



TO: Board of Education
FROM: Gary Yee, Ed.D., Superintendent
Silke Bradford, Ed.D., Director-Quality Diverse Providers
DATE: February 12, 2014
RE: Aspire Monarch Charter Renewal Request

Legislative File
File ID No.: 13-2795
Introduction Date: 11/20/13
Enactment No.: _____
Enactment Date: _____
By: _____

ACTION REQUESTED:

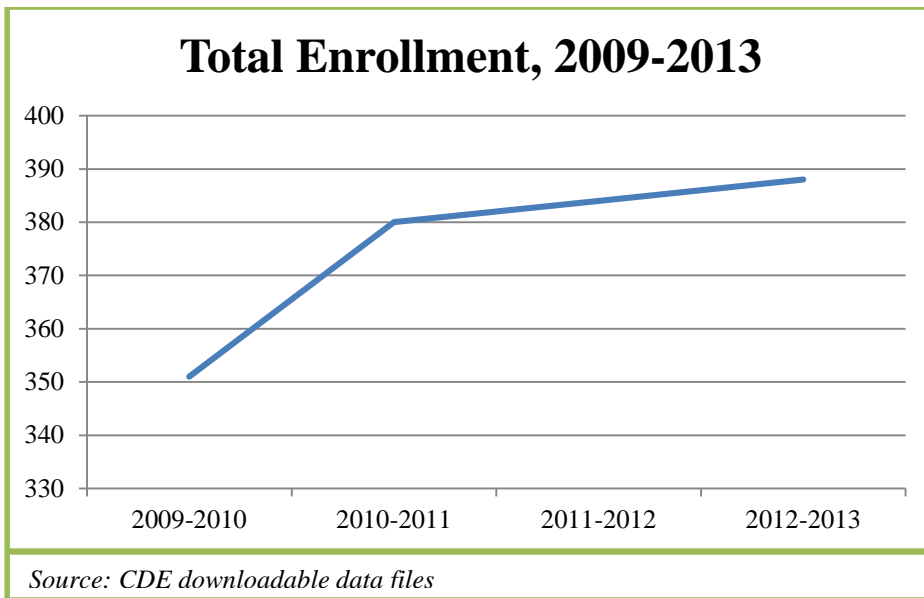
Approve Aspire Monarch Academy charter renewal because the charter school has met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605(b)(5), which governs charter school renewals. The findings outlined in this report provide evidence that petitioners have met the standards and expectations for charter renewal, and that the petitioners are therefore demonstrably likely to successfully implement the program as set forth in the petition.

BACKGROUND:

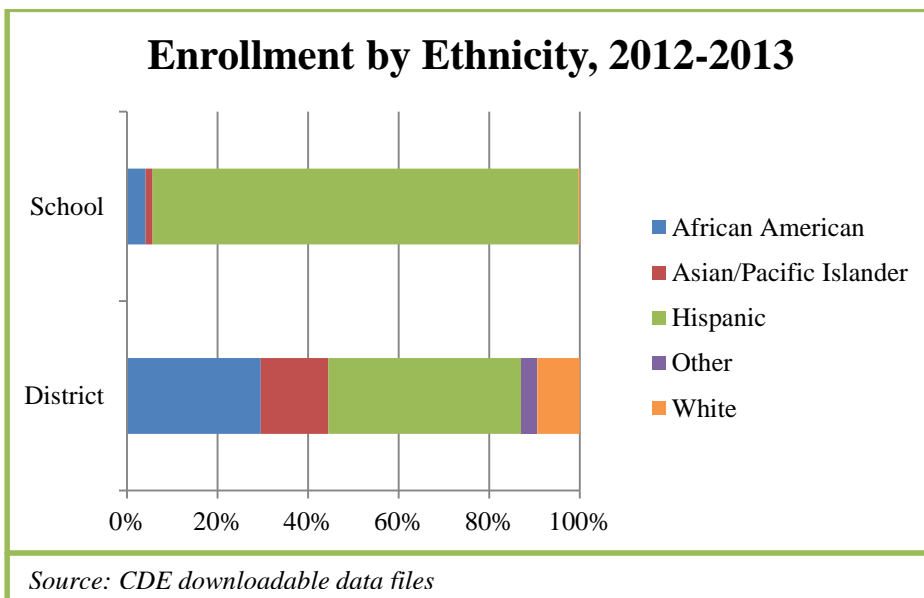
I. School Description and Key Program Elements:

Opening Year	1999	Grades	K-5
Current Term	2009-2014	Attendance Area	East Oakland
Renewal Date	July 1, 2014	Board District	District 7
New Term	2014-2019	CMO	Aspire Public Schools
Program Improvement	Year 2		

The following graph illustrates that Monarch enrollment numbers have increased from 351 students to 384 during the term of the charter (Source: CDE Data). The school has had a waiting list at every year/grade level ranging from 27 to 123 students.



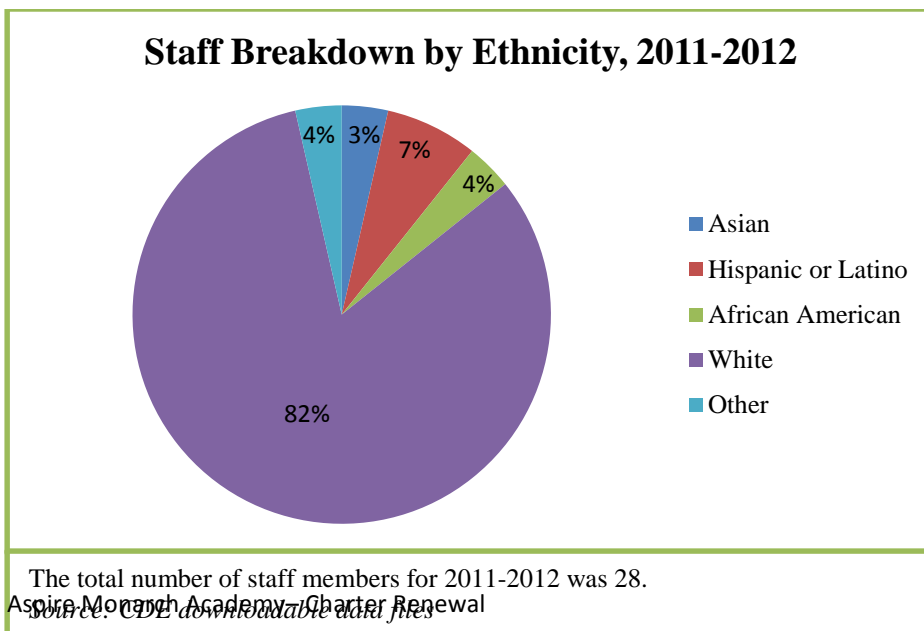
A comparison between Monarch’s and the District’s enrollment demographics are as follows:



Monarch’s detailed demographic data overtime is represented in the chart below. The student population is 94% Hispanic. Efforts have been made to recruit African American families and in the past year there were small gains made. For sixty six available kindergarten spaces for 2013-2014 school year, 13 applications were submitted by African American families; up from eight applications the previous year.

	2009-2010	2010-2011	2011-2012	2012-2013
Total Enrollment	351	380	384	388
Ethnicity				
African American	26	26	24	16
	7.41%	6.84%	6.25%	4.12%
Asian/Pacific Islander	2	3	5	6
	0.57%	0.79%	1.30%	1.55%
Latino	322	348	353	365
	91.74%	91.58%	91.93%	94.07%
Other	1	2	1	0
	0.28%	0.53%	0.26%	0.00%
White	0	1	1	1
	0.00%	0.26%	0.26%	0.26%
Socioeconomically Disadvantaged				
	326	354	374	364
	92.88%	93.16%	97.40%	93.81%
English Fluency				
EL	269		261	280
	76.64%		67.97%	72.16%

The pie chart below represents the most recent demographic information available of the Monarch Staff:



Program Summary:

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

“The School’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 providing students a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become self-motivated, competent, voracious, adept and life-long learners, the School will prepare them not only for college but also for the 21st Century world.”

School Mission: (Excerpt from the NEW charter petition)

“The School’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.”

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

“The School is structured to support high student achievement by creating many personalized learning opportunities, with smaller school and class sizes and more time in the school day for learning.”

Also including elements such as:

- Classroom Looping
- Summer School and Intersessions

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

“The School’s educational program is designed to give students the content knowledge and habits of mind necessary to face the challenges of the 21st century. The Common Core State Standards (“CCSS”) drive the instruction of all Aspire charter schools by providing the road map of what students need to know.”

“Aspire has created Instructional Guidelines in math, language arts, science and humanities, that spell out the frequency and purpose for each type of instruction. These instructional strategies are well-aligned to the deep understanding required by the Common Core State Standards. The Instructional Guidelines will be revised annually as more is learned about effectively implementing the CCSS.”

Also including elements such as:

- Small Class Sizes/School Size
- Looped Grouping
- Longer School Day/Year

GOVERNING LAW:

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

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

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

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

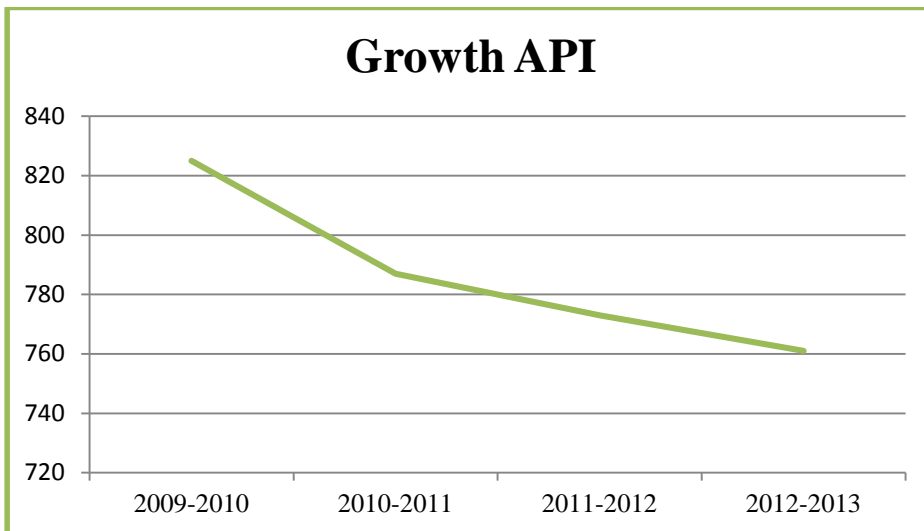
II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

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

STATUTORY RENEWAL THRESHOLD	Y/N
1. API Growth Target:	
Did school attain API Growth Target in prior year?	N
Did school attain API Growth Target in two of last three years?	N
Did school attain API Growth Target in the aggregate of the prior three years?	N
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	N
Is the school ranked 4 or higher on API in two of last three years?	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

API Growth Target and AYP Criteria Performance

	2009-2010	2010-2011	2011-2012	2012-2013
API				
Growth API	825	787	773	761
Growth target met?	Yes	No	No	No
AYP				
AYP Met?	Yes	No	No	No
Number of AYP Criteria Met	17 out of 17	13 out of 17	9 out of 17	8 out of 17
PI Status	Not in PI	Not in PI	Not in PI	In PI



API Rankings

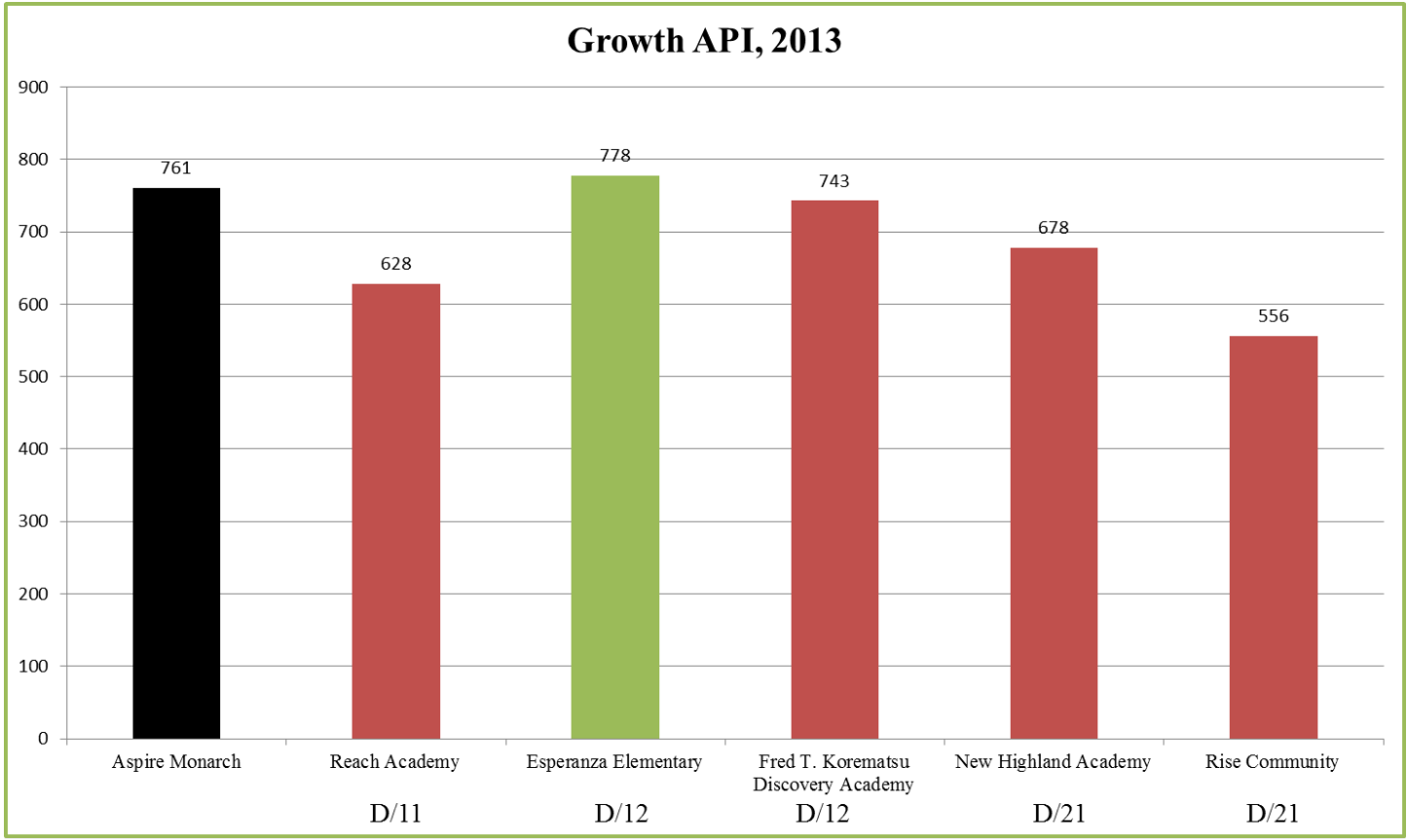
The table below shows the most recent CDE school rankings for Monarch. There has been a steady decline in both test scores and rankings.

	Statewide Rank	Similar Schools Rank
2010	7	10
2011	4	7
2012	3	4

Source: CDE downloadable data files

API Performance for District/Charter Schools Within Walking Distance

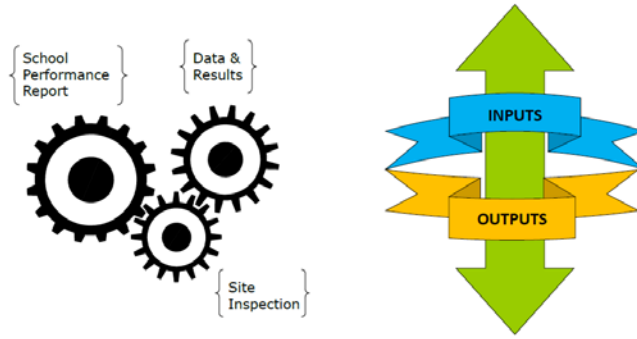
The graph below illustrates the API performance of Monarch (black bar) and schools in the surrounding neighborhood. Monarch outperforms all schools (red bars), except one (green bar), within walking distance (one mile radius) of the site.



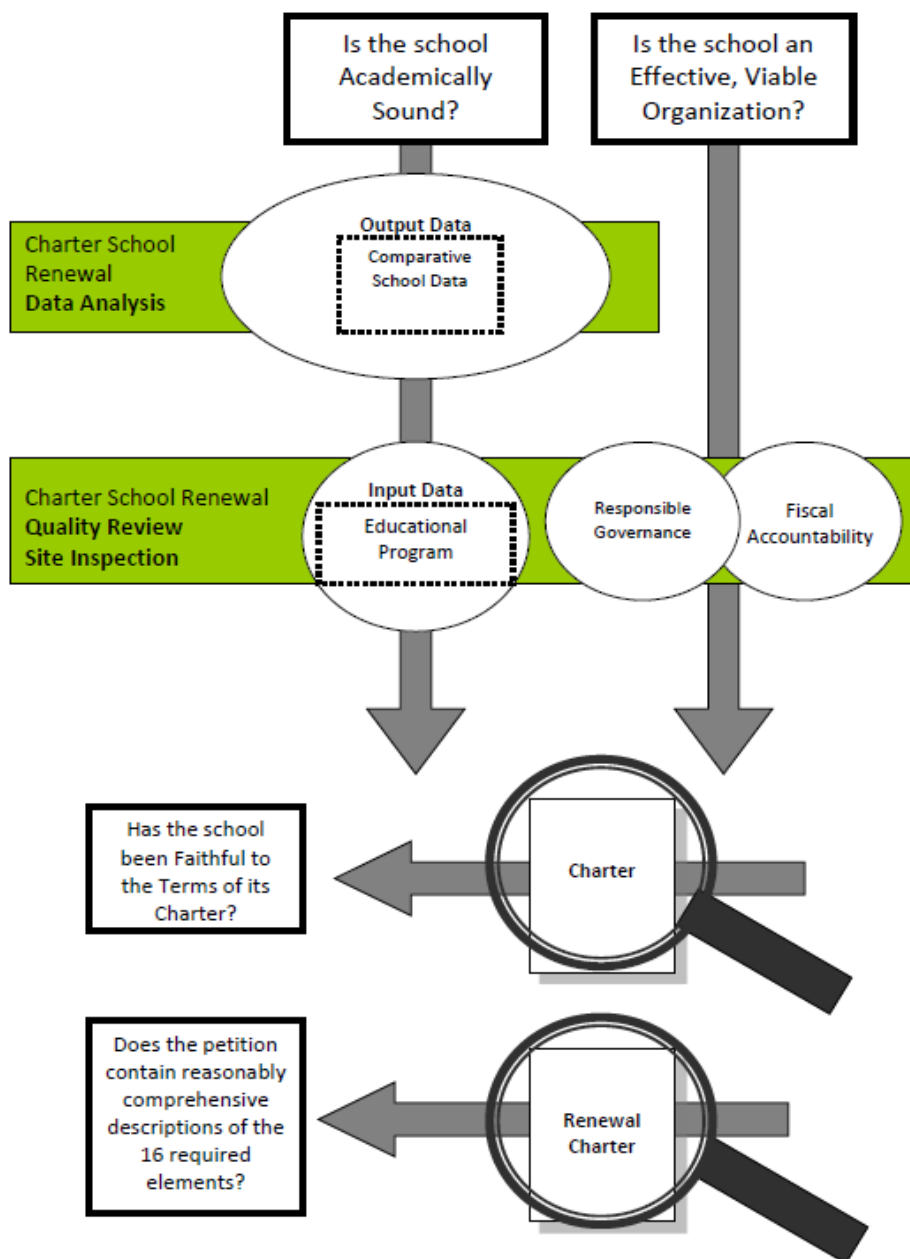
*The values along the bottom of the chart indicate if it is a charter (“C”) or district (“D”) school and measure the walking distance in minutes from Aspire Monarch Academy to each respective school. These values were found using Google Maps.

Source: CDE downloadable data files

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



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



PLEASE NOTE:

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

Renewal Standard I: Is the school academically sound?

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

16	Measurable Pupil Outcomes	Instrument	Target
	Students will demonstrate skills of cooperation, assertiveness, responsibility, empathy, and self-control.	Attendance rate	3x a year Annual Goal 95% ADA 13-14 P1 ADA= 97.46%
Met			
13	Measurable Pupil Outcomes	Instrument	Target
	Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in 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	California Standards Test (2-5)	1x a year Proficiency Goal Annual Goal 09-10 30% 10-11 40% 11-12 50% 12-13 55% 13-14 60% 12-13 Results= 58.75%
Met			
2	Measurable Pupil Outcomes	Instrument	Target
	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.	Aspire's standards-based reading assessment (2-5)	3x a year Proficiency Goal 80% correct Annual Goal 09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
Substantial Progress			

5	Measurable Pupil Outcomes	Instrument	Target
	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.	California Standards Test (2-5)	1x a year Proficiency Goal Proficiency Annual Goal 09-10 30% 10-11 40% 11-12 50% 12-13 55% 13-14 60%
Substantial Progress			
10	Measurable Pupil Outcomes	Instrument	Target
	Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in 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.	Aspire's standards-based math assessment (K-5)	3x a year Proficiency Goal 90% correct Annual Goal 09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
Not Met			

3	Measurable Pupil Outcomes	Instrument	Target
	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.	Aspire's standards-based multiple choice writing assessment (2-5)	2x a year Proficiency Goal 90% correct Annual Goal 09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
No Data			
4	Measurable Pupil Outcomes	Instrument	Target

	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.	Aspire's standards-based writing assessment (2-5)	2x a year Proficiency Goal 3 out of a 4 point rubric Annual Goal 09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
No Data			
6,9, 12, 15 & 17	Measurable Pupil Outcomes	Instrument	Target
	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.	Standards-based report card (K-5)	3x a year Proficiency Goal 3 out of 4 Annual Goal 09-10 65% 10-11 70% 11-12 75% 12-13 80% 13-14 80%
No Data			
7	Measurable Pupil Outcomes	Instrument	Target
	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.	School-developed interim assessments	One per unit Proficiency Goal 90% correct Annual Goal 09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
No Data			
8	Measurable Pupil Outcomes	Instrument	Target

	Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to 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-5)	One per unit Proficiency Goal Mastery based on unit specific rubric/passing score on test Annual Goal 09-10 75% 10-11 80% 11-12 85% 12-13 90% 13-14 90%
No Data			
11	Measurable Pupil Outcomes	Instrument	Target
	Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in 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.	Math Assessment Collaborative problem solving assessment (2-5)	1x a year Proficiency Goal 90% correct Annual Goal 09-10 60% 10-11 70% 11-12 75% 12-13 80% 13-14 85%
No Data			
14	Measurable Pupil Outcomes	Instrument	Target
	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)	1 per unit Proficiency Goal Master based on unit specific rubric Annual Goal 09-10 75% 10-11 80% 11-12 85% 12-13 90% 13-14 90%
No Data			

MPO Summary	Total
Met	2
Substantial Progress	2
Not Met	1
No Data	7

Substantial Progress Thresholds

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

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

Monarch did not collect data in 2013-2014 for the seven categories of the MPOs they set for 2009-2014. Much of the missing MPO data was related to the standards based report card measurements. The explanation provided for why all report card related MPOs did not have data is as follows:

“The report card lists the standards for each of the subject areas the student is learning: Language Arts, Math, Science, Social Studies, Behavior, Performing Arts, and PE. The standard names what your child should know or be able to do well by the end of the year.

By looking at the student’s work, the teacher has determined whether he/she is on track to reach the standard by the end of the year. If the student can already go beyond what the standard describes, the student received a 4. If he/she has mastered the standard, he/she received a 3. If he/she still has not mastered the standard, but is near reaching it, he/she received a 2. If he/she is far below where he/she should be to reach the standard at the end of the year, he/she received a 1.

Currently, Aspire does not have a merged system that can readily calculate this in grades K-5th. We are working to change this.”

The explanation as to why the MPOs related to content assessments for 2013-2014 did not have data, is because the assessments were not given as they needed to be modified in the transition to Common Core.

Monarch MPO trends include exceeding their 95% attendance goal by achieving 97.5% in P1 of 2013-2014. In addition, at least half of the grade levels met performance goals related to CSTs and the internal reading assessment.

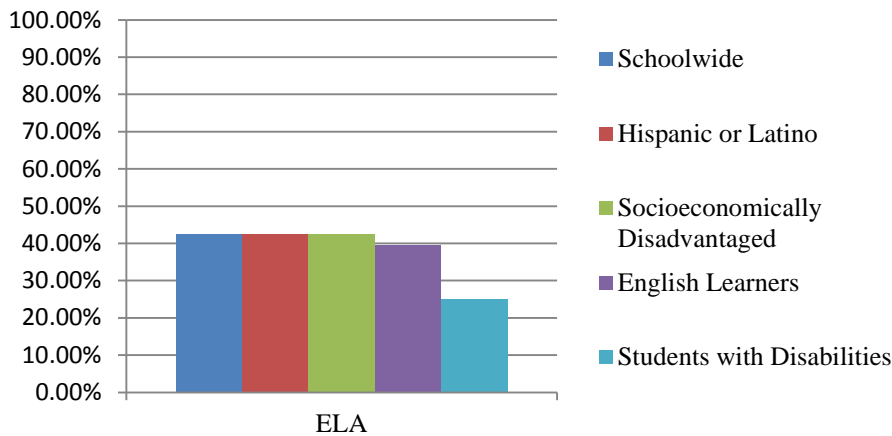
2103 STAR Testing Performance Disaggregated By Student Demographics

The table and graphs below provides an overview of ELA and Math API performance disaggregated by race, socioeconomic status, English Learner status, and students with disabilities. The only groups considered statistically significant (i.e. 50 or more students) are highlighted in red as having not met the Adequate Yearly Progress (AYP) goals as set by the state of California.

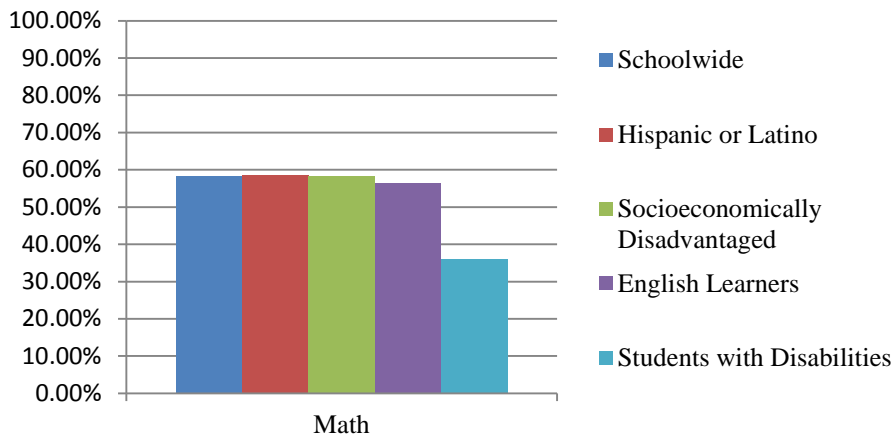
2013	ELA				Math			
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria
Schoolwide	249	106	42.60%	No	250	146	58.40%	No
Hispanic or Latino	238	101	42.40%	No	239	140	58.60%	No
Socioeconomically Disadvantaged	236	100	42.40%	No	237	138	58.20%	No
English Learners	223	88	39.50%	No	224	126	56.30%	No
Students with Disabilities	24	6	25.00%	--	25	9	36.00%	--

Source: CDE downloadable data files

CST Performance, 2013



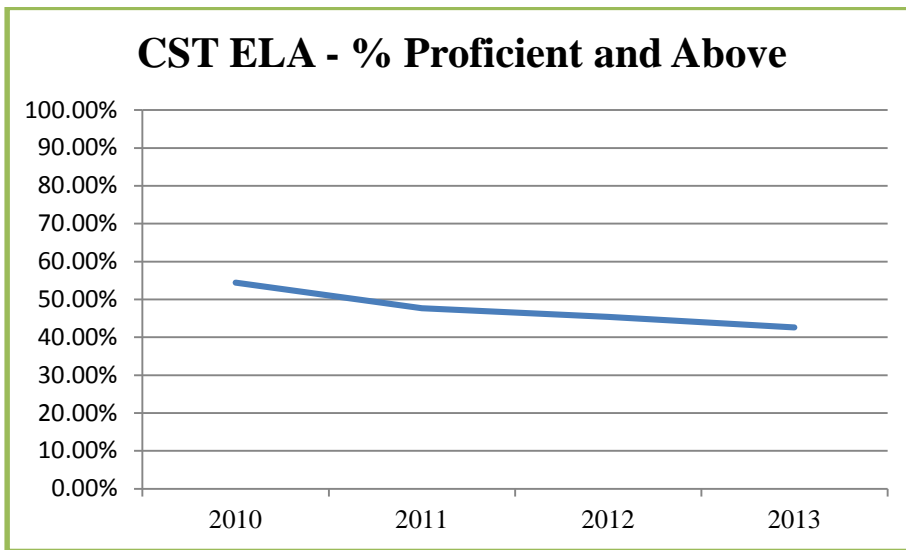
CST Performance, 2013



CST English Language Arts (Performance Over Time)

The table and graph below show that Monarch has had a decrease in the number of students scoring at or above grade level (proficient or advanced) on the ELA CST from 54% to 42.6% (11.4% decrease in four years).

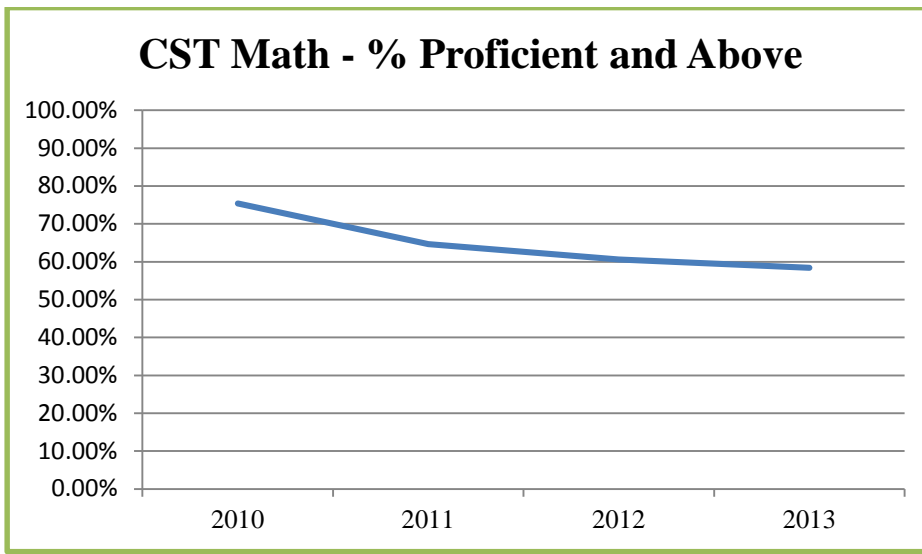
Aspire Monarch - ELA	
Year	Proficient/Advanced
2010	54.40%
2011	47.70%
2012	45.40%
2013	42.60%



CST Mathematics (Performance Over Time)

The table and graph below show that Monarch has had a decrease in the number of students scoring at or above grade level (proficient or advanced) on the Math CST from 75.4% to 58.4% (17% decrease in four years).

Aspire Monarch - Math	
Year	Proficient/Advanced
2010	75.40%
2011	64.70%
2012	60.60%
2013	58.40%



API Comparison Schools Data (Performance Over Time)

The chart below provides an overview of the API scores of Monarch and district/charter schools over time, with the last column representing the average API score from 2010-2013. Monarch's average API score is higher than that of all but one district school and one charter school. Despite Monarch's declining performance over time, the school still outperforms all but one comparison district school in the 2012-2013 CST administration.

School	Grades	2010	2011	2012	2013	Average
Hoover Elementary	K-5	703	705	709	705	698.8
Reems (Ernestine C.) Academy of Technolo	K-8	707	709	699	711	709.6
New Highland Academy	K-5	735	738	719	678	711.4
Garfield Elementary	K-5	729	749	733	720	724.8
Markham Elementary	K-5	791	774	755	749	756.4
Aspire ERES Academy	K-8	695	765	812	833	776.25
Aspire Monarch Academy	K-5	825	787	773	761	784
Achieve Academy	4-5	789	819	795	833	804.8
Think College Now	K-5	859	847	825	849	845.6

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

CST ELA Percent Proficient or Advanced

School	Grades	2010	2011	2012	2013	Average
Hoover Elementary	K-5	28.3	30.4	30.7	31.7	30.275
New Highland Academy	K-5	33.7	34.7	33.1	25.4	31.725
Garfield Elementary	K-5	33.9	40.4	34.1	33	35.35
Reems (Ernestine C.) Academy of Technolo	K-8	35.7	38.2	34.6	38.6	36.775
Aspire ERES Academy	K-8	33.3	43.7	52	59.4	47.1
Aspire Monarch Academy	K-5	54.4	47.7	45.4	42.6	47.525
Markham Elementary	K-5	54.7	52.4	48	45.9	50.25
Achieve Academy	4-5	45.9	53.4	54.6	61.5	53.85
Think College Now	K-5	57.4	57	53	56.6	56

CST Math Percent Proficient or Advanced

School	Grades	2010	2011	2012	2013	Average
Reems (Ernestine C.) Academy of Technolo	K-8	33.9	38	33.9	35.3	35.275
New Highland Academy	K-5	59.1	56.8	47.7	42	51.4
Markham Elementary	K-5	58.3	63	48.5	43.3	53.275
Garfield Elementary	K-5	54.5	58.2	52.4	51.5	54.15
Hoover Elementary	K-5	57.1	57.2	55.6	46.7	54.15
Aspire ERES Academy	K-8	46.3	61.7	67.6	68.8	61.1
Aspire Monarch Academy	K-5	75.4	64.7	60.6	58.4	64.775
Achieve Academy	4-5	72.5	76.8	72.9	78.3	75.125
Think College Now	K-5	76.8	77.7	73.7	78.8	76.75

Renewal Approval Summary

The quality of the school's educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on 09/10/13 and 09/11/13 by the Office of Charter Schools Staff. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- Outperforms all eight district/charter schools within walking distance (except Esperanza API +17 pts.)
- High community interest and demand as evidenced by waiting lists every year/at each grade level ranging from 27 to 123 students
- Very high level of parent satisfaction with the school (Parent Survey: 2.88 on a 3 point scale)
- Declining test scores have led to CMO interventions such as:
 - Replacing school leadership in the Fall of 2013
 - "Focus School" status (increased supports and prioritization CMO wide)
 - Additional instructional coaches
- Tripled their SPED population (8%), hired additional staff, and increased RTI focus to accommodate student needs
- Robust data analysis platform

Challenges:

- Trend of declining academic performance
- Increasing the level/effectiveness of services to English Learners
- Diversifying the student body to reflect the demographics of Oakland
- Providing immediate intervention (specifically RTI Level 1) for students not making adequate academic progress
- Transitioning new leadership into transforming the school's instructional program/effectiveness through frequent classroom observations, targeted feedback to teachers, and aligned professional development
- Decreasing faculty attrition

Renewal Standard I:

Based on an analysis of Aspire Monarch Academy's performance outcomes, an evaluation of its educational program over the past four years, and improvement plans contained in the "Performance Report" (Appendix I of petition) the school is deemed **academically sound** for the purposes of renewal.

The school has met or made substantial progress towards meeting some of its Measurable Pupil Outcomes identified in its charter.

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

The effectiveness and viability of Aspire Monarch Academy has been evaluated, in part, through a two-day Site Inspection conducted on 09/10/13 and 09/11/13 by the Office of Charter Schools Staff. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- Aspire CMO provides effective support to the school in the following areas:
 - Governance
 - Fiscal Management/Budgeting
 - Human Resources/Staffing
 - Annual Survey of Parents

Challenges:

- None

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of Aspire Monarch Academy Fiscal Accountability and Governance over its recent charter term included:

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

Renewal Standard II:

Based on this analysis, Aspire Monarch Academy is deemed an effective, viable organization for the purposes of charter renewal.

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

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

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

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

Renewal Standard III:

Based on review of the school's records and performance, Aspire Monarch Academy is deemed to have been faithful to the terms of its charter.

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

SIXTEEN ELEMENTS TABLE

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

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

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

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

Renewal Standard IV:

Petition as submitted, with appendices, contains reasonably comprehensive descriptions of all required elements set forth in charter law.

Renewal Charter Term

Below is a summary of the plans presented in the new petition and performance report for Aspire Monarch Academy.

New Program Elements

“The School’s educational program is designed to give students the content knowledge and habits of mind necessary to face the challenges of the 21st century. The Common Core State Standards (“CCSS”) drive the instruction of all Aspire charter schools by providing the road map of what students need to know.”

“Aspire has created Instructional Guidelines in math, language arts, science and humanities, that spell out the frequency and purpose for each type of instruction. These instructional strategies are well-aligned to the deep understanding required by the Common Core State Standards. The Instructional Guidelines will be revised annually as more is learned about effectively implementing the CCSS.”

Plans for Improvement

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

- 1) Overall School Effectiveness Improvement Plans
 - “Providing excellent reading instruction, differentiated reading supports for students who are below or far below grade level and English Language Learners, and sophisticating our progress monitoring to allow for immediate course correction for students not demonstrating adequate progress. Additionally, working to decrease faculty attrition is a priority for our school.”
- 2) Student Achievement Improvement Plans
 - “Classroom reading instruction and differentiation needs improvement, as well as our ability to differentiate for ELLs. To this end, a highly qualified second part time literacy interventionist was hired to support struggling readers and supervise intervention aides this year. An intensive PD program of differentiated ELA instruction is already being implemented this year. Administrators will continue to provide mini-observation AIR rubric driven feedback this year at a rate of frequency well above the minimal organizational requirements.”
- 3) Quality of Instruction Improvement Plans
 - School wide End of Year reading data shows that students who began the year at or above grade level made progress, while students who began the year below grade level were not as likely to progress or, in some cases, regressed. The PD focus for 2013-14 is an intensive focus on Guided Reading and other prioritized components of ELA instruction, with a specific lens on differentiating for students reading below grade level and ELLs.
- 4) Use of Data Improvement Plans
 - “As stated above, we have to work on keeping our teachers from year to year so that our students have more consistency in their education and so that the cycle of improvement does not have to end prematurely and start again each fall.”

Demonstrably Likely to Successfully Implement Program

Aspire Monarch is demonstrably likely to successfully implement the program outlined in the petition, based upon evaluation of the school utilizing data/information from:

- Site Visit Observations and Interviews
- New Petition Review
- Performance Report Review

Evidence that suggests that Aspire Monarch will be successful in implementing improvements outlined in the Performance Report are as follows:

- Aspire CMO has increased support to the school in the form of:
 - Replacing school leadership in the Fall of 2013 with an experienced Aspire administrator
 - “Focus School” status (increased supports to leader/staff and operations prioritization CMO wide)
 - Additional instructional coaches
- High community interest and demand as evidenced by waiting lists every year/at each grade level ranging from 27 to 123 students
- Very high level of parent engagement and satisfaction with the school (Parent Survey: 2.88 on a 3 point scale)
- Robust data analysis platform
- Use of The College Ready Promise (TCRP or AIR) teacher evaluation tool with frequent observation/feedback and aligned professional development

Revised Measurable Pupil Outcomes (MPOs)

The revised MPOs are in alignment with state priorities (LCFF) and the introduction of the new statewide standardized testing measurements (SBAC).

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 **Aspire Monarch Academy, as revised per Attachment II**, 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 **Aspire Monarch 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, 2014 and expire on June 30, 2019. 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 **Aspire Monarch 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 SCHOOL RENEWAL QUALITY STANDARDS CRITERIA **ATTACHMENT II: CHARTER TEXT REVISIONS**

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

Making Consistent Judgments

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

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

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

Criteria 1: Improving Student Achievement

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

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
1.1	Demonstrates high expectations for student achievement	3	<ul style="list-style-type: none"> • Focus on intervention for ELs and students not making adequate progress (RTI) needs to continue
1.2	Provides a challenging and coherent curriculum for each individual student	3	<ul style="list-style-type: none"> • Declining test scores indicates that the curriculum and instruction is not meeting the needs of all students
1.3	Implements and directs learning experiences (consistent with the school’s purpose and charter) that actively engage students	3	
1.4	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	4	<ul style="list-style-type: none"> • Increased resources being sent to school because of “Focus School” status
1.5	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	5	<ul style="list-style-type: none"> • Parents and students expressed feeling safe and encouraged
1.6	Productively engages parental and community involvement as a part of the school’s student support system	5	<ul style="list-style-type: none"> • Parents are very active in school decision making; parent coordinator; teachers can be reached via email
1.7	Shares its vision among the school community and demonstrates its mission in daily action and practice	4	<ul style="list-style-type: none"> • College-going mission is clear and consistent amount students, families and staff
1.8	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school’s program evaluation process	5	<ul style="list-style-type: none"> • PowerSchool and student led conferences engage students/families

Criteria 2: Strong Leadership

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

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	5	<ul style="list-style-type: none"> • Daily morning assembly led by Principal and other staff
2.2	Consistently puts into practice the educational program outlined in its charter.	4	
2.3	Generates and sustains a school culture conducive to staff professional growth	3	<ul style="list-style-type: none"> • High teacher attrition
2.4	Actively monitors and evaluates the success of the school’s program	4	<ul style="list-style-type: none"> • Robust data collection and analysis; regular cycles of inquiry
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	4	
2.6	Treats all individuals with fairness, dignity and respect	5	
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	5	<ul style="list-style-type: none"> • Home Office effectively supports schools in maintaining compliance
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	5	
2.9	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4	<ul style="list-style-type: none"> • Needs diversification of the student body with the inclusion of an African American population reflective of Oakland demographics • Has a high SPED population as compared to most charter schools (8%)
2.10	Engages community involvement in the school	4	<ul style="list-style-type: none"> • Parents identified safety issue and mobilized with the assistance of the parent

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
			coordinator to conduct safety patrols around the perimeter of 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.

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	5	<ul style="list-style-type: none"> • Godzilla platform makes data collection and analysis efficient and effective
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	3	<ul style="list-style-type: none"> • No internal assessments tracking EL performance related to ELD standards • Increased DRA administrations in order to have another data point to use to make instructional decisions/modifications
3.3	Establishes both long and short term goals and plans for accomplishing the school’s mission as stated in its charter	3	<ul style="list-style-type: none"> • Transition in leadership will necessitate a “reset” to change the trajectory of performance
3.4	Uses student assessment results to improve curriculum and instruction	3	<ul style="list-style-type: none"> • Regular cycles of inquiry have proven ineffective in their present form
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	4	

Criteria 4: Responsible Governance

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

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.1	Ensure that policies and practices are implemented in a fair and consistent manner	5	
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	5	<ul style="list-style-type: none"> • Effective Board and Home Office management team
4.3	Seek input from impacted stakeholders	5	<ul style="list-style-type: none"> • Advisory School Council and parent surveys
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	3	<ul style="list-style-type: none"> • Needs to increase African American student population to reflect Oakland demographics
4.5	Actively engage the school’s authorizer in monitoring the school’s educational program and its fiscal status	5	
4.6	Establishes and maintains a safe environment for students, staff, and community stakeholders	4	<ul style="list-style-type: none"> • Safe and secure school campus; safety patrol around the perimeter due crimes against parents/students/staff
4.7	Consistently engages in timely reporting or required information to the District, the County, and the State	5	
4.8	Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders	4	<ul style="list-style-type: none"> • The combination of site and CMO leadership, coupled with parent input, seems to work as well as a distributed leadership model can as a CMO is at a distance by virtue of the structure
4.9	Maintains effective and active control of the charter school	4	<ul style="list-style-type: none"> • Board is attuned to finance and performance of network of schools; difficult to gauge level of individual site knowledge
4.10	Abstains from any decision involving a potential or actual conflicts of interest	5	<ul style="list-style-type: none"> • Clear policy; no evidence of conflicts

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.11	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school’s recruitment and retention plan, and as defined by statute and regulation	4	<ul style="list-style-type: none"> • Underrepresented African American population
4.12	Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations	4	<ul style="list-style-type: none"> • Hired new school leader in light of declining academic performance
4.13	Implements an accountability process for the school’s academic results and operates with a clear set of goals for the school, and has developed a set of tools for understanding progress towards meeting those goals	3	
4.14	Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.	5	<ul style="list-style-type: none"> • Parents feel valued and consulted on what problems they need remedied

Criteria 5: Fiscal Accountability

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

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>	<i>Comments</i>
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school’s educational program and ensure financial stability and sustainability	5	
5.2	Conducts an annual financial audit which is made public	5	<ul style="list-style-type: none"> • Audit package covers all schools plus home office
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	5	<ul style="list-style-type: none"> • CMO has strong fiscal management; attempts to leverage resources to support all schools in network fairly
5.4	Ensures financial resources are directly related to the school’s purpose: student achievement of learning goals	5	
5.5	Managing cash flow	5	

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>	<i>Comments</i>
5.6	Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget.	5	

Oakland Unified School District
Office of Charter Schools
CHARTER TEXT REVISIONS –
ASPIRE MONARCH ACADEMY

APPENDIX I - REQUIRED 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 a revised charter to include all revisions outlined below in one hard copy and one electronic copy in *WORD* format on a CD or via email of no later than **5:00 PM ON MARCH 31, 2014**. **Please see the Required Text Revisions one-page document for full instructions.**

Charter Text	Text Reference	Revision
<u>Measurable Pupil Outcome</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“In accordance with Cal. Ed. Code §47605(b)(5)(A)(ii), ASPIRE MONARCH ACADEMY shall include a description of annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.</i></p> <p><i>ASPIRE MONARCH ACADEMY’S pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:”</i></p> <p><i>[ASPIRE MONARCH ACADEMY to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii)].</i></p>
<u>Measurable Pupil Outcome</u>	Page ()	<p><i>“In accordance with SB 1290, ASPIRE MONARCH ACADEMY pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.</i></p> <p><i>ASPIRE MONARCH ACADEMY’S pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060,</i></p>

		<p>are as follows:”</p> <p><i>[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].</i></p>
<u>Measurable Pupil Outcome</u>	Page ()	<p><u>“By July 1, 2015, and annually thereafter:</u> <u>“ASPIRE MONARCH ACADEMY shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):</u></p> <ul style="list-style-type: none"> • <i>A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.</i> • <i>Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.”</i>
<u>Measurable Pupil Outcome</u>	Page ()	<p>By September 1, 2015, ASPIRE MONARCH ACADEMY shall also provide updated Measurable Pupil Outcomes that align with goals and actions established pursuant to the Local Control Accountability Plan requirements, based on the template provided by the State Board of Education.</p>

<p><u>Measurable Pupil Outcome</u></p>	<p>Page ()</p>	<p><i>“Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:</i></p> <ul style="list-style-type: none"> • <i>The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.</i> • <i>The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.</i> • <i>The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”</i>
<p><u>Measurable Pupil Outcome</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Pursuant to the transition to California’s Common Core and the accompanying shift in the state accountability testing system, ASPIRE MONARCH ACADEMY will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.”</i></p> <p><i>Annual Basis:</i> <i>Increase Proficiency Levels on SBAC CCSS Assessment MATH</i></p> <p><i>Percent P/A</i> <i>*Baseline Year 1</i></p> <p><i>Year 2 - 5% point growth</i> <i>Year 3 - 5% point growth</i> <i>Year 4 – 5% point growth</i> <i>Year 5 – 5% point growth</i></p> <p><i>Annual Basis:</i> <i>Increase Proficiency Levels on SBAC CCSS Assessment ELA</i></p> <p><i>Percent P/A</i></p>

		<p><i>*Baseline Year 1</i></p> <p><i>Year 2 - 5% point growth</i></p> <p><i>Year 3 - 5% point growth</i></p> <p><i>Year 4 – 5% point growth</i></p> <p><i>Year 5 – 5% point growth</i></p>
<u>Local Control Accountability Plan</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE MONARCH ACADEMY will comply with all requirements pursuant to California Education Code §57605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code §52052, for each of the applicable eight (8) state priorities identified in California Education Code §52060(d). Beginning in fiscal year 2014-15, ASPIRE MONARCH ACADEMY will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.”</i></p>
<u>Governance</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE MONARCH ACADEMY will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.”</i></p>
<u>Student Admissions Policies and Procedures</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE MONARCH ACADEMY will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).</i></p> <p><i>As part of the Fall Information Update, ASPIRE MONARCH ACADEMY will notify the District in writing of the application deadline and proposed lottery date. ASPIRE MONARCH ACADEMY will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements</i></p>

		<i>consistent with approved charter.”</i>
<u>Public Records</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE MONARCH ACADEMY acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including ASPIRE MONARCH ACADEMY to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at ASPIRE MONARCH ACADEMY and of the District. ASPIRE MONARCH ACADEMY further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that ASPIRE MONARCH ACADEMY does not have that ASPIRE MONARCH ACADEMY needs in order to meet its obligations, the District shall provide the same to ASPIRE MONARCH ACADEMY in a reasonably timely manner upon request.”</i></p>
<u>Reporting and Accountability</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If ASPIRE MONARCH ACADEMY does not test (i.e., STAR) with the District, ASPIRE MONARCH ACADEMY hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.</i></p> <p><i>Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”</i></p>
<u>External Reporting</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE MONARCH ACADEMY will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.”</i></p>
<u>Governance Structure of the School</u>	Pages ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE MONARCH ACADEMY, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and</i></p>

		<p><i>shall consult with the District regarding any such inquiries. ASPIRE MONARCH ACADEMY acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of ASPIRE MONARCH ACADEMY, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ASPIRE MONARCH ACADEMY by law or charter provisions.”</i></p>
<u>Governance Structure</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Members of ASPIRE MONARCH ACADEMY’s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.</i></p> <p><i>ASPIRE MONARCH ACADEMY and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”</i></p>
<u>Addressing Parent Complaints</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>ASPIRE MONARCH ACADEMY will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. ASPIRE MONARCH ACADEMY will not, at any time, refer complaints to the District.</i></p> <p><i>The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.</i></p> <p><i>ASPIRE MONARCH ACADEMY will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any</i></p>

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with [Education Code section 47607\(c\)](#), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

*To Charter School, c/o School Director:
ASPIRE MONARCH ACADEMY*

*To Coordinator, Office of Charter Schools:
Educational Center at Tilden
4551 Steele Street, Room 10
Oakland, California 94619*

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by

		<p><i>mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed...</i></p> <p><i>(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law</i></p>
<p><u>Suspension and Expulsion</u></p>	<p>Pages ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE MONARCH ACADEMY shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves ASPIRE MONARCH ACADEMY without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. ASPIRE MONARCH ACADEMY shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).”</i></p> <p><i>“ASPIRE MONARCH ACADEMY shall define any student dismissal under the Charter School’s disciplinary procedure, or termination of a student’s right to attend the Charter School under its disciplinary procedure, as an “expulsion” under the Education Code.”</i></p>
<p><u>Suspension and Expulsion: Due Process for Students with Disabilities</u></p>	<p>Pages ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“In the case of a special education student, or a student who receives 504 accommodations, ASPIRE MONARCH ACADEMY will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability;</i></p>

		<p>or 2) if the conduct in question was the direct result of the LEA’s failure to implement the 504 plan or IEP. If it is determined that the student’s misconduct was not caused by or had direct and substantial relationship to the child’s disability or the conduct in question was not a direct result of the LEA’s failure to implement the 504 plan or IEP, the student may be expelled.”</p>
<p><u>Independent Fiscal Audits</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“To the extent that ASPIRE MONARCH ACADEMY is a recipient of federal funds, including federal Title I, Part A funds, ASPIRE MONARCH ACADEMY has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. ASPIRE MONARCH ACADEMY agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:</i></p> <ul style="list-style-type: none"> • <i>Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.</i> • <i>Develop jointly with, and distribute to, parents of participating children, a school-parent compact.</i> • <i>Hold an annual Title I meeting for parents of participating Title I students.</i> • <i>Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.</i> <p><i>ASPIRE MONARCH ACADEMY also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”</i></p>
<p><u>Facilities</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p>

		<p><i>“If ASPIRE MONARCH ACADEMY fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If ASPIRE MONARCH ACADEMY moves or expands to another facility during the term of this charter, ASPIRE MONARCH ACADEMY shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. ASPIRE MONARCH ACADEMY shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”</i></p>
<u>District Fee for Oversight</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The District may charge for the actual costs of supervisory oversight of ASPIRE MONARCH ACADEMY not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if ASPIRE MONARCH ACADEMY is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.”</i></p>
<u>Miscellaneous Charter-Related Issues</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE MONARCH ACADEMY must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools...”</i></p>
<u>Miscellaneous Charter-Related Issues</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The District may revoke the charter of ASPIRE MONARCH ACADEMY in accordance with Education Code Section 47607.any successor provisions to section 47607, or other</i></p>

		<i>statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.</i>
<u>Impact on Charter Authorizer</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p>In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;</p> <ul style="list-style-type: none"> ○ September 1 – Final Unaudited Financial Report for Prior Year ○ December 1 – Final Audited Financial Report for Prior Year ○ December 1 – First Interim Financial Report for Current Year ○ March 1 – Second Interim Financial Report for Current Year ○ June 15 – Preliminary Budget for Subsequent Year
<u>Impact on Charter Authorizer</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“ASPIRE MONARCH ACADEMY agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:</i></p> <ul style="list-style-type: none"> ● <i>ASPIRE MONARCH ACADEMY is subject to District oversight.</i> ● <i>The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of ASPIRE MONARCH ACADEMY.</i> ● <i>The District is authorized to revoke this charter for, among other reasons, the failure of ASPIRE MONARCH ACADEMY to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.</i> <p><i>Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit ASPIRE MONARCH ACADEMY books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:</i></p>

		<ul style="list-style-type: none"> • <i>Compliance with terms and conditions prescribed in the charter,</i> • <i>Internal controls, both financial and operational in nature,</i> • <i>The accuracy, recording and/or reporting of school financial information,</i> • <i>The school’s debt structure,</i> • <i>Governance policies, procedures and history,</i> • <i>The recording and reporting of attendance data,</i> • <i>The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,</i> • <i>Compliance with safety plans and procedures, and</i> • <i>Compliance with applicable grant requirements.</i> <p><i>ASPIRE MONARCH ACADEMY shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day’s notice to ASPIRE MONARCH ACADEMY. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour’s notice.</i></p> <p><i>In addition, if an allegation of waste, fraud or abuse related to ASPIRE MONARCH ACADEMY operations is received by the District, the ASPIRE MONARCH ACADEMY shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ASPIRE MONARCH ACADEMY by law or charter provisions.”</i></p>
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