



OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent
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TO: Board of Education
FROM: Anthony Smith, Ed.D., Superintendent
David Montes de Oca, Coordinator; Office of Charter Schools
DATE: February 10, 2010
RE: Berkley Maynard Academy
Charter Renewal Request

Legislative File
File ID No.: 09-3271
Introduction Date: 2009
Enactment No.: 10-0230
Enactment Date: 2-10-10
By: [Signature]

ACTION REQUESTED:

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

BACKGROUND:

I. School Description and Key Program Elements:

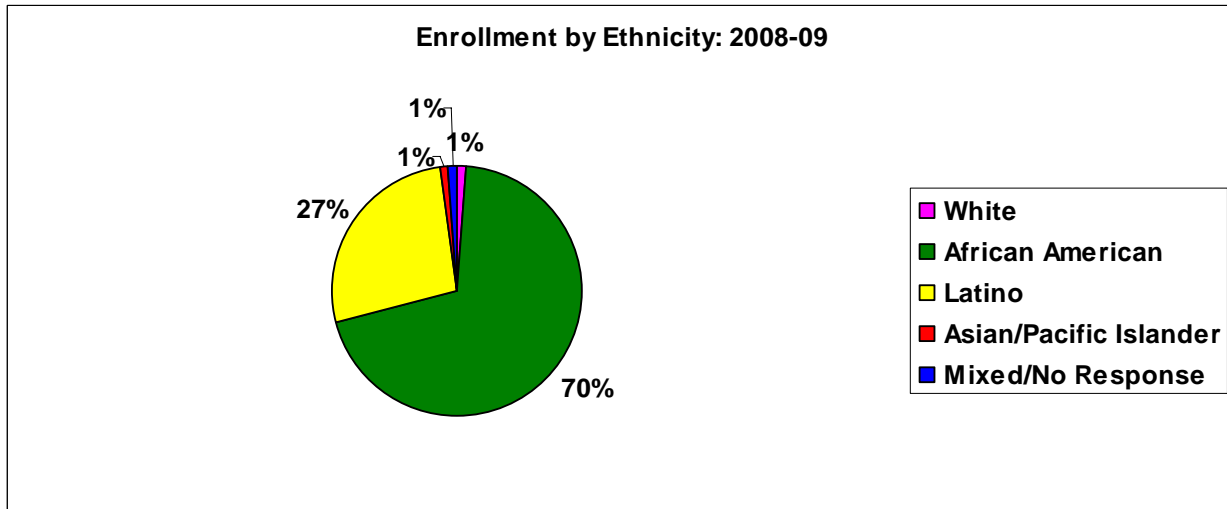
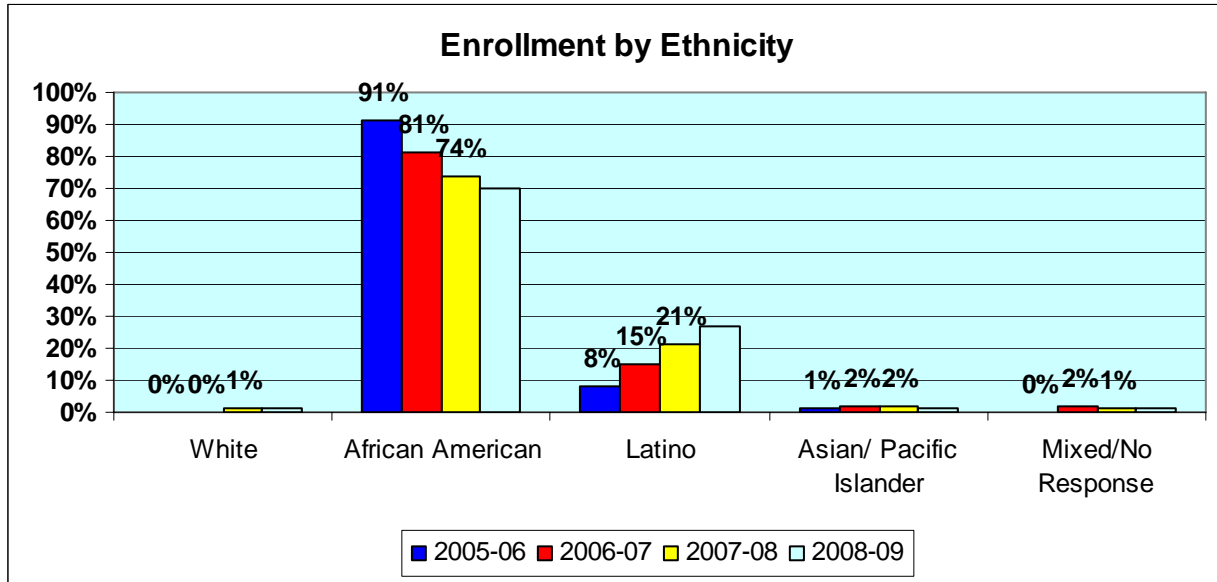
Opening Year	2005	Grades	K-8
Term Approval	3/30/2005	Attendance Area	Santa Fe / Westlake
Renewal Date	6/30/2010	Board District	1
Term	FIRST	Funding	Direct-Funded

YEAR	2005-06	2006-07	2007-08	2008-09	2009-10
GRADES	K-5	K-5	K-5	K-6	K-7
ENROLL	202	331	307	384	454

Certified:

[Signature] 2/17/10
Edgar Rakestraw, Jr., Secretary
Board of Education

The school's enrollment demographics* for the 2008-2009 school year are as follows:



2008-09	
Poverty Level*	50%
Special Education	5%
English Language Learners	21%

* NOTE: The **poverty level** index requires a lower income threshold than the **Free/Reduced Lunch** index. The **poverty index** is the standard reporting index for charter schools. Percentages here are based on the school's P2 reporting.

As outlined in the EXISTING charter petition for the prior term:

School Mission:

Aspire has a four-part mission:

- To increase the academic performance of California's diverse students
- To develop effective educators
- To catalyze change in public schools
- To share successful practices with other forward-thinking educators

As an Aspire Public School, Berkley Maynard's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities. The School will strive to ensure that students are prepared for college and for the 21st Century world and workplace by helping them develop important basic skills, thinking skills, and life skills.

Berkley Maynard Academy's education program will include the following features:

1. A Sense of Community: small schools, small class sizes, multi-age instruction.
2. A Challenging Learning Environment: rigorous and challenging education program, highly qualified and supported teachers.
3. More Time for Learning: longer school day, longer school year, tutors
4. Pedagogical Strategies
 - Project-based instruction
 - Integrated curriculum
 - Culturally appropriate curriculum and instruction
 - Flexible supports
 - Diagnostic assessments
 - Integrated arts
 - Integrated technology
 - Authentic experiences
 - Direct instruction and inquiry-based instruction
5. Personalized Learning Plans (PLPs) – the School will work with PLPs to provide the teacher, parents and students with a common understanding of the student's learning style and objectives.

New charter petition enrollment target:

"The school plans to serve approximately 520 students in grades K-8."

GOVERNING LAW:

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

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

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

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

II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

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

OAKLAND SCHOOL FOR THE ARTS: SB 1137 CRITERIA FOR RENEWAL	Y/N
1. API Growth Target:	
Did school attain API Growth Target in prior year?	Y
Did school attain API Growth Target in two of last three years?	Y
Did school attain API Growth Target in the aggregate of the prior three years?	Y
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	Y
Is the school ranked 4 or higher on API in two of last three year?	Y
3. API Similar Schools Rank:	
Is the school ranked 4 or higher on API Similar Schools in prior year?	Y
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	Y
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Y

STANDARDS AND CRITERIA

OUSD Charter Renewal Standards

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

Staff, in its evaluation of charter schools for purposes of renewal, is guided by the legislature’s intent regarding accountability for charter schools, which is to:

Education Code 47601(a-g) (emphasis added)

- **“Improve Pupil Learning”**
- “hold the schools ...accountable for meeting measurable pupil outcomes, and provide schools with a method to change from a rule-based to **performance-based accountability systems.**”

Staff, in its evaluation of charter schools for purposes of renewal, is also guided by the legislature’s intent to create schools that:

- **“Increase learning opportunities** for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.”
- “Encourage the use of **different and innovative teaching methods.**”
- “Create **new professional opportunities for teachers**, including the opportunity to be responsible for the learning program at the school site.”
- “Provide parents and pupils with **expanded choices** in the types of educational opportunities that are available within the public school system.”
- “Provide vigorous competition within the public school system to **stimulate continual improvements in all public schools.**”

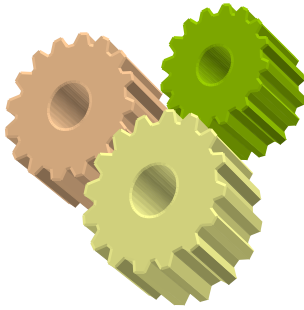
Staff evaluation of charter schools for purposes of renewal involves the following effort to triangulate the evidence base in support of a recommendation of approval or denial of the charter renewal request:

I. Authorizer Evaluation

- a. Review of charter school academic performance over prior charter term
- b. Comparison of charter school academic performance to other public school options
- c. Evaluation of program implementation and operational effectiveness

i. Accomplished through:

- 1. Data Analysis
- 2. Document review and evaluation
- 3. On-site visitation records
- 4. 3-Day site inspection w/ stakeholder focus groups & classroom observations
- 5. Review of compliance w/ state/federal requirements for charter schools



II. Charter School Performance Reporting

- a. Development of Performance Report pursuant to Charter School Quality Standards
- b. Development of Renewal Charter Petition for subsequent charter term
- c. Public Hearing presentation
- d. Stakeholder Focus Group Responses; administrators, staff, students, and parents
- e. Self-Evaluation prior to 3-Day Site Inspection

III. Third-Party Independent Audit

- a. Analysis of data
- b. Evaluation of program implementation and operational effectiveness
 - i. Accomplished through
 - 1. Data Analysis
 - 2. Document review and evaluation
 - 3. 2-Day site inspection w/ stakeholder focus groups & classroom observations
 - 4. Review of faithfulness to the terms set forth in the charter

Pursuant to CA Education Code section 47605 we ask;

I. IS THE SCHOOL AN ACADEMIC SUCCESS?

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

Criteria 1: Improving Student Achievement

Criteria 2: Strong Leadership

Criteria 3: A Focus on Continuous Improvement

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

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

Criteria 4: Responsible Governance

Criteria 5: Fiscal Accountability

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

An evaluation of the charter to assess the alignment to the program as approved. This process involves reviewing, when changes have occurred, what information and circumstances motivated the changes and what the results of the changes were with respect to achieving the school's stated outcome goals.

In addition;

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

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

PLEASE NOTE:

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

* The charter school generated performance report narrative and supporting documents provided in the initial petition submission and referenced in this report, serve to expand the discussion and evidence based of the school's performance.

ACADEMIC SUCCESS?

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

III. MEASURABLE PUPIL OUTCOMES

Berkley Maynard Academy has met or made substantial progress towards meeting the majority of the Measurable Pupil Outcomes outlined in its charter. Berkley Maynard Academy opened in 2005. In 2006 the school API performance score was **645**. As of **2009**, the school API performance score was **817**. Over the prior four years, the school has grown their API by **172** points, an **average growth of 43 points each year**.

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

MET or SUBSTANTIAL PROGRESS MADE

Measurable Pupil Outcomes	Instrument	Target	Progress										
Basic skills in English-language arts	STAR test, % of students passing class	Year ELA 2005 47% 2006 59% 2007 70% Reading and writing Assessment	<table border="1"> <thead> <tr> <th>YEAR</th> <th>P/A</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>23%</td> </tr> <tr> <td>2007</td> <td>42%</td> </tr> <tr> <td>2008</td> <td>45%</td> </tr> <tr> <td>2009</td> <td>57%</td> </tr> </tbody> </table>	YEAR	P/A	2006	23%	2007	42%	2008	45%	2009	57%
YEAR	P/A												
2006	23%												
2007	42%												
2008	45%												
2009	57%												
Basic skills in Math	STAR test, % of students passing class	Year Math 2005 54% 2006 62% 2007 70% Math Assessment	<table border="1"> <thead> <tr> <th>YEAR</th> <th>P/A</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>28%</td> </tr> <tr> <td>2007</td> <td>50%</td> </tr> <tr> <td>2008</td> <td>60%</td> </tr> <tr> <td>2009</td> <td>68%</td> </tr> </tbody> </table>	YEAR	P/A	2006	28%	2007	50%	2008	60%	2009	68%
YEAR	P/A												
2006	28%												
2007	50%												
2008	60%												
2009	68%												
Basic skills in Science	STAR test, % of students passing class	None established in charter	<table border="1"> <thead> <tr> <th>YEAR</th> <th>P/A</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>4%</td> </tr> <tr> <td>2007</td> <td>22%</td> </tr> <tr> <td>2008</td> <td>24%</td> </tr> <tr> <td>2009</td> <td>21%</td> </tr> </tbody> </table>	YEAR	P/A	2006	4%	2007	22%	2008	24%	2009	21%
YEAR	P/A												
2006	4%												
2007	22%												
2008	24%												
2009	21%												
Life skills	Attendance rate, % of students participating in co/extra curricular activities, graduation rate	None established in charter	School-wide Attendance Rate 2009-10: <table border="1"> <thead> <tr> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>94.20%</td> <td>94.19%</td> <td>94.73%</td> <td>95.69%</td> </tr> </tbody> </table>	2006	2007	2008	2009	94.20%	94.19%	94.73%	95.69%		
2006	2007	2008	2009										
94.20%	94.19%	94.73%	95.69%										

PROGRESS ACHIEVED - UNKNOWN

Basic skills in History-Social Studies	STAR test, % of students passing class	None established in charter	To Date – Not Tested
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Thinking skills	Newmann's standards, % of students meeting interdisciplinary project requirements	None established in charter	Not Reported
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PREVIOUS CHARTER TERM: Measurable Pupil Outcomes

A. Basic Skills: In order to demonstrate basic skills, students will be assessed in each of the core subjects by classroom assessments and the tests utilized in California's Standardized Testing and Reporting (STAR) Program. Pupil progress in developing basic skills will be measured by:

- the percentage of students passing core academic classes; and
- the percentage of students meeting state standards based on STAR. The following table shows the goals for our students scoring proficient or advanced proficient on the California Standards Test:

CST Scores	% Proficient or Advanced	
	English/ Language Arts	Mathematics
2005	47%	54%
2006	59%	62%
2007	70%	70%

B. Thinking Skills: Students will demonstrate thinking skills in the four core subject areas and in selected elective courses through interdisciplinary projects. Pupil progress in applying thinking skills will be measured by:

- the percentage of students meeting interdisciplinary project requirements. Rubrics based on Newmann's standards for rigor will be used to assess the final projects.

C. Life Skills: Students will demonstrate life skills through regular attendance at School, participating in co-/extra-curricular activities, and continuing/graduating from the School. Pupil progress in developing life skills will be measured by:

- the School's attendance rate;
- the percentage of students participating in co-/extra-curricular activities; and
- the School's continuation/graduation rate.

D. Schoolwide Performance Goals: The School will also aim to achieve the following schoolwide performance goals:

- The School will aim to meet or exceed its schoolwide annual Academic Performance Index ("API") growth targets.
- The School will aim to have its numerically significant subgroups demonstrate comparable improvement in meeting or exceeding their annual API growth targets.

E. Collecting, Analyzing, and Reporting Data: The School will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and guardians, and the District in the following manner:

- Staff will receive data on student achievement during staff meetings and will use this data to help monitor and improve the School's education program.
- Parents and guardians will receive data on student achievement when they meet with their child's teacher to develop, modify, or review their child's PLP.
- The District will receive data on student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations will occur at least twice during the School's five year charter period and will include formative and summative data to demonstrate that the School is meeting state performance standards.

Aspire uses the State Testing and Assessment Reports to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization. Additionally, the SABE/2 and the California Physical Fitness test will be administered and used to inform the school program. Every summer the School will have a staff retreat where the data will be analyzed. Schoolwide plans for professional development will be based on these plans.

NEXT CHARTER TERM: Measurable Pupil Outcomes

EXHIBIT: TOOLS FOR MEASURING STUDENT OUTCOMES

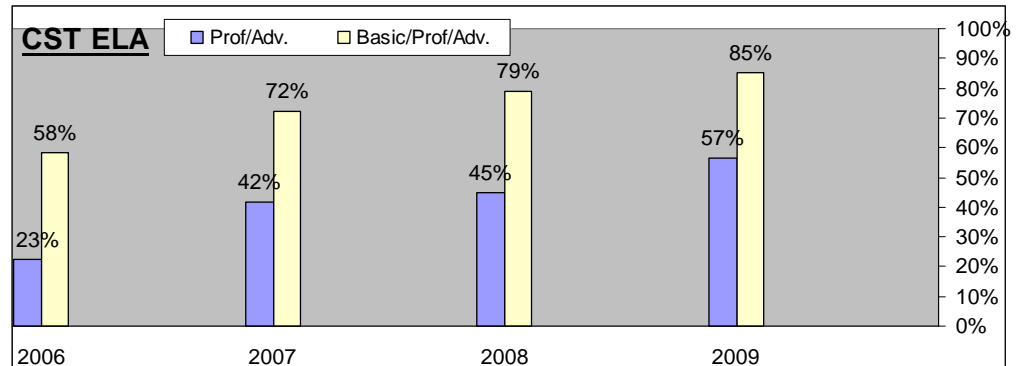
Subject	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % of students (average of all grades)
Language Arts (basic skills and thinking skills)	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Developmental Reading Assessment (Independent Level)(K-8)	2x a year	K – Level 6 1st – Level 20 2nd – Level 30 3rd- Level 38 4th – Level 40 5th - Level 50 6th – Level 60 7th – Level 70 8th – Level 80	10-11 60% 11-12 65% 12-13 70% 13-14 75% 14-15 80%
		Aspire’s standards-based reading assessment (2-8) and standards-based interim assessments	3x a year	80% correct	10-11 55% 11-12 60% 12-13 65% 13-14 70% 14-15 75%
		Aspire’s standards-based multiple choice writing assessment (2-8)	3x a year	90% correct	10-11 55% 11-12 60% 12-13 65% 13-14 70% 14-15 75%
		Aspire’s standards-based writing assessment (2-8)	2x a year	3 out of a 4 point rubric	10-11 55% 11-12 60% 12-13 65% 13-14 70% 14-15 75%
		California Standards Test (2-8)	Once a year	Proficiency	10-11 60% 11-12 65% 12-13 70% 13-14 75% 14-15 80%
		Standards-based report card (K-8)	3x a year	3 out of 4	10-11 65% 11-12 70% 12-13 75% 13-14 80% 14-15 80%
		Science (basic skills and thinking skills)	Students will be expected to: demonstrate understanding of scientific concepts and ideas through real-world applications; utilize scientific research and inquiry methods to conduct investigations and problem-solve; and apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.	Project-based assessments (K-8)	One per unit
Standards-based report card (K-8)	3x a year			3 out of 4 on all standard	10-11 65% 11-12 70% 12-13 75% 13-14 80% 14-15 80%
California Standards Test (6-8)	Once a year			Proficiency	10-11 40% 11-12 50% 12-13 60% 13-14 70% 12-12 80%
Math (basic skills and thinking)	Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in	Aspire’s standards-based math assessment (K-8)	3x a year	90% correct	10-11 50% 11-12 60% 12-13 65% 13-14 70%

skills)	order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.				14-15 75%
		Math Assessment Collaborative problem solving assessment (2-8)	Once a year	90% correct	10-11 60% 11-12 70% 12-13 75% 13-14 80% 14-15 85%
		Standards-based report card (K-8)	3x a year	3 out of 4 on all standards	10-11 65% 11-12 70% 12-13 75% 13-14 80% 14-15 80%
		California Standards Test (2-8)	Once a year	Proficiency	10-11 70% 11-12 75% 12-13 80% 13-14 85% 14-15 90%
Social Science (basic skills and thinking skills)	Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.	End of Unit Assessments (see social science units)	One per unit	Mastery based on unit specific rubric	10-11 75% 11-12 80% 12-13 85% 13-14 90% 14-15 90%
		California Standards Test (6-8)	Once a year	Proficiency	10-11 40% 11-12 50% 12-13 60% 13-14 70% 12-12 80%
		Standards-based report card (K-8)	3x a year	3 out of 4 on all standards	10-11 65% 11-12 70% 12-13 75% 13-14 80% 12-12 80%
Life Skills	Students will demonstrate skills of cooperation, assertiveness, responsibility, empathy, and self-control	Attendance rate	3x a year		95% ADA
		Office referrals	3x a year		Reduce by 50%

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

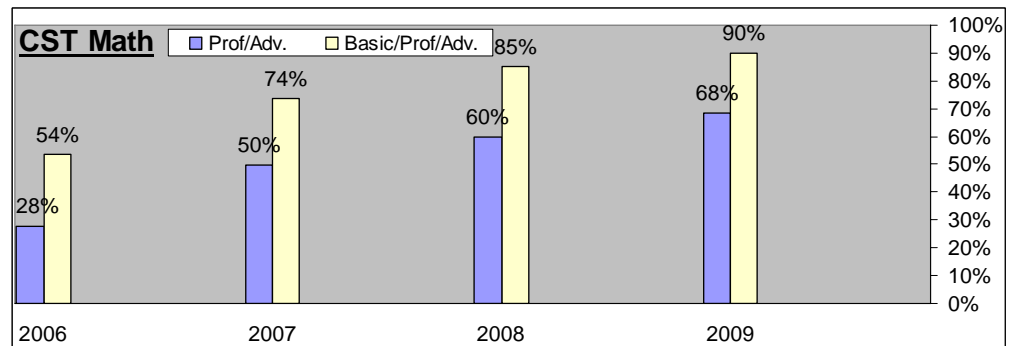
CST English Language Arts (Performance Over Time)

YEAR	P/A	B/P/A
2006	23%	58%
2007	42%	72%
2008	45%	79%
2009	57%	85%



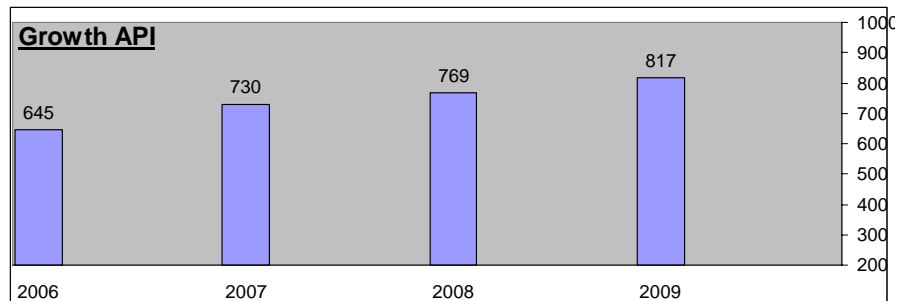
CST Mathematics (Performance Over Time)

YEAR	P/A	B/P/A
2006	28%	54%
2007	50%	74%
2008	60%	85%
2009	68%	90%



API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2006	645	1	4
2007	730	4	8
2008	769	5	10
2009	817	<i>Pend</i>	<i>Pend</i>



API (Average)

2006	2007	2008	2009	GROWTH
645	730	769	817	172 pts

AYP (Performance Over Time)

	2006	2007	2008	2009
AYP Met?	NO	YES	YES	YES
AMO's	77%	100%	100%	100%

Berkley Maynard Academy has demonstrated **steady and continuous growth in student CST performance** in both English Language Arts and mathematics over the past four years;

- From **2006 to 2009** the school increased proficient and advanced levels by **22%** in ELA over a four year period, and **30%** in math over a four year period.
- From **2006 to 2009** the school has decreased the percent of students scoring in the lowest two performance levels at a rate of **26%** in ELA over three years, and **26%** in math over three years.
- Berkley Maynard Academy opened in 2005. In **2005** the school API performance score was **645**. As of **2009**, the school API performance score was **817**. Over the prior four years, the school has grown their API by **172** points, an **average growth of 43 points each year**.
- Berkley Maynard Academy has **improved** its API score in **all** of the prior four years.
- The school has met its AYP targets for three of the past four years.

VI. COMPARISON ANALYSIS

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

➤ Similar Grades Served: K-5, K-8

API – 2009

Order rank based on 2009 API Score

SCHOOL	GRADES	2006	2007	2008	2009
North Oakland Community Charter School (NOCCS)	K-8	834	845	855	880
Berkley Maynard Academy (BMA)	K-5	645	730	769	817
Conservatory of Instrumental and Vocal Arts (COVA)	K-8	N/A	N/A	837	795
Achieve Academy (EFC-UE)	4-5	N/A	740	735	788
Millsmont Academy	K-5	643	687	692	783
Monarch Academy	K-5	713	791	776	774
Lighthouse Community Charter (LCC)	K-8	665	681	758	763
World Academy (EFC-EOCC)	K-3	636	643	682	759
Civicorps Elementary School (EBCC)	K-4	722	696	698	757
Reems (E.C.) Academy of Technology & Art	K-8	713	716	695	722
East Oakland Leadership Academy (EOLA)	K-8	719	621	715	709
Education for Change at Cox Elementary (EFC at Cox)	K-5	555	611	584	665

API - 2008

Order rank based on 2008 API Score

SCHOOL	GRADES	2006	2007	2008	2009
North Oakland Community Charter School (NOCCS)	K-8	834	845	855	880
Conservatory of Instrumental and Vocal Arts (COVA)	K-8	N/A	N/A	837	795
Monarch Academy	K-5	713	791	776	774
Berkley Maynard Academy (BMA)	K-5	645	730	769	817
Lighthouse Community Charter (LCC)	K-8	665	681	758	763
Achieve Academy (EFC-UE)	4-5	N/A	740	735	788
East Oakland Leadership Academy (EOLA)	K-8	719	621	715	709
Civicorps Elementary School (EBCC)	K-4	722	696	698	757
Reems (E.C.) Academy of Technology & Art	K-8	713	716	695	722
Millsmont Academy	K-5	643	687	692	783
World Academy (EFC-EOCC)	K-3	636	643	682	759
Education for Change at Cox Elementary (EFC at Cox)	K-5	555	611	584	665

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

➤ **Similar Grades Served: K-5, K-8**

CST - 2009

Order rank based on 2009 CST % Proficient/Advanced

CST ELA SCORES OVER-TIME		Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
SCHOOL	GRADES	ELA 06	ELA 07	ELA 08	ELA 09
North Oakland Community Charter School (NOCCS)	K-8	65%	71%	74%	71%
Conservatory of Instrumental and Vocal Arts (COVA)	K-8	N/A	N/A	60%	57%
Berkley Maynard Academy (BMA)	K-8	23%	42%	45%	57%
Lighthouse Community Charter (LCC)	K-8	24%	27%	37%	48%
Millsmont Academy	K-5	12%	26%	38%	47%
Monarch Academy	K-5	29%	46%	37%	47%
Achieve Academy (EFC-UE)	4-5	N/A	27%	30%	45%
Civicorps Elementary School (EBCC)	K-4	36%	25%	30%	39%
Reems (E.C.) Academy of Technology & Art	K-8	36%	34%	28%	37%
World Academy (EFC-EOCC)	K-3	18%	18%	21%	35%
East Oakland Leadership Academy (EOLA)	K-8	31%	14%	31%	30%
Education for Change at Cox Elementary (EFC at Cox)	K-5	13%	12%	12%	24%

Order rank based on 2009 CST % Proficient/Advanced

CST MATH SCORES OVER-TIME		Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
School	GRADES	Math 06	Math 07	Math 08	Math 09
North Oakland Community Charter School (NOCCS)	K-8	52%	69%	69%	78%
Berkley Maynard Academy (BMA)	K-8	28%	50%	60%	68%
Monarch Academy	K-5	51%	73%	75%	67%
Achieve Academy (EFC-UE)	4-5	N/A	43%	47%	66%
Millsmont Academy	K-5	32%	40%	51%	66%
World Academy (EFC-EOCC)	K-3	29%	39%	46%	65%
Lighthouse Community Charter (LCC)	K-8	21%	32%	45%	49%
Conservatory of Instrumental and Vocal Arts (COVA)	K-8	N/A	N/A	64%	45%
Civicorps Elementary School (EBCC)	K-4	39%	36%	34%	42%
East Oakland Leadership Academy (EOLA)	K-8	38%	13%	30%	40%
Education for Change at Cox Elementary (EFC at Cox)	K-5	18%	24%	26%	40%
Reems (E.C.) Academy of Technology & Art	K-8	39%	39%	25%	30%

CST - 2008

Order rank based on 2008 CST % Proficient/Advanced

CST ELA SCORES OVER-TIME		Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
SCHOOL	GRADES	ELA 06	ELA 07	ELA 08	ELA 09
North Oakland Community Charter School (NOCCS)	K-8	65%	71%	74%	71%
Conservatory of Instrumental and Vocal Arts (COVA)	K-8	N/A	N/A	60%	57%
Berkley Maynard Academy (BMA)	K-8	23%	42%	45%	57%
Millsmont Academy	K-5	12%	26%	38%	47%
Lighthouse Community Charter (LCC)	K-8	24%	27%	37%	48%
Monarch Academy	K-5	29%	46%	37%	47%
East Oakland Leadership Academy (EOLA)	K-8	31%	14%	31%	30%
Achieve Academy (EFC-UE)	4-5	N/A	27%	30%	45%
Civicorps Elementary School (EBCC)	K-4	36%	25%	30%	39%
Reems (E.C.) Academy of Technology & Art	K-8	36%	34%	28%	37%
World Academy (EFC-EOCC)	K-3	18%	18%	21%	35%
Education for Change at Cox Elementary (EFC at Cox)	K-5	13%	12%	12%	24%

Order rank based on 2008 CST % Proficient/Advanced

CST MATH SCORES OVER-TIME		Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
School	GRADES	Math	Math	Math	Math
Monarch Academy	K-5	51%	73%	75%	67%
North Oakland Community Charter School (NOCCS)	K-8	52%	69%	69%	78%
Conservatory of Instrumental and Vocal Arts (COVA)	K-8	N/A	N/A	64%	45%
Berkley Maynard Academy (BMA)	K-8	28%	50%	60%	68%
Millsmont Academy	K-5	32%	40%	51%	66%
Achieve Academy (EFC-UE)	4-5	N/A	43%	47%	66%
World Academy (EFC-EOCC)	K-3	29%	39%	46%	65%
Lighthouse Community Charter (LCC)	K-8	21%	32%	45%	49%
Civicorps Elementary School (EBCC)	K-4	39%	36%	34%	42%
East Oakland Leadership Academy (EOLA)	K-8	38%	13%	30%	40%
Education for Change at Cox Elementary (EFC at Cox)	K-5	18%	24%	26%	40%
Reems (E.C.) Academy of Technology & Art	K-8	39%	39%	25%	30%

Comparison Sub-Group ANALYSIS: Oakland Charter Schools

- The school **API score is (817) above the median** performance of Oakland charter schools in **2009** serving both similar grades and a demographically similar population based on student socio-economic status.
- The school **API score is (817) above the median** performance of Oakland charter schools in **2008** serving both similar grades and a demographically similar population based on student socio-economic status.
- Berkley Maynard Academy has demonstrated consistent and steady improvement in API performance, CST ELA and CST math performance over the past four years.

ELA

- Berkley Maynard Academy is **above the median** performance of Oakland charter schools in **2009** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- Berkley Maynard Academy is **above the average** performance of Oakland charter schools in **2009** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- Berkley Maynard Academy is **above the median** performance of Oakland charter schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- Berkley Maynard Academy is **above the average** performance of Oakland charter schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.

MATH

- Berkley Maynard Academy is **above the median** performance of Oakland charter schools in **2009** serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.
- Berkley Maynard Academy is **above the average** performance of Oakland charter schools in **2009** serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.
- Berkley Maynard Academy is **above the median** performance of Oakland charter schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.
- Berkley Maynard Academy is **above the average** performance of Oakland charter schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.

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

- **Similar Grades Served: K-5, K-8**
- **Similar Demographic (< or > 15% Comparable low-income)**

2009

Order rank based on 2009 API Score

SCHOOL	LEVEL	2007	2008	2009	met AYP?
Lincoln Elementary	K-5	897	906	933	Yes
Berkley Maynard Academy (BMA)	K-8	730	769	817	Yes
Franklin Elementary	K-5	768	835	814	No
La Escuelita Elementary	K-5	771	827	813	Yes
Bella Vista Elementary	K-5	780	800	811	Yes
Laurel Elementary	K-5	776	780	802	No
Burckhalter Elementary	K-5	684	696	790	Yes
Tilden Elementary	K-5	771	799	789	Yes
Parker Elementary	K-5	732	752	763	Yes
Horace Mann Elementary	K-5	697	716	761	Yes
Lakeview Elementary	K-5	709	721	760	Yes
Sobrante Park Elementary	K-5	667	692	754	Yes
International Community	K-5	680	730	746	Yes
Allendale Elementary	K-5	678	741	744	No
ASCEND	K-8	690	751	742	No
Fruitvale Elementary	K-5	726	744	739	No
Manzanita SEED	K-5	675	652	736	Yes
Howard Elementary	K-5	677	716	731	No
Emerson Elementary	K-5	685	694	725	No
Marshall Elementary	K-5	754	735	720	No
Learning Without Limits	K-5	B	614	718	Yes
Sankofa Academy	K-5	535	691	718	Yes
Markham Elementary	K-5	619	701	713	No
Lazear Elementary	K-5	648	666	709	Yes
Brookfield Elementary	K-5	684	692	707	No
Futures Elementary	K-5	B	572	701	Yes
Garfield Elementary	K-5	686	705	693	No
Santa Fe Elementary	K-5	664	690	686	No
Hoover Elementary	K-5	646	659	672	No
Manzanita Community	K-5	636	689	672	No
Maxwell Park Elementary	K-5	606	596	665	Yes
Lafayette Elementary	K-5	669	629	664	No
Melrose Leadership Academy	K-5	619	642	658	No
East Oakland Pride Elementary	K-5	B	550	657	Yes
Preparatory Literary Academy of Cultural	K-5	671	623	652	Yes
Rise Community	K-5	629	653	646	No
Fred T. Korematsu Discovery Academy	K-5	568	589	641	No
Reach Academy	K-5	488	568	596	No
Global Family	K-5	B	515	582	No
Community United Elementary	K-5	B	550	577	Yes

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

- **Similar Grades Served: K-5, K-8**
- **Similar Demographic (< or > 15% Comparable low-income)**

2008

Order rank based on 2008 API Score

SCHOOL	LEVEL	2007	2008	2009	met AYP?
Lincoln Elementary	K-5	897	906	933	Yes
Franklin Elementary	K-5	768	835	814	No
La Escuelita Elementary	K-5	771	827	813	Yes
Bella Vista Elementary	K-5	780	800	811	Yes
Tilden Elementary	K-5	771	799	789	Yes
Laurel Elementary	K-5	776	780	802	No
Berkley Maynard Academy (BMA)	K-8	730	769	817	Yes
Parker Elementary	K-5	732	752	763	Yes
ASCEND	K-8	690	751	742	No
Fruitvale Elementary	K-5	726	744	739	No
Allendale Elementary	K-5	678	741	744	No
Marshall Elementary	K-5	754	735	720	No
International Community	K-5	680	730	746	Yes
Lakeview Elementary	K-5	709	721	760	Yes
Horace Mann Elementary	K-5	697	716	761	Yes
Howard Elementary	K-5	677	716	731	No
Garfield Elementary	K-5	686	705	693	No
Markham Elementary	K-5	619	701	713	No
Burckhalter Elementary	K-5	684	696	790	Yes
Emerson Elementary	K-5	685	694	725	No
Brookfield Elementary	K-5	684	692	707	No
Sobrante Park Elementary	K-5	667	692	754	Yes
Sankofa Academy	K-5	535	691	718	Yes
Santa Fe Elementary	K-5	664	690	686	No
Manzanita Community	K-5	636	689	672	No
Lazear Elementary	K-5	648	666	709	Yes
Hoover Elementary	K-5	646	659	672	No
Rise Community	K-5	629	653	646	No
Manzanita SEED	K-5	675	652	736	Yes
Melrose Leadership Academy	K-5	619	642	658	No
Lafayette Elementary	K-5	669	629	664	No
Preparatory Literary Academy of Cultural	K-5	671	623	652	Yes
Learning Without Limits	K-5	B	614	718	Yes
Maxwell Park Elementary	K-5	606	596	665	Yes
Fred T. Korematsu Discovery Academy	K-5	568	589	641	No
Futures Elementary	K-5	B	572	701	Yes
Reach Academy	K-5	488	568	596	No
Community United Elementary	K-5	B	550	577	Yes
East Oakland Pride Elementary	K-5	B	550	657	Yes
Global Family	K-5	B	515	582	No

D. Comparison Sub-Group: OUSD District Schools: CST ELA & MATH

➤ **Similar Grades Served: K-5, K-8**

CST - 2009

Order rank based on 2009 CST % Proficient/Advanced

ELA

SCHOOL	LEVEL	ELA 08	ELA 09
Think College Now	K-5	54%	66%
Berkley Maynard Academy (BMA)	K-8	45%	57%
Bella Vista Elementary	K-5	47%	55%
Laurel Elementary	K-5	44%	52%
Parker Elementary	K-5	41%	51%
Franklin Elementary	K-5	58%	50%
La Escuelita Elementary	K-5	48%	50%
ACORN Woodland Elementary	K-5	45%	49%
Tilden Elementary	K-5	47%	48%
Burckhalter Elementary	K-5	28%	46%
Manzanita SEED	K-5	24%	43%
Sobrante Park Elementary	K-5	33%	43%
Greenleaf Elementary	K-5	27%	42%
Allendale Elementary	K-5	39%	41%
Lakeview Elementary	K-5	36%	41%
International Community	K-5	29%	40%
Marshall Elementary	K-5	40%	40%
Sankofa Academy	K-5	26%	40%
EnCompass Academy Elementary	K-5	24%	39%
Fruitvale Elementary	K-5	40%	39%
Horace Mann Elementary	K-5	29%	36%
Howard Elementary	K-5	34%	36%
ASCEND	K-8	44%	35%
Lazear Elementary	K-5	25%	35%
Brookfield Elementary	K-5	27%	33%
Emerson Elementary	K-5	37%	33%
Garfield Elementary	K-5	32%	33%
Markham Elementary	K-5	36%	33%
Learning Without Limits	K-5	20%	32%
Bridges Academy	K-5	19%	30%
Preparatory Literary Academy of Cultural	K-5	21%	30%
Santa Fe Elementary	K-5	30%	30%
Melrose Leadership Academy	K-5	24%	28%
Lincoln Elementary	K-5	24%	25%
Maxwell Park Elementary	K-5	14%	25%
Manzanita Community	K-5	20%	24%
Futures Elementary	K-5	13%	23%
Hoover Elementary	K-5	17%	23%
Martin Luther King, Jr. Elementary	K-5	24%	23%
New Highland Academy	K-5	14%	23%
Community United Elementary	K-5	10%	22%
East Oakland Pride Elementary	K-5	5%	22%
Esperanza Elementary	K-5	14%	22%
Lafayette Elementary	K-5	17%	20%

Reach Academy	K-5	16%	19%
Rise Community	K-5	26%	18%
Fred T. Korematsu Discovery Academy	K-5	13%	17%
Global Family	K-5	7%	8%

D. Comparison Sub-Group: OUSD District Schools: CST ELA & MATH

➤ **Similar Grades Served: K-5, K-8**

CST - 2009

Order rank based on 2009 CST % Proficient/Advanced

Math

SCHOOL	LEVEL	MATH 08	MATH 09
Lincoln Elementary	K-5	88%	95%
Think College Now	K-5	63%	81%
Bella Vista Elementary	K-5	73%	76%
La Escuelita Elementary	K-5	78%	76%
ACORN Woodland Elementary	K-5	64%	70%
Berkley Maynard Academy (BMA)	K-8	60%	68%
Franklin Elementary	K-5	73%	67%
Greenleaf Elementary	K-5	50%	66%
Laurel Elementary	K-5	60%	65%
Horace Mann Elementary	K-5	56%	60%
Bridges Academy	K-5	49%	59%
Lakeview Elementary	K-5	50%	57%
Burckhalter Elementary	K-5	41%	56%
Sankofa Academy	K-5	43%	56%
ASCEND	K-8	45%	54%
International Community	K-5	47%	54%
Sobrante Park Elementary	K-5	44%	52%
Tilden Elementary	K-5	53%	52%
Allendale Elementary	K-5	52%	51%
Fruitvale Elementary	K-5	46%	51%
Esperanza Elementary	K-5	45%	50%
Emerson Elementary	K-5	41%	49%
Learning Without Limits	K-5	42%	49%
East Oakland Pride Elementary	K-5	33%	48%
Howard Elementary	K-5	47%	48%
Lazear Elementary	K-5	42%	48%
Parker Elementary	K-5	50%	48%
Brookfield Elementary	K-5	45%	47%
Hoover Elementary	K-5	38%	47%
New Highland Academy	K-5	33%	47%
EnCompass Academy Elementary	K-5	36%	46%
Garfield Elementary	K-5	43%	44%
Manzanita Community	K-5	52%	44%
Manzanita SEED	K-5	32%	44%
Markham Elementary	K-5	43%	44%
Marshall Elementary	K-5	54%	43%
Lafayette Elementary	K-5	37%	41%
Santa Fe Elementary	K-5	37%	41%
Futures Elementary	K-5	23%	40%
Fred T. Korematsu Discovery Academy	K-5	19%	39%
Rise Community	K-5	33%	34%
Preparatory Literary Academy of Cultural	K-5	30%	33%
Global Family	K-5	18%	31%

Maxwell Park Elementary	K-5	20%	31%
Martin Luther King, Jr. Elementary	K-5	24%	28%
Reach Academy	K-5	25%	28%
Community United Elementary	K-5	20%	27%
Melrose Leadership Academy	K-5	23%	20%

D. Comparison Sub-Group: OUSD District Schools: CST ELA & MATH

➤ **Similar Grades Served: K-5, K-8**

CST - 2008

Order rank based on 2008 CST % Proficient/Advanced

ELA

SCHOOL	LEVEL	ELA 08	ELA 09
Franklin Elementary	K-5	58%	50%
Think College Now	K-5	54%	66%
La Escuelita Elementary	K-5	48%	50%
Bella Vista Elementary	K-5	47%	55%
Tilden Elementary	K-5	47%	48%
ACORN Woodland Elementary	K-5	45%	49%
Berkley Maynard Academy (BMA)	K-8	45%	57%
ASCEND	K-8	44%	35%
Laurel Elementary	K-5	44%	52%
Parker Elementary	K-5	41%	51%
Fruitvale Elementary	K-5	40%	39%
Marshall Elementary	K-5	40%	40%
Allendale Elementary	K-5	39%	41%
Emerson Elementary	K-5	37%	33%
Lakeview Elementary	K-5	36%	41%
Markham Elementary	K-5	36%	33%
Howard Elementary	K-5	34%	36%
Sobrante Park Elementary	K-5	33%	43%
Garfield Elementary	K-5	32%	33%
Santa Fe Elementary	K-5	30%	30%
Horace Mann Elementary	K-5	29%	36%
International Community	K-5	29%	40%
Burckhalter Elementary	K-5	28%	46%
Brookfield Elementary	K-5	27%	33%
Greenleaf Elementary	K-5	27%	42%
Rise Community	K-5	26%	18%
Sankofa Academy	K-5	26%	40%
Lazear Elementary	K-5	25%	35%
EnCompass Academy Elementary	K-5	24%	39%
Lincoln Elementary	K-5	24%	25%
Manzanita SEED	K-5	24%	43%
Martin Luther King, Jr. Elementary	K-5	24%	23%
Melrose Leadership Academy	K-5	24%	28%
Preparatory Literary Academy of Cultural	K-5	21%	30%
Learning Without Limits	K-5	20%	32%
Manzanita Community	K-5	20%	24%
Bridges Academy	K-5	19%	30%
Hoover Elementary	K-5	17%	23%
Lafayette Elementary	K-5	17%	20%
Reach Academy	K-5	16%	19%
Esperanza Elementary	K-5	14%	22%
Maxwell Park Elementary	K-5	14%	25%
New Highland Academy	K-5	14%	23%

Fred T. Korematsu Discovery Academy	K-5	13%	17%
Futures Elementary	K-5	13%	23%
Community United Elementary	K-5	10%	22%
Global Family	K-5	7%	8%
East Oakland Pride Elementary	K-5	5%	22%

D. Comparison Sub-Group: OUSD District Schools: CST ELA & MATH

➤ **Similar Grades Served: K-5, K-8**

CST - 2008

Order rank based on 2008 CST % Proficient/Advanced

Math

SCHOOL	LEVEL	MATH 08	MATH 09
Lincoln Elementary	K-5	88%	95%
La Escuelita Elementary	K-5	78%	76%
Bella Vista Elementary	K-5	73%	76%
Franklin Elementary	K-5	73%	67%
ACORN Woodland Elementary	K-5	64%	70%
Think College Now	K-5	63%	81%
Berkley Maynard Academy (BMA)	K-8	60%	68%
Laurel Elementary	K-5	60%	65%
Horace Mann Elementary	K-5	56%	60%
Marshall Elementary	K-5	54%	43%
Tilden Elementary	K-5	53%	52%
Allendale Elementary	K-5	52%	51%
Manzanita Community	K-5	52%	44%
Greenleaf Elementary	K-5	50%	66%
Lakeview Elementary	K-5	50%	57%
Parker Elementary	K-5	50%	48%
Bridges Academy	K-5	49%	59%
Howard Elementary	K-5	47%	48%
International Community	K-5	47%	54%
Fruitvale Elementary	K-5	46%	51%
ASCEND	K-8	45%	54%
Brookfield Elementary	K-5	45%	47%
Esperanza Elementary	K-5	45%	50%
Sobrante Park Elementary	K-5	44%	52%
Garfield Elementary	K-5	43%	44%
Markham Elementary	K-5	43%	44%
Sankofa Academy	K-5	43%	56%
Lazear Elementary	K-5	42%	48%
Learning Without Limits	K-5	42%	49%
Burckhalter Elementary	K-5	41%	56%
Emerson Elementary	K-5	41%	49%
Hoover Elementary	K-5	38%	47%
Lafayette Elementary	K-5	37%	41%
Santa Fe Elementary	K-5	37%	41%
EnCompass Academy Elementary	K-5	36%	46%
East Oakland Pride Elementary	K-5	33%	48%
New Highland Academy	K-5	33%	47%
Rise Community	K-5	33%	34%
Manzanita SEED	K-5	32%	44%
Preparatory Literary Academy of Cultural	K-5	30%	33%
Reach Academy	K-5	25%	28%
Martin Luther King, Jr. Elementary	K-5	24%	28%
Futures Elementary	K-5	23%	40%
Melrose Leadership Academy	K-5	23%	20%

Community United Elementary	K-5	20%	27%
Maxwell Park Elementary	K-5	20%	31%
Fred T. Korematsu Discovery Academy	K-5	19%	39%
Global Family	K-5	18%	31%

Comparison Sub-Group ANALYSIS: OUSD District Schools

- The school **API score** (817) **above the median** performance of Oakland district schools in **2009** serving both similar grades and a demographically similar population based on student socio-economic status.
- The school **API score** (817) **above the median** performance of Oakland district schools in **2008** serving both similar grades and a demographically similar population based on student socio-economic status.
- Berkley Maynard Academy has demonstrated consistent and steady improvement in API performance, CST ELA and CST math performance over the past eight years.

ELA

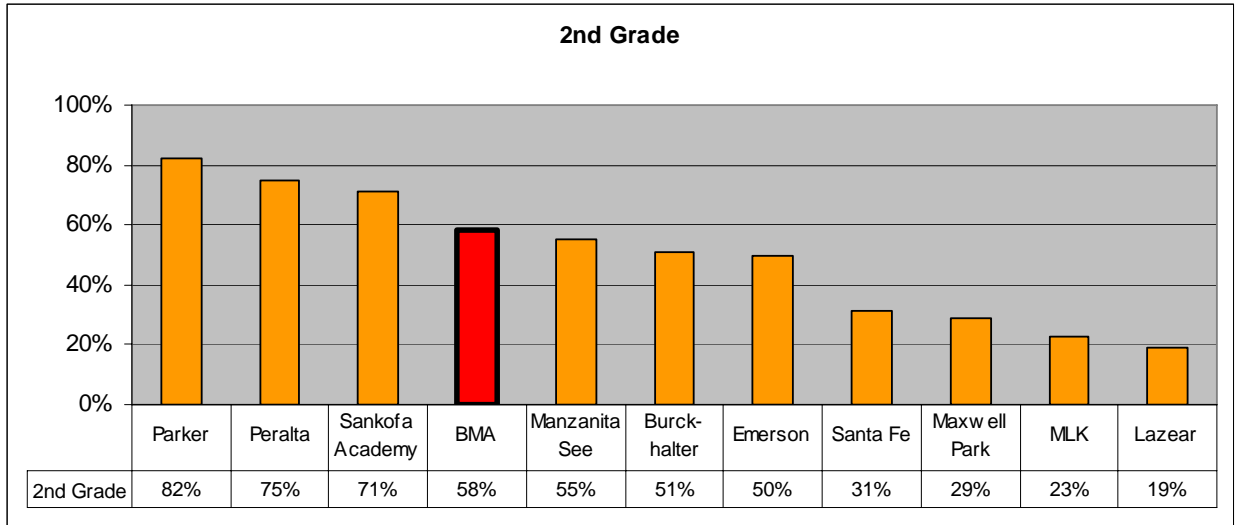
- Berkley Maynard Academy is **equal the median** performance of Oakland district schools in **2009** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- Berkley Maynard Academy is **equal the average** performance of Oakland district schools in **2009** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- Berkley Maynard Academy is **above the median** performance of Oakland district schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- Berkley Maynard Academy is **above the average** performance of Oakland district schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.

MATH

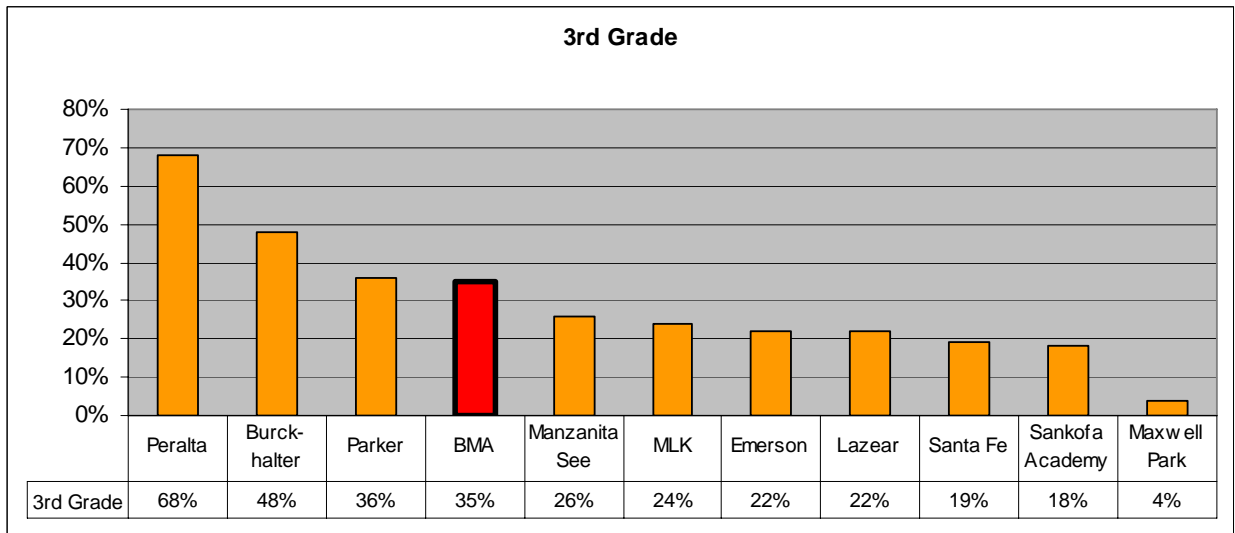
- Berkley Maynard Academy is **below the median** performance of Oakland district schools in **2009** serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.
- Berkley Maynard Academy is **below the average** performance of Oakland district schools in **2009** serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.
- Berkley Maynard Academy is **above the median** performance of Oakland district schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.
- Berkley Maynard Academy is **above the average** performance of Oakland district schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.

D. Comparison Sub-Group: OUSD District Schools: CST ELA – Grade Level - 2009

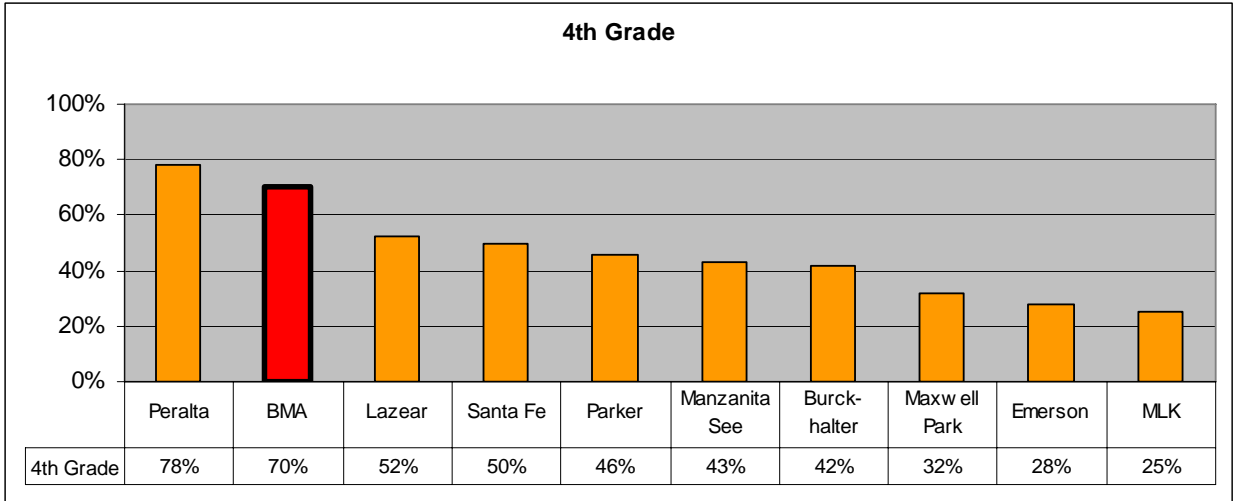
➤ **Similar Grades Served: K-5: Similar Socio-Economic Status**



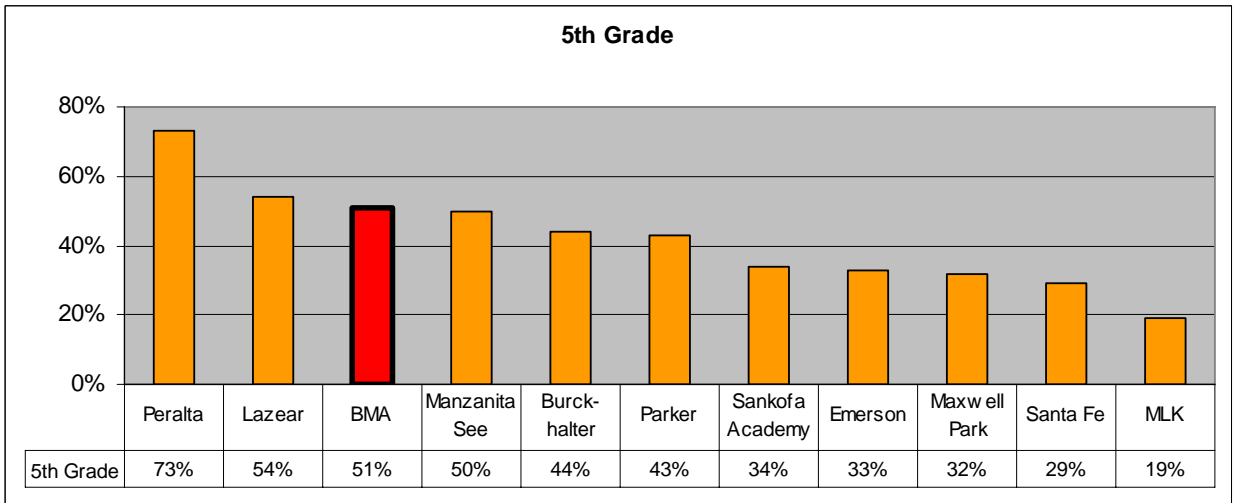
* OUSD Average **2nd Grade** ELA Proficient/Advanced 2009: **50%**



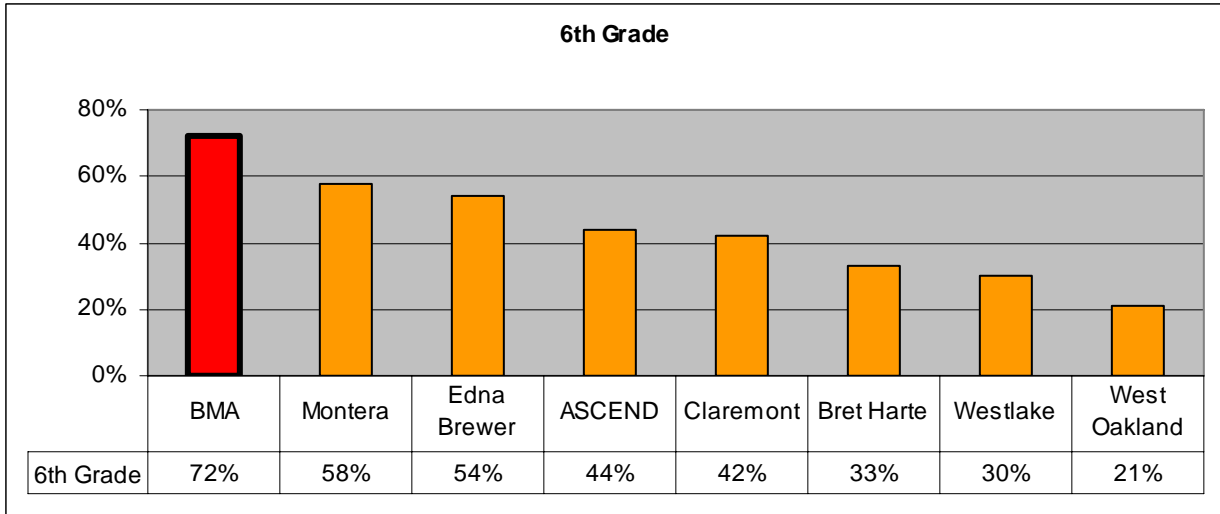
* OUSD Average **3rd Grade** ELA Proficient/Advanced 2009: **36%**



* OUSD Average **4th Grade** ELA Proficient/Advanced 2009: **61%**



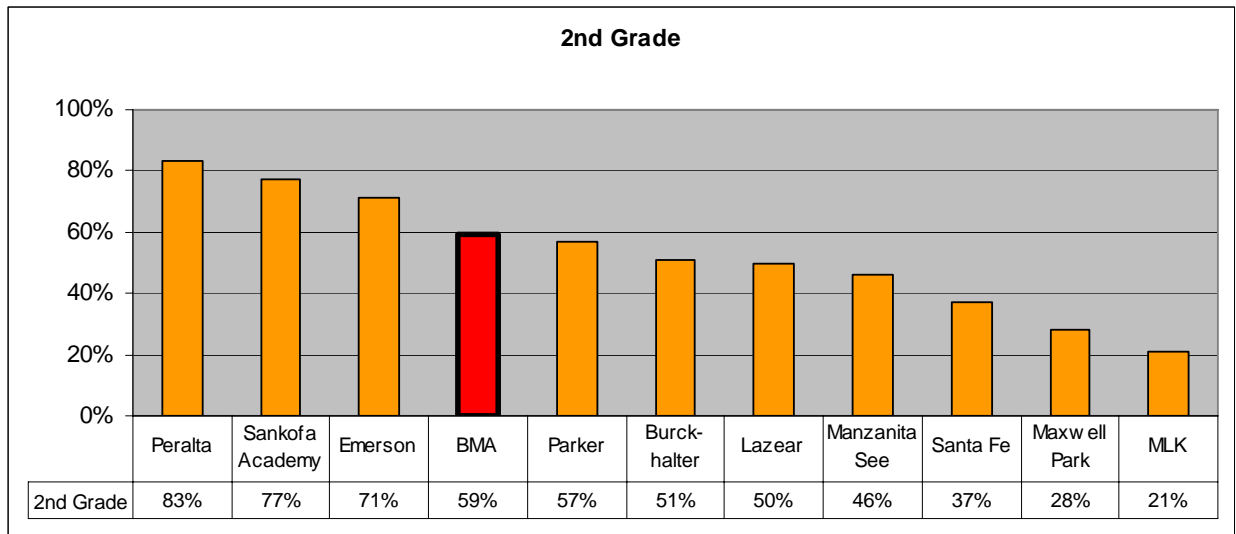
* OUSD Average **5th Grade** ELA Proficient/Advanced 2009: **45%**



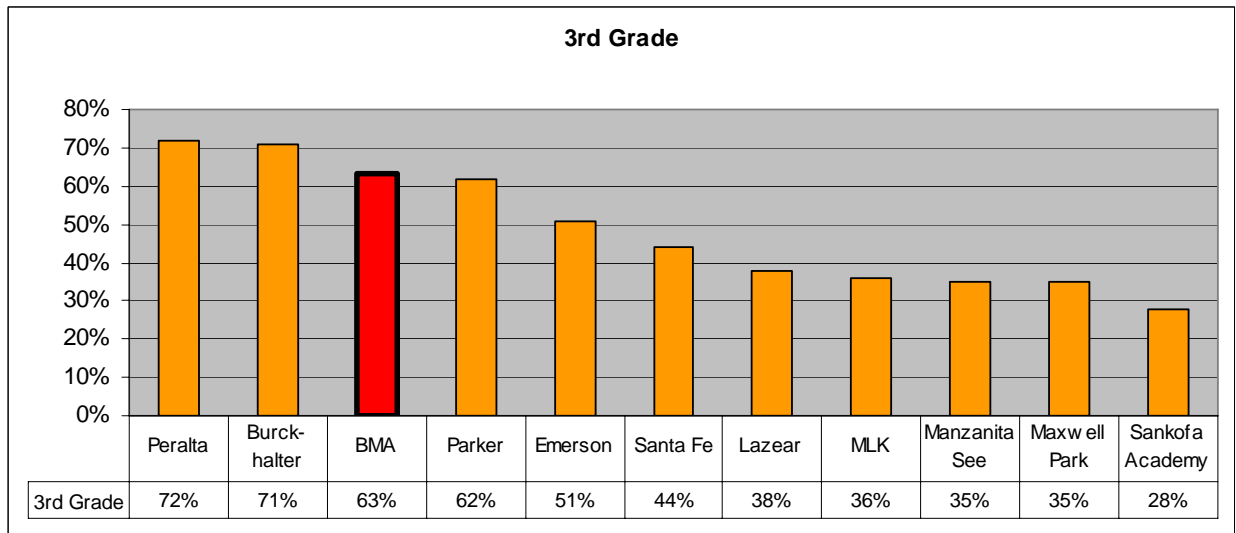
* OUSD Average **6th Grade** ELA Proficient/Advanced 2009: **33%**

D. Comparison Sub-Group: OUSD District Schools: CST Math – Subject Area - 2009

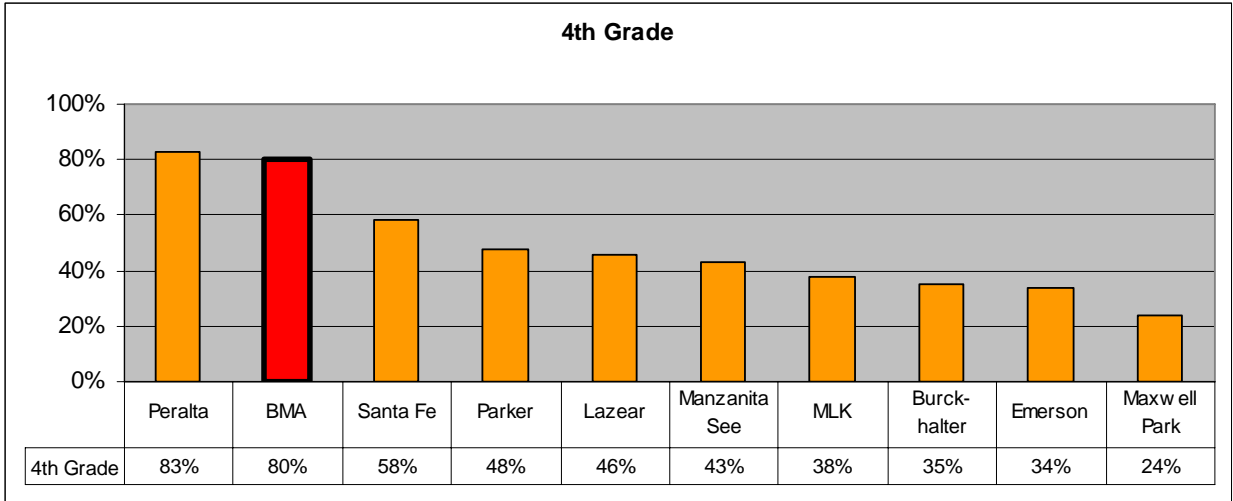
➤ **Similar Grades Served: K-5**



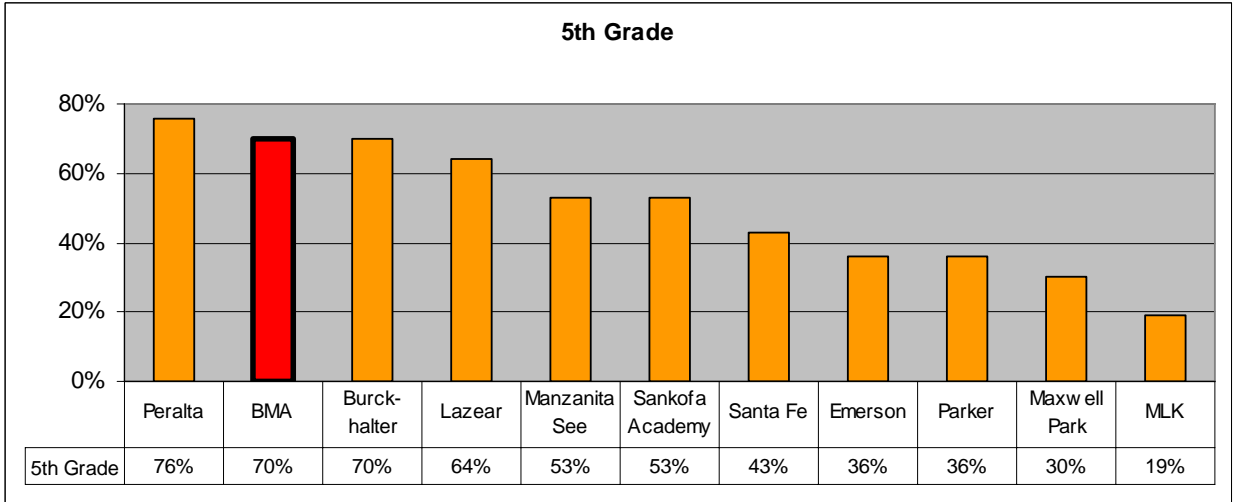
* OUSD Average **2nd Grade** Math Proficient/Advanced 2009: **61%**



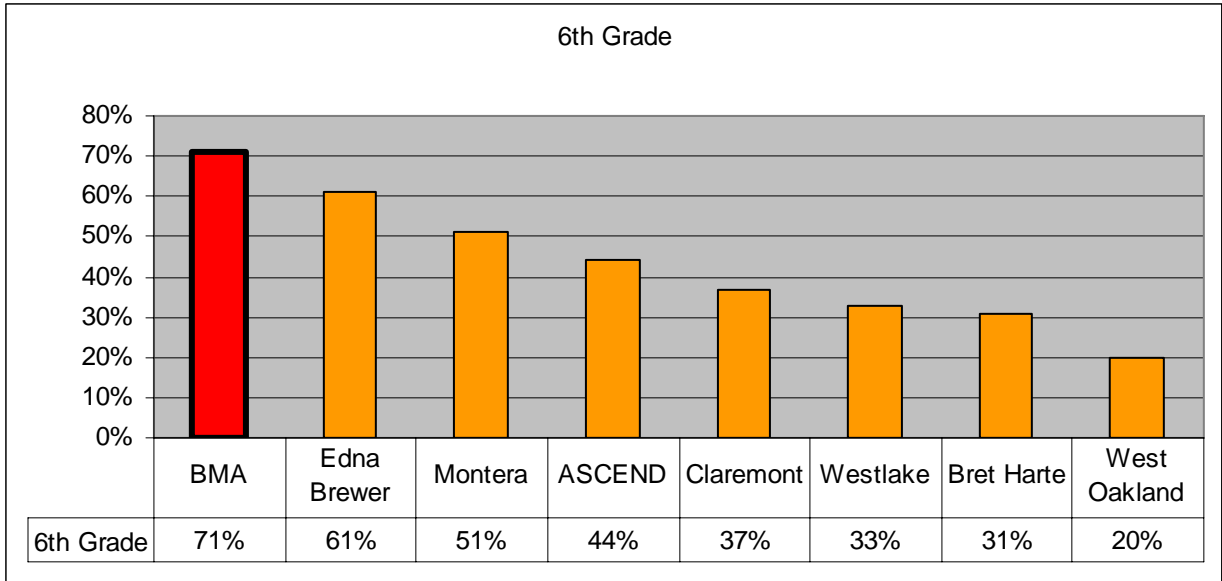
* OUSD Average **3rd Grade** Math Proficient/Advanced 2009: **59%**



* OUSD Average **4th Grade** Math Proficient/Advanced 2009: **59%**



* OUSD Average **5th Grade** Math Proficient/Advanced 2009: **54%**



* OUSD Average **6th Grade** Math Proficient/Advanced 2009: **34%**

Comparison Sub-Group ANALYSIS: OUSD District Schools - Grade Level and Subject Area

ELA - CST

- Berkley Maynard Academy is **above the average** performance of Oakland district schools with a similar socio-economic profile in **2009** in **2nd grade English Language Arts** on the CST.
- Berkley Maynard Academy is **above the average** performance of Oakland district as a whole in **2009** in **2nd grade English Language Arts** on the CST.

- Berkley Maynard Academy is **above the average** performance of Oakland district schools with a similar socio-economic profile in **2009** in **3rd grade English Language Arts** on the CST.
- Berkley Maynard Academy is **equal to the average** performance of Oakland district as a whole, in **2009** in **3rd grade English Language Arts** on the CST.

- Berkley Maynard Academy is **above the average** performance of Oakland district schools with a similar socio-economic profile in **2009** in **4th grade English Language Arts** on the CST.
- Berkley Maynard Academy is **above to the average** performance of Oakland district as a whole, in **2009** in **4th grade English Language Arts** on the CST.

- Berkley Maynard Academy is **above the average** performance of Oakland district schools with a similar socio-economic profile in **2009** in **5th grade English Language Arts** on the CST.
- Berkley Maynard Academy is **above the average** performance of Oakland district as a whole in **2009** in **5th grade English Language Arts** on the CST.

- Berkley Maynard Academy is **above the average** performance of Oakland district schools with a similar socio-economic profile in **2009** in **6th grade English Language Arts** on the CST.
- Berkley Maynard Academy is **above the average** performance of Oakland district as a whole in **2009** in **6th grade English Language Arts** on the CST.

MATH - CST

- Berkley Maynard Academy is **above the average** performance of Oakland district schools with a similar socio-economic profile in **2009** in **2nd grade Math** on the CST.
- Berkley Maynard Academy is **equal to the average** performance of Oakland district as a whole in **2009** in **2nd grade Math** on the CST.

- Berkley Maynard Academy is **above the average** performance of Oakland district schools with a similar socio-economic profile in **2009** in **3rd grade Math** on the CST.
- Berkley Maynard Academy is **above to the average** performance of Oakland district as a whole, in **2009** in **3rd grade Math** on the CST.

- Berkley Maynard Academy is **above the average** performance of Oakland district schools with a similar socio-economic profile in **2009** in **4th grade Math** on the CST.
- Berkley Maynard Academy is **above to the average** performance of Oakland district as a whole, in **2009** in **4th grade Math** on the CST.

- Berkley Maynard Academy is **above the average** performance of Oakland district schools with a similar socio-economic profile in **2009** in **5th grade Math** on the CST.
- Berkley Maynard Academy is **above the average** performance of Oakland district as a whole in **2009** in **5th grade Math** on the CST.

- Berkley Maynard Academy is **above the average** performance of Oakland district schools with a similar socio-economic profile in **2009** in **6th grade Math** on the CST.
- Berkley Maynard Academy is **above the average** performance of Oakland district as a whole in **2009** in **6th grade Math** on the CST.

EDUCATIONAL PROGRAM: CHARTER SCHOOL RENEWAL QUALITY REVIEW

The quality of the school's educational program has been evaluated through a three-day Site Inspection conducted on **November 3, 4, 5, 2009** by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on **November 3 and 4, 2009**.

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

Strengths:

- BMA has a strong culture of collaboration and teacher leadership.
- BMA has developed a system of accountability that is predicated on the success of all students and driven by the structure of teaming and frequent assessments that inform the work of teacher teams.
- BMA has set forth clear Instructional Guidelines that provide the DNA for the program, while allowing for the school to be responsive to the unique needs of the school's specific population.
- BMA has effectively interwoven their benchmark assessments to reflect the goals of instruction, and thus have made the assessments relevant for teachers and a critical tool to evaluate the over-all progress of student learning.
- BMA provide music, Spanish, and PE as additional aspects of the core program for all students, while also leveraging these content areas to support their teacher collaboration structure.
- BMA leadership is strong and focused on student achievement as well as protecting and providing for the adult culture that is necessary and conducive to ensuring student success.
- BMA has achieved accelerate results in their ELA and math CST performance and have significantly raised their API as a result, surpassing the state goal of 800.
- The teachers throughout the school are committed and hard-working, with examples of teaching excellence, while also reflecting a continuum that includes some teachers that require additional support and coaching.
- The school is well supported by a centrally provided math and literacy coaches, as well as centrally provided professional development and data analysis to reinforce the school's focus on continuous improvement.

The school’s curriculum framework is included here:

Curriculum Standards and Materials

Aspire schools use a combination of adopted programs and elements developed in-house to build basic skills, higher-order thinking skills, and life-skills. In addition, individual classroom educators are encouraged by Aspire to use flexibility and their professional discretion to supplement any chosen materials with a variety of texts and materials, depending on the needs of their students. The curriculum is deeply rooted in California state standards, and is intended to be simultaneously rigorous and relevant to students. The School’s curriculum is clearly articulated as a K-8 system and includes language arts, mathematics, science, and social science, as well as other subjects essential to a healthy and well-balanced life.

Curriculum	K	1	2	3	4	5	6	7	8
Language Arts									
Open Court	x	x	x	x					
Guided Reading	x	x	x	x	x	x	x	x	x
Teacher designed based on Writer’s Workshop	x	x	x	x	x	x	x	x	x
Teacher designed based on Writing Essentials	x	x	x	x	x	x	x	x	x
Mathematics									
Harcourt Brace mathematics	x	x	x	x	x	x			
College Preparatory Mathematics							x	x	x
Science									
Full Option Science System (FOSS)	x	x	x	x	x	x			
It’s About Time							x	x	x
Social Studies									
Teacher designed	x	x	x	x	x	x	x	x	x
Spanish/Second Language									
Teacher designed							x	x	x
Visual and Performing Arts									
Teacher designed	x	x	x	x	x	x	x	x	x
Physical education									
Teacher designed	x	x	x	x	x	x	x	x	x
Health									
Teacher designed							x	x	x
Life Skills									
Teacher-designed based on CARES from Responsive Classroom	x	x	x	x	x	x	x	x	x
Teacher-designed based on Advanced Via Individual Determination							x	x	x

Challenges:

- BMA has embarked on an approach to middle grades that are uncommon in Aspire schools and public schools in general. This effort is in its earliest stages and will require continued monitoring. The initial results are primarily positive, but mixed nonetheless.
- BMA has experienced a clear increase in the teacher retention rate over the past four years, but given the over-all trend that teacher turn-over, while not uncommon elsewhere is not uncommon in Aspire Public Schools generally, will need to be monitored as well.
- As the population of English language learners (ELL) in the school continues to grow, particularly with families from Richmond that have begun to increase, the school will need to deepen its focus on explicit strategies and interventions to address the broad range of ELL students.

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

Strengths:

- The principal demonstrates an unwavering determination to ensure the academic and personal growth of the students.
- In 2008/2009 the school made Adequate Yearly Progress (AYP) with significant growth in its Academic Performance Index (API).
- The teachers work collegially to achieve the school's mission and the principal's vision for the school's sustained improvement.
- The cycle of inquiry (COI) supports teachers' analysis of data to inform planning, to monitor their students' progress, and to impact learning.
- The school has positive links with health services and community partners to support students and their families holistically.
- Most students are self-disciplined and well-behaved while clear and consistent staff actions ensure that students are guided through the cooperation, assertiveness, and responsibility, empathy and self-control or C.A.R.E.S principles.
- Students feel secure in turning to adults and peers for support and guidance.
- Parents value the effective two-way communication that they have with the school which enables them to feel well informed about their child's progress.

Challenges:

- The school has not formalized a school action plan which clearly articulates measurable and realistic goals, including interim measures of the school's objectives.
- There is a lack of consistency, effectiveness, and rigor in the delivery of instructional program in the upper grades.
- The school's does not provide the breadth and balance of the curricula for science and social studies especially in the upper grades.

Third Party Review Evaluation

Criteria 1: Improving Student Achievement

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

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

[Report Excerpts]

BMA has made significant API growth in 2009 to bring student performance in line with state results. Children in kindergarten make good progress in learning to read, write, and count. Most students in kindergarten to grade 2 and those students in grades 4 and 5 reach expected goals in ELA and mathematics.

As shown in the recent academic results of the younger students, the school is effectively closing the achievement gap for most students although the achievement gap of African American boys remains a challenge. The school leadership has taken steps to split the grades 6 and 7 classes by single gender in an attempt to improve student learning and behavior. The girls respond well to learning in these settings. Grade 6 and 7 boys, on the other hand, vary in how well they learn, work independently, and behave. The quality of instruction impacts these outcomes as there is a lack of consistency, effectiveness, and rigor in the delivery of instructional program in these upper grades.

The teachers are supported by the leadership team, through intense professional development and by standards-based literacy and math resources to enhance students' learning and to impact the quality of instruction. As a result, teaching is generally good in kindergarten through grade 5, with the best practice providing good opportunities for students to improve their learning and to think critically.

While the school's vision and mission are clearly communicated to all stakeholders, the school leadership recognizes the need for parents to be more active as part of the school's support system. Few parents actively engage in the daily life of the school to have an explicit role in monitoring and using assessment data relating to their own children's progress and achievement.

Criteria 2: Strong Leadership

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

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

[Report Excerpts]

The principal and her school leadership team foster learning and have enabled the establishment of a strong professional learning community. The principal adheres to high standards for academic achievement and behavior which drive the culture to positively impact on learning in most classrooms. The school leaders have worked extensively to support teachers and to improve their pedagogy in line with the Aspire instructional model and principles. The principal is yet to implement a formal monitoring and evaluation of the school's programs, especially in the development of the school improvement plans. The school leadership is still working to establish success in developing further positive student behavior in grades 6 and 7, especially among the boys through the responsive classroom model.

There are good systems implemented for the management of student information and assessment data. The school administers the mandated State tests and carries out its own interim assessments.

The school leadership establishes maintains regular teacher collaboration on the master schedule and in principle to improve instruction and student learning. To ensure that teachers understand and adhere to the high expectation set by the school, there is weekly professional development (PD) led by principal. The foci of the PD are based on the principal's regular visits classrooms. Teachers regularly meet with the school leadership team for curriculum planning and for the analysis of data in a cycle of inquiry.

The teachers express that they are given a degree of flexibility within the established Aspire model and value the opportunities to work together in teams.

Further steps are being taken by the principal to productively engage a greater number of the community members and partners as part of the school's support system, as exemplified by the effective contributions of volunteers who regularly come into school to support students' reading. This is making an impact on raising students' interest in books and in improving their reading skills. However, strategies for school improvement are not formalized in a school action plan with the school's priorities addressed through measurable goals.

Criteria 3: A Focus on Continuous Improvement

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

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

[Report Excerpts]

The BMA school leadership and teachers use a variety of student assessments, which include their own classroom assessments, Aspire-wide benchmark assessments, school interim assessments, and the state standardized tests are used to assess how well students are achieving and in devising intervention strategies for those students in need of academic support.

The principal, leadership team and teachers regularly review how they assess students and collect data to better understand the performance levels of their students. Teachers have developed rubrics to help them understand the levels of students work and they have improved how this is communicated to students who currently are not always clear as to what skills they need to develop and the steps they need to take in their next stages of learning.

The school has not used this information to formalize a school action plan. Thus, the school's priorities are not addressed through explicit and measurable goals. There are few interim measures of the school's effectiveness in strategies and actions implemented to raise student achievement, especially in the upper grades.

(SEE **Attachment III** for detailed analysis of each criterion.)

Based on an analysis of Berkley Maynard Academy's performance outcomes and an evaluation of its educational program over the past four years, the school is deemed an **Academic Success** for the

purposes of renewal. The school's Educational Program, over-all has been evaluated to be *Proficient with Underdeveloped Features*.

The school has met or made substantial progress towards meeting its Measurable Pupil Outcomes identified in its charter. Additionally, **the school has attained achievement rates above the median and/or averages of the comparison schools** in those areas outlined in the OUSD Charter Renewal Standards.

PARTNERSHIP

The district in collaboration with Aspire Public Schools is engaging in a thoughtful partnership to develop a deeper understanding of effective literacy practices. As a result of this inquiry, the district and Aspire are poised to embark on an unprecedented sharing of practice that is likely to lead to meaning improvements into how we define quality teacher across both sectors of schools.

The initiative called PALS (Partnership Around Literacy Strategies) is designed to allow for an extended period of study through teacher leadership and principals, that will eventually progress towards a multi-year opportunity for a handful of schools to engage in an approach to literacy embodies in many local Aspire-run elementary schools that involves a deep craft knowledge and implementation of guided reading, reader's workshop, writer's workshop and inquiry which is intended to build off of the already existing knowledge and skill base that is present in so many Oakland district schools.

This partnership serves to provide a unique opportunity to reinforce the intent of charter law to stimulate improvements throughout the education system.

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

The effectiveness and viability of the school has been evaluated through a three-day Site Inspection conducted on **November 3, 4, 5, 2009** by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on **November 3 and 4, 2009**.

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

Strengths:

- The school has a home office structure that is geared towards service to schools and is responsive to each school's needs.
- The Aspire home office provides leadership through an area superintendent that ensures adequate decision-making authority in close proximity to schools and classrooms.
- BMA has a well-functioning site administrative team that work to ensure that the operations and academics are prioritized and run smoothly.
- The fiscal department is responsive to the school's needs and provides hand-on coaching and support for principals that are differentiated to meet the principals' budget management needs.
- The financial oversight is thorough, pro-active, long-range and conservative while remaining committed to ensuring adequate resources are available to the school site.

Challenges:

- A persisting challenge and issue is that Aspire Public Schools includes in its charter, sets forth in its policies and promotes on its website that the schools engage a leadership and governance structure that includes parents and community which is not accurate at best. BMA, together with other Oakland charter schools operated by Aspire do not demonstrate the level of engagement and empowerment of parents and community in the schools' operations as asserted in the school's charter and website. Aspire proposes specific levels of decision-making and a scope of influence that is not at all indicative of what is manifest within the schools.
- Staff has brought this concern to the attention of the Aspire Governing Board president over the past two years. The concerns expressed in this area have been duly noted and steps have been taken to formalize the expectations for all Aspire schools to ensure these representative parent bodies are in place. This response, while appreciable, does not however take into consider other strategies employed by a school such as BMA who engages parents in a manner that may be more relevant to the individual school, but is not embodied in the language set forth in the charter or the organization's website.
- This is an area of real growth for both BMA and for Aspire Public Schools, for which staff encourages a continued focus and more accurate articulation in both the charter and the organization's web-based depiction.
- The district continues to be challenged that the internally developed timelines for submission of financial reports to the district from Aspire that require processing prior to receipt at the county and

the State are frequently delayed. Though the organization typically meets the deadlines set forth in statute with respect to submission to the county and State, clearly communicated deadlines for district oversight and review that are now embedded as terms of each charter are not always met.

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

Strengths:

- The school adequately fulfills its fiscal responsibilities for the use of public funds and in maintaining publicly accessible records.

Challenges:

- The school leadership has not articulated its rationale and the plan for single gender classes in the upper grades in consultation with the board of directors.
- The school has not implemented a parent advisory governance structure.

o **Third Party Review evaluation**

Criteria 4: Responsible Governance

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

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

[Report Excerpts]

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

The Board receives monthly fiscal reports and CMO updates. There are rigorous legal and financial structures delineated in the CMO to ensure that the board effectively carries out its duties. Yet, the school leadership has not articulated its rationale and the plan for single gender classes in the upper grades in consultation with the board of directors. The budget is adopted according to the district requirements and interim reports created in a timely manner.

Criteria 5: Fiscal Accountability

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

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

[Report Excerpts]

The Aspire CMO provides an effective financial overview of the school and recent audits indicate that the finances are secure. For example, the CMO provides the principal with a comprehensive set of fiscal policies governing the fiduciary responsibilities within the school. In turn, the school aligns its mission and vision with fiscal policies and procedures.

Internal controls are deeply embedded in the school's financial systems and procedures. Communication is maintained with the authorizers and district policies. Regardless of where the Aspire documents reside, it is clear that internal controls are deeply embedded in the support the principal receives from the CMO to help her understanding of fiscal matters. Annual audits are available and transparent for OUSD and the public to be aware of the school's financial status.

(SEE **Attachment III** for detailed analysis of each criterion.)

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

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

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

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

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

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

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

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

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

RECOMMENDATION:

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

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

This report recommends that the Oakland Unified School District Board of Education approve the charter renewal petition for Berkley Maynard Academy for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2010 and expire on June 30, 2015. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

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

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

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

Attachment I: Charter Text Revisions

Attachment II: Charter School Renewal Quality Standards

Attachment III: Charter School Renewal Quality Review

APPENDIX I - CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools one hard copy and one electronic copy in *Word* format of a revised charter to include all revisions outlined below no later than **5pm on April 1, 2010**.

Charter Text	Text Reference	Required Revision
<u>II. Educational Philosophy and Program</u>	Pg. 9	<u>Revise text as follows:</u> The School plans to serve approximately 520 students in grades K-8, but may reduce grades served (e.g. to K-5, K-6, or K-7) if other nearby Aspire secondary schools are able to provide sufficient middle grades capacity. The School will remain K-8 if the School is able expand or locate a nearby facility large enough to accommodate a larger student body. <u>Adjustments to the configuration of grades served by the school will be considered material to this petition and require submission to the authorizing agency of a material revision request pursuant to Education Code Section 47607.</u>

ATTACHMENT II: CHARTER SCHOOL RENEWAL QUALITY STANDARDS

Oakland Unified School District Site Review Evaluation Criteria for Charter Renewal

Is the School an Academic Success?

Criteria 1: Improving Student Achievement

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

A quality charter school . . .

- Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards and state and federal standards
- Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended
- Demonstrates high expectations for student achievement
- Provides a challenging and coherent curriculum for each individual student
- Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students
- Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement
- Promotes academic risk-taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism
- Productively engages parental and community involvement as a part of the school's support system
- Shares its vision among the school community and demonstrates its mission in daily action and practice
- Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process

Criteria 2: Strong Leadership

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

A quality charter school leader . . .

- Effectively communicates and engages stakeholders in the vision and mission of the school
- Consistently puts into practice the educational program outlined in its charter
- Generates and sustains a school culture conducive to student learning and staff professional growth
- Actively monitors and evaluates the success of the school's program
- Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer
- Treats all individuals with fairness, dignity and respect

- Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues, and potential changes in the environment in which charter schools operate
- Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success
- Abstains from any decision involving a potential or actual conflict of interest
- Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter
- Engages community involvement in the school

Criteria 3: A Focus on Continuous Improvement

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

A quality charter school . . .

- Uses information sources, data collection, and data analysis strategies for self-examination and improvement
- Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction
- Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter
- Uses student assessment results to improve curriculum and instruction
- Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement

Is the School an Effective, Viable Organization?

Criteria 4: Responsible Governance

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

A quality charter school board and administration . . .

- Ensure that policies are implemented in a fair and consistent manner
- Monitor the trends, issues, and potential changes in the environment in which charter schools operate
- Seek input from impacted stakeholders
- Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter
- Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status

Criteria 5: Fiscal Accountability

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

A quality charter school . . .

- Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability
- Conducts an annual financial audit which is made public
- Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely
- Ensures financial resources are directly related to the school's purpose: student achievement of learning goals

ATTACHMENT III: CHARTER SCHOOL RENEWAL QUALITY REVIEW

Oakland Unified School District



Charter Renewal Site Visit Review Report

Berkley Maynard Academy

**6200 San Pablo Avenue
Oakland
CA 94603**

Director: Christine Landry

Dates of review: November 3 – 4, 2009

Lead Reviewer: Renee Middleton

Cambridge Education (LLC)

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

School Strengths
School Challenges

Part 3: Main findings

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

Part 4: School Quality Criteria Summary

Part 1: The School Context

Information about the school

Berkley Maynard Academy (BMA) was founded in 2005 by the Aspire Public Schools Charter Management Organization (CMO). BMA serves students in the kindergarten through grade 7 age range, expanding to include grade 8 in the coming 2010 school year. In 2008, the Aspire Charter Management Organization (CMO) decided that BMA would better serve middle school aged students rather than moving them to the CalPrep Academy that currently serves older students.

The school enrolls 454 students, comprising 57 percent African-American, 25 percent Hispanic/Latino, 1.3 percent Asian, and 0.6 percent White. Twenty-one (21%) percent of the student population is designated English learners (EL). Five percent (5%) of the students at the school have special needs with disabilities. Seventy-two percent (72%) of students are entitled to a free or reduced lunch, which is comparable to that of similar schools. The student attendance rate is 97.2 percent which is above the State and similar school averages.

BMA achieved a significant 50 point gain in its 2009 Academic Performance Index (API) growth from 767 to 817. The school met its 2009 Adequate Yearly both school wide and for all subgroups in English language arts (ELA) and mathematics. In 2009, the school achieved a statewide ranking of 5 and it is ranked 10 among similar schools

Part 2: Overview

School Strengths

- The principal demonstrates an unwavering determination to ensure the academic and personal growth of the students.
- In 2008/2009 the school made Adequate Yearly Progress (AYP) with significant growth in its Academic Performance Index (API).
- The teachers work collegially to achieve the school's mission and the principal's vision for the school's sustained improvement.
- The cycle of inquiry (COI) supports teachers' analysis of data to inform planning, to monitor their students' progress, and to impact learning.
- The school has positive links with health services and community partners to support students and their families holistically.
- Most students are self-disciplined and well-behaved while clear and consistent staff actions ensure that students are guided through the cooperation, assertiveness, responsibility, empathy and self-control or C.A.R.E.S principles.
- Students feel secure in turning to adults and peers for support and guidance.
- Parents value the effective two-way communication that they have with the school which enables them to feel well informed about their child's progress.
- The school adequately fulfills its fiscal responsibilities for the use of public funds and in maintaining publicly accessible records.

School Challenges:

- The school's does not provide the breadth and balance of the curricula for science and social studies especially in the upper grades.
- The school has not implemented a parent advisory governance structure.
- The school leadership has not articulated its rationale and the plan for single gender classes in the upper grades in consultation with the board of directors.
- The school has not formalized a school action plan which clearly articulates measurable and realistic goals, including interim measures of the school's objectives.
- There is a lack of consistency, effectiveness, and rigor in the delivery of instructional program in the upper grades.

Part 3: Main Findings

Overall Evaluation:

This school is proficient with underdeveloped features.

Is the School An Academic Success?

Berkley Maynard Academy maintains high academic and behavioral expectations for its students, and most of its students reach these expectations demonstrated in the school achieving an Academic Performance Index (API) growth of 50 points from 767 to 817. The school met its 2009 AYP targets school-wide and for all subgroups in ELA and mathematics. Ninety-nine (99%) percent of children in kindergarten and 88 percent of grade 1 students ended the 2008-09 school year reading at or above grade level as tested in the Developmental Reading Assessments (DRA). Compared to the 2008 state test results, grade 2 students achieved 60 percent and 59 percent improving their results in the 2009 California State Tests (CST) English language arts (ELA) and mathematics tests respectively. In grades 3 through 5, students make good progress and improve their ELA skills, including English learners (EL) through the school's extensive literacy support in reading and writing. The outcome from the 2009 State science test results, however, show few grade 5 students achieving above basic levels (21 percent proficiency and above). The school has added scientific inquiry resources this year to support students further with improving learning impact seen among the younger children.

The school has designated that grade 6 and 7 core subjects be taught in single gender classes. The school leadership has based its decision for this type of group on research. The grade 6 and 7 girls respond better in the single gender setting. Grade 6 and 7 boys, on the other hand, vary in how well they learn, work independently, and behave. The quality of instruction impacts these outcomes as there is a lack of consistency, effectiveness, and rigor in the delivery of instructional program in these upper grades. The rationale and school leadership's plan to expand single gender classes into grade 8 next years has not included discussions and approval of the Board of Directors. Review observations indicate that the student achievement and behavior in these circumstances are more reliant on the quality of instruction than gender factors that impact learning.

Is the School an Effective, Viable Organization?

The organizational management at BMA is adequate, so that the school functions efficiently on a day-to-day basis. The principal provides good leadership and is supported well by the school's leadership team. Together, they successfully focus on improving the quality of the school's work, with particular focus on student achievement and the quality of their classroom experiences. Parents and staff support the decisions and changes made by the school leadership and charter management organization (CMO). They appreciate the fact that the principal is caring and very approachable. BMA's fiscal practices, facilities, and operational systems ensure that material resources are standards-based and most teachers are experienced to promote students' academic achievement. The school does not have experienced middle school teachers with the expertise needed to effectively deliver the middle school curriculum. As a result, the school does not offer the breadth and balance of the curricula for the science and social studies. The school's finances are in good standing with close scrutiny and monitoring processes in place for overview by the principal and CMO officers, as evidenced by a clear audit. There is a good level of financial expertise within the CMO to support the school leadership.

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

The Board of Directors is well-aware of its roles and responsibilities governed by its bylaws with policies and practice fairly implemented. However, the school does not have an advisory school

council (ASC) with the representation of parents, teachers, and the wider community to guarantee effective practice with respect to school's charter alignment to ensure that stakeholders are represented in decision making. The school's policies fully address the diversity of the students and the need for equity. The school leadership and staff are diligent in raising cultural awareness in the classroom, reflected in practice and resource materials. In alignment with the school's charter and Aspire core principles, the school implements the differentiated instructional model. This is demonstrated by using grouped centers and varied learning activities to deliver a standards-based curriculum. Students are assessed constantly through individual teacher assessments, Aspire-wide benchmark assessments, the school's own assessments, and by the state standardized tests. In meeting the school's agreed goals, there are good structures for collaboration and planning. Teachers plan lessons collaboratively and use data with some variance in how effectively teachers' use of a range of data to inform and differentiate lessons to meet all students' needs fully. A few teachers, especially in the upper grades, do not implement with consistency, rigorous paced lessons and effective practice. Most teachers have developed strategies to assist students in developing their higher order thinking skills. The school maintains a safe and secure environment, which is supportive and enables learning. Expectations of student progress are becoming more consistently high and the curriculum and extra-curricular opportunities provide many avenues for students with diverse interests and needs to progress in their learning.

Criterion 1: Improving Student Achievement

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

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

BMA has made significant API growth in 2009 to bring student performance in line with state results. Children in kindergarten make good progress in learning to read, write, and count. Most students in kindergarten to grade 2 and those students in grades 4 and 5 reach expected goals in ELA and mathematics. There is a whole school focus on expository writing and reading comprehension that has made the most significant impact in the lower grades. Students' writing is not only developing in line with state and similar schools, but they speak and write about the relevance of going to college as part of their 'hopes and dreams.' The state test results for 2009 indicate that 35 percent of grade 3 achieved proficiency in ELA and 63 percent mathematics. Few grade 5 (21%) met this year's state averages or above in science. The school has put in place effective strategies to meet the full range of abilities and needs of students, including those students who are English learners and those with special educational needs. As shown in the recent academic results of the younger students, the school is effectively closing the achievement gap for most students although the achievement gap of African American boys remains a challenge. The school leadership has taken steps to split the grades 6 and 7 classes by single gender in an attempt to improve student learning and behavior. The girls respond well to learning in these settings. Grade 6 and 7 boys, on the other hand, vary in how well they learn, work independently, and behave. The quality of instruction impacts these outcomes as there is a lack of consistency, effectiveness, and rigor in the delivery of instructional program in these upper grades.

The teachers are supported by the leadership team, through intense professional development and by standards-based literacy and math resources to enhance students' learning and to impact the quality of instruction. As a result, teaching is generally good in kindergarten through grade 5, with the best practice providing good opportunities for students to improve their learning and to think critically. In the more effective teaching, teachers' assessments are standards-based and groupings are flexible to address students' next stages of learning. With the exception of science and social studies, the BMA curriculum clearly identifies essential skills and knowledge to move students' learning forward with rigor and good pacing. The BMA curriculum otherwise is structured in a coherent grad-by-grade sequence, scaffolding language and mathematics skills with assessment effectively implemented to support students' mastery. This is best exemplified in the ELA and math curriculum mapping and implementation. The school provides a basic physical education program and art in addition to the core academic subjects. Technology is used well to enhance learning for targeted groups of students through the Read 180 program, but the use of computers in the context of classroom learning is less evident.

The youngest students show a high level of enthusiasm for their learning across the curriculum, reflected in their positive responses in lessons and their diligent efforts to learn more and to do well. In contrast, the behavior of the older students, especially the boys can be challenging. The school's deans work positively with students and most teachers effectively implement the school's whole school C.A.R.E.S (cooperation, assertiveness, responsibility, empathy and self-control) principles. The school makes a concerted effort to address the well-being of the students and policies are effectively implemented and student behavior monitored to sustain students taking responsibility. The school has a 97.2 percent attendance rate which is above State averages and that of similar schools. The school has ample space conducive to learning with welcoming and well-resourced classrooms. There is good maintenance and security of the school site ensuring the safety of students, including rigorous emergency procedures and crisis plans.

The school had developed effective systems for ensuring that parents receive consistent and clear communication on a regular basis through frequent newsletters, workshops, and events to draw parents into the life of the school. Parents and students are clear that the school expects its students to be prepared for and to go to college. Parents praise the availability of the principal, teachers, and office staff for their attention to their children's needs. While the school's vision and mission are clearly communicated to all stakeholders, the school leadership recognizes the need for parents to be more active as part of the school's support system. Few parents actively engage in the daily life of the school to have an explicit role in monitoring and using assessment data relating to their own children's progress and achievement.

Criterion 2: Strong Leadership

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

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

The principal and her school leadership team foster learning and have enabled the establishment of a strong professional learning community. The principal adheres to high standards for academic achievement and behavior which drive the culture to positively impact on learning in most classrooms. The school leaders have worked extensively to support teachers and to improve their pedagogy in line with the Aspire instructional model and principles. The principal is yet to implement a formal monitoring and evaluation of the school's programs, especially in the development of the school improvement plans. The school leadership is still working to establish success in developing further positive student behavior in grades 6 and 7, especially among the boys through the responsive classroom model. In turn, students know what is expected of them. The school's C.A.R.E.S. principles are helping students become more aware of peer relationships and the impact of their own behavior. With the diligence of the principal, deans, leadership team and most teachers, students take responsibility for their behavior and learn well. In the upper grades, however, there is a lack of rigor and varied classroom management to provide opportunities for students to consistently demonstrate the C.A.R.E.S principles.

There are good systems implemented for the management of student information and assessment data. The school administers the mandated State tests and carries out its own interim assessments. Instruction is data driven, with modifications made in response to student performance. The Aspire CMO provides the school with a comprehensive summary of its annual Standardized Testing and Reporting (STAR) data, outlining trends and disaggregated significant subgroup performance. The school principal shares analysis of this information with the teachers. The school leadership establishes maintains regular teacher collaboration on the master schedule and in principle to improve instruction and student learning. To ensure that teachers understand and adhere to the high expectation set by the school, there is weekly professional development (PD) led by principal. The foci of the PD are based on the principal's regular visits classrooms. The principal and school leaders promote instructional effectiveness and increasingly raised expectations through the weekly professional development, peer observations, and through shared strategies although the lesson observations lack the principal's more routinely formal feedback to teachers. Teachers regularly meet with the school leadership team for curriculum planning and for the analysis of data in a cycle

of inquiry. The teachers express that they are given a degree of flexibility within the established Aspire model and value the opportunities to work together in teams.

The principal and her staff respect the diversity of their students, parents, and community. The school has little student attrition. Explicit celebration of the school's ethnic diversity and cultural sensitivity takes place to raise student, staff, and parent awareness of the school as part of a global community as evident in the cultural diversity in classroom reading material and explicit displays, posters, and information in Spanish or other ethnic representations. The school has clear and open enrollment procedures, with an adopted public lottery policy. The school has positive links with health services and community partners to support students and their families holistically. Further steps are being taken by the principal to productively engage a greater number of the community members and partners as part of the school's support system, as exemplified by the effective contributions of volunteers who regularly come into school to support students' reading. This is making an impact on raising students' interest in books and in improving their reading skills. However, strategies for school improvement are not formalized in a school action plan with the school's priorities addressed through measurable goals.

Criterion 3: A Focus on Continuous Improvement

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

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

The BMA school leadership and teachers use a variety of student assessments, which include their own classroom assessments, Aspire-wide benchmark assessments, school interim assessments, and the state standardized tests are used to assess how well students are achieving and in devising intervention strategies for those students in need of academic support. The results of these assessments are collected regularly; and formal, structured time is set aside for grade-level teachers to review student achievement data and to discuss lessons. The teachers regularly engage in a cycle of inquiry (COI) discussions in which the school teaching community pull out trends and evidence in student achievement overall. In most cases, adjustments to the teachers' planning are made based on the information collected. Specific instructional strategies or skills focus areas are then developed and applied within and across grade-levels based on this analysis. The school has formal systems for reviewing data through a cycle of inquiry process. Teachers report that the availability of data for analysis has been helpful and that the collaborative planning has been effective in planning learning activities and in providing consistency across each grade-level. Teachers also share the results of student achievement data with parents at conferences.

The principal, leadership team and teachers regularly review how they assess students and collect data to better understand the performance levels of their students. Teachers have developed rubrics to help them understand the levels of students work and they have improved how this is communicated to students who currently are not always clear as to what skills they need to develop and the steps they need to take in their next stages of learning. The teachers are developing the instructional strategies they need to improve student performance. Teachers group their students based on their prior knowledge and understanding with good opportunities to differentiate group tasks to address students' varied needs, regularly conferring with students to track their progress through subject content and skill-based assessment. For those students who fall behind or require support, the school generally implements effective strategies to address their needs, such as targeted reading groups and support of assistants or volunteers. Teachers adapt their approaches to address individual needs, such as, flexible grouping which is deliberate to facilitate intense focus on areas that need improvement. The school has not used this information to formalize a school action plan. Thus, the school's priorities are not addressed through explicit and measurable goals. There are few interim measures of the school's effectiveness in strategies and actions implemented to raise student achievement, especially in the upper grades.

Criterion 4: Criterion 4: Responsible Governance

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

This area of the school's work is proficient.

The Aspire CMO governance of the school is aware of the school's needs and effectively carries out data analysis and monitoring of CST and interim assessment of students' academic results. The Board identifies key priorities and primarily liaises with the CMO management team in providing a clear mission for the Aspire schools. There are clearly defined complaint and conflict resolution procedures which are documented and accessible. There are adopted set of bylaws which include policies for meeting protocols, procedures, and formal financial systems within the school. Policies and procedures have been developed and duly adhered to, as noted in board minutes. The Aspire CMO thoroughly monitors the likelihood of any board members' conflict of interest. The school leadership works close with the Aspire CMO to ensure that information and professional development opportunities are provided relating to charter operations and laws. However, the school-site governance is less rigorous. The school does not have an operational on-site Advisory School Council to meet the requirements of the charter petition, lacking representation of parent and members of the community on in its committees.

The Board receives monthly fiscal reports and CMO updates. There are rigorous legal and financial structures delineated in the CMO to ensure that the board effectively carries out its duties. Yet, the school leadership has not articulated its rationale and the plan for single gender classes in the upper grades in consultation with the board of directors. The budget is adopted according to the district requirements and interim reports created in a timely manner. However, the Board does not receive regular updates regarding the school's strategic plans and actions. There has been a lack of consultation between the Board, the school leadership, and the CMO regarding the impact of school's strategies for changes to single gender classes in grades 6 and 7, expanding to grade 8.

Criterion 5: Fiscal Accountability

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

This area of the school's work is proficient.

The Aspire CMO provides an effective financial overview of the school and recent audits indicate that the finances are secure. For example, the CMO provides the principal with a comprehensive set of fiscal policies governing the fiduciary responsibilities within the school. In turn, the school aligns its mission and vision with fiscal policies and procedures. The school is in full compliance with financial reporting and management with long range budget projections and grant development strategies, helping the school to rectify its \$194K deficits, balanced by the Aspire reserves. The principal receives updates and timely budgetary information and demonstrates her involvement in monitoring the working budget accordingly. Her budgetary awareness and monitoring allows the school to support student learning sufficiently through adequate classroom resources and academic staffing support. Ongoing financial management practices are comprehensive and transparent. Good communication ensures the school's fiscal integrity and sustainability. The school supports an environment conducive to student learning by maintaining a spacious and accommodating facility. This allows for the flexible use of space for varied student groupings. The budget is well-managed to provide necessary classroom resources and supplies within a clean and safe school site. Although the principal carefully aligns the budget to address priorities for raising student achievement, there is no short-term or long-term strategic action plan that measures the effectiveness of the school's actions.

Internal controls are deeply embedded in the school's financial systems and procedures. Communication is maintained with the authorizers and district policies. Regardless of where the Aspire documents reside, it is clear that internal controls are deeply embedded in the support the principal receives from the CMO to help her understanding of fiscal matters. Annual audits are available and transparent for OUSD and the public to be aware of the school's financial status. The most recent audit indicates that the school is in compliance with all of the district's required

documentation demonstrating the leadership's strong commitment to ensuring that finances support the drive to achieve the school's mission and goals. The school has not established an Advisory School Council to help the school align its governance to its charter and in creating decision-making opportunities for parents and the community in the school's development, budget planning and review processes.

School name: Berkley Maynard Academy

School Quality Review- Berkley Maynard Academy (BMA)	5	4	3	2	1
Overall evaluation score		X			

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

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

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

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

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