is reviewed bi-weekly and at the close of 6-12 period depending upon level of bi-weekly improvement

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Findings are discussed and an remediation plan is put in place identifying special services for pupils with special needs

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If the intervention/s do not correct the remedial skill area/s, paperwork is submitted to initiate an SST Process

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If SST Plan does not correct the remedial skill area/s, pupil is referred for an IEP

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School personnel monitor the process on a monthly basis. Formal IEP reviews, mandated by the State, are conducted annually to evaluate success. Tri-annual reviews determine continuation of process



**E.C. REEMS ACADEMY OF TECHNOLOGY & ARTS**  
*Educating Urban Youth to Succeed in Life*

February 11, 2009

David Montes de Oca, Coordinator,  
Charter Schools Office  
OUSD  
1025 2<sup>nd</sup> Avenue  
Oakland, CA 94606

Dear Mr. Montes and Review Committee,

Please note, we completed the required comparative school data and highlighted it in the Introduction of the Charter application, the unabridged data is located in the Performance Report.

Respectfully,

Lisa Blair  
Principal/Executive Director

**Legislative File**

File ID No 09-6487  
Introduction Date 2/11/09  
Enactment No \_\_\_\_\_  
Enactment Date \_\_\_\_\_  
By \_\_\_\_\_