



TO: Board of Education
FROM: Anthony Smith, Ph.D., Superintendent
Gail Greely, Coordinator; Office of Charter Schools
DATE: March 9, 2011
RE: Civicorps Elementary Charter School
Charter Renewal Request

Marcia Scuter

Legislative File
File ID No.: 10-3051
Introduction Date: 12/14/2010
Enactment No.: _____
Enactment Date: _____
By: _____

ACTION REQUESTED:

Approve with Conditions Civicorps Elementary Charter School for charter renewal, as revised, to include the terms and conditions enumerated in this report, 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:

This school was formerly known as the East Bay Conservation Corps Elementary School, operated by parent organization East Bay Conservation Corps. The parent organization has since undergone a name change and is now called Civicorps Schools, which operates Civicorps Elementary School, the school under evaluation. The current charter is for grades K through 4, but Civicorps Schools also holds a charter for grades 5 through 8. Only grade 5 of the middle school charter is currently operating, and is co-located with Civicorps Elementary. The renewal petition is for grades K through 5, with a commitment that Civicorps Schools will surrender its current charter for grades 5 through 8 upon renewal of the elementary charter.

School Description and Key Program Elements:

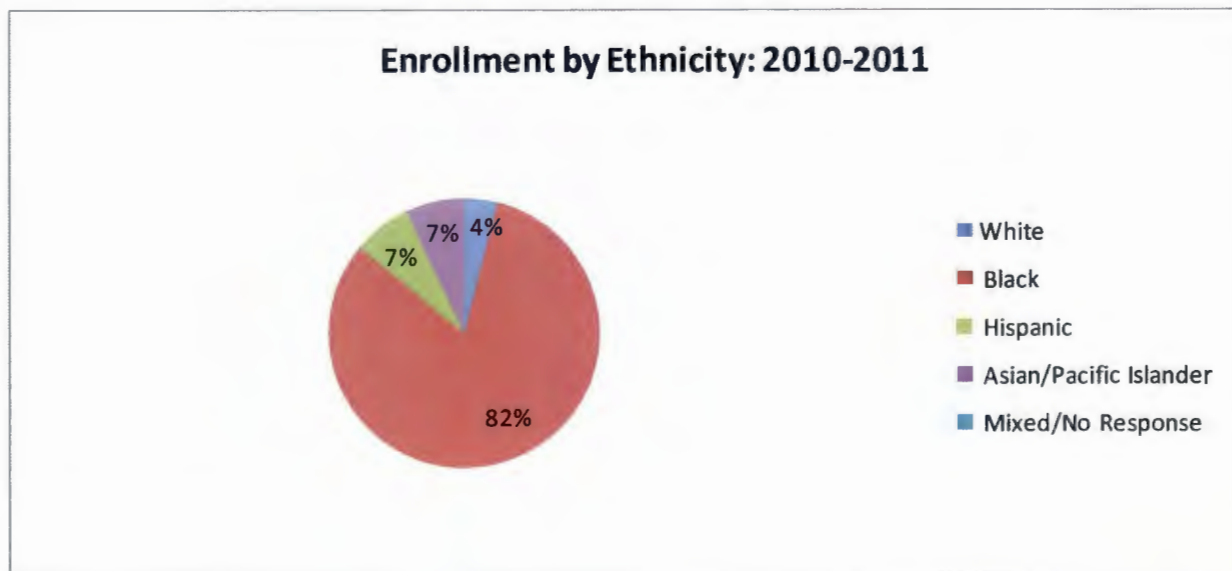
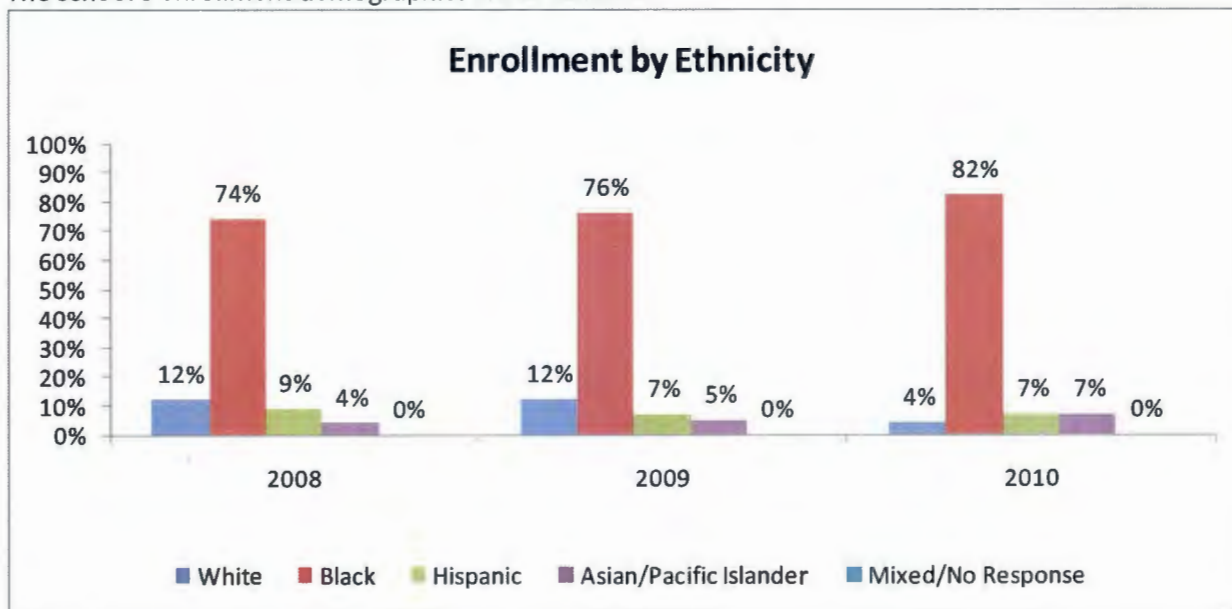
Opening Year	2001	Grades	K-5 (serving K-4 as of 09-10)
Term Approval	2006	Attendance Area	Santa Fe / North Oakland
Renewal Date	6/30/2011	Board District	1
Term	Second	Funding	Direct-Funded

The school is currently not in Program Improvement.

The following table describes their enrollment growth and projection:

YEAR	2006-07	2007-08	2008-09	2009-10	2010-11
GRADES	K-5	K-5	K-5	K-5	K-5/K-4
ENROLL	187	182	203	177	178/145

The school's enrollment demographics are as follows:



	2009-10	2010-11
Free & Reduced Lunch *	70%	85%
Special Education	4%	6%
English Language Learners	5%	3%

* NOTE: Schools have reported the Free & Reduced Lunch percentages upon request, which are reported here.

Program Summary:

As outlined in the EXISTING, approved charter petition:

School Mission:

The school will enable its pupils to become self-motivated, competent, lifelong learners in the 21st Century by requiring all students to become proficient in each of the following three literacies: academic literacy, artistic literacy, and civic literacy.

Program's Distinguishing Features:

The educational philosophy of Civicorps Elementary draws from a passionate belief that public schools were created to educate citizens who actively participate in a democracy. To put our educational philosophy into practice, we have designed an instructional program that incorporates several proven methods of instruction to fulfill our mission of serving the whole child. This program will serve all students including young adults with exceptional needs through implementation of the following practices:

1. Service and Project-Based Learning
2. Caring School Community
3. Arts Integration
4. Authentic Assessment

The following represents an excerpt of the program description set forth in the school's Charter Renewal Performance Report:

The mission of Civicorps Elementary School is to promote citizenship and build civil society by creating educational models and programs that draw upon the power of service as a way of learning. As an elementary school, we prepare our students for their lifelong roles as citizens by instilling them with academic, artistic and civic literacy. Academic Literacy is defined as the ability to read, write, speak, calculate, reason, and conduct processes of inquiry with clarity and precision. Artistic Literacy is defined as the ability to learn and creatively express oneself through the visual, performing, literary arts, and technology. Civic literacy is defined as the ability to "let your life speak" by participating thoughtfully, responsibly, and passionately in the life of the community with concern for the common good. These beliefs shape the guiding principles of Civicorps Schools and are embodied in the model we create through:

- academic excellence;
- artistic literacy;
- the values, ethics, and spiritual development necessary to thoughtful
- citizenship in a pluralistic, democratic society;
- service as a way of learning ;
- participation in the life of the school and the community through
- stewardship of the environment; and
- creative partnerships in sustaining public education.

The instructional approach at Civicorps Elementary School is based on the belief that the dimensions of student learning are best nurtured through an integrated curriculum with a variety of instructional strategies that are relevant to students' needs and experiences and that ultimately result in educating active, responsible citizens who engage in broader positive change for their communities, states, and the nation. In addition to language arts and

mathematics, students spend significant amounts of time learning science, social studies, and visual and performing arts.

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.

CIVICORPS ELEMENTARY: SB 1137 CRITERIA FOR RENEWAL	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/A*
Did school attain API Growth Target in the aggregate of the prior three years?	N/A*
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	N/A* Y (08-09)
Is the school ranked 4 or higher on API in two of last three year?	N/A
3. API Similar Schools Rank:	
Is the school ranked 4 or higher on API Similar Schools in prior year?	N/A Y (08-09)
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	N/A
4. Is the school at least equal to the academic performance of schools students would have	In progress

attended, including District as a whole?

* Prior to the 2009-2010 academic year, Civicorps Elementary was identified as an ASAM school (Alternative Schools Assessment Model) and therefore did not receive an API growth target or school rankings (either statewide or similar schools). For that reason, it is not possible to determine if the school satisfied the SB 1137 threshold criteria in past years. Also, it should be noted that school rankings for 09-10 have not yet been released by CDE. The most recent rankings available are for 08-09.

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

*Upon review of the process used in development of the third-party report, staff determined that departures from standard procedures rendered the report unreliable. It was therefore not used by staff in developing its report and recommendation.

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 within the initial petition submission and referenced in this report, serve to expand the discussion and evidence based of the school's performance.

CONDITIONAL APPROVAL RATIONALE

Conditional approval, set forth here, **establishes clear benchmarks for performance that must be achieved** by the charter school during the next charter term in order to ensure a faithfulness to the terms of the charter; to support efforts towards future charter renewal; and to avoid possible revocation of this charter pursuant to Charter Law, which sets forth that a charter may be revoked if it is determined that the school has:

Education Code §47607(c) (2) *Failed to meet or pursue any of the pupil outcomes identified in the charter.*

The recommendation of a conditional approval for charter renewal of Civicorps Elementary is applied here with great consideration and deliberation.

Charter law provides for the non-renewal of a charter school if;

1. The school presents an “unsound educational program”
 - ***Staff has not concluded that the school presents an unsound educational program.***
2. The school operators are “demonstrably unlikely” to successfully implement their program
 - ***Staff has not concluded that the school operators are demonstrably unlikely to successfully implement their program.***
3. The school program set forth in the charter petition does not contain “reasonably comprehensive” descriptions of the program
 - ***Staff has not concluded that the program set forth by the school in its charter does not contain reasonably comprehensive descriptions.***

WHY A CONDITIONAL APPROVAL?

- A Recommendation of Unconditional Renewal at this time would ignore evidence of past performance that, when compared to other public school options available to families has been below average; and deficiencies in oversight and effective management of the school during the prior charter term. Additionally it would undermine the legal intent of charter law to move from a rule-based to a performance-based accountability system.

SUMMARY OF EVIDENCE IN SUPPORT OF CONDITIONAL APPROVAL RECOMMENDATION:

Improving Student Achievement

- As a whole, the school moved student achievement 45 API points over the past four years of the term from 2006 to 2010.
- The school has raised ELA CST proficiency from 25% to 42% and math CST proficiency from 35% to 49% over the term from 2006 to 2010.
- The school has in the past two years retained over 70% of its teachers resulting in a strong collaborative culture and a widely held commitment to student achievement on the part of teachers that is clearly evident.
- The school has in its most recent year developed a visibly calm, positive, instructionally-focused school environment.
- Parents in the school report by and large that the school is having a positive impact on their children academically, as well as expressing satisfaction in the school's service-learning mission and in its support for their children.

Strong Leadership

- The school has, in its current year, obtained a new principal who was hired with parent input, who has already had a positive impact on the school's culture.
- The school has partnered with Children's Hospital of Oakland to support student's social and emotional needs through family counseling services.
- The Home Office and governing board have strengthened their direct support for the school and re-prioritized their focus on the school as fundamental to the umbrella organization's mission.

Continuous Improvement

- Through Results-Oriented Cycle of Inquiry, the school has begun to engage in systematic, frequent and in-depth data analysis of student performance with professional development that is driven by student outcomes.

Responsible Governance

- Leadership transitions within the parent organization have brought a positive climate change to the entire organization and a revitalization of the governing board as it begins to assume more ownership of the elementary program; a search for a new Executive Director and a strategic planning process are both underway.
- The school has invested in its parents' engagement, including establishing a parent representative on the governing board.

Financial Accountability

- The school has maintained consistently clean financial audits to date, with all exceptions effectively resolved.

CONDITIONS TO BE ESTABLISHED AS TERMS OF THE CHARTER

The charter sets forth Measurable Pupil Outcomes defined by the school, to which the school proposes to be held accountable. These outcomes serve as the basis for the conditions set forth below with respect to the benchmark progress to be achieved by the school as a condition of charter renewal.

The conditions set forth here are to be incorporated as terms of the charter agreement upon approval.

The district will monitor the ongoing progress of Civicorps Elementary with respect to the school's stated Pupil Outcomes. The district will complete a formal evaluation of the extent to which the school has attained the specific outcomes listed below in Table I not later than October 31, 2013 (two years into the subsequent charter term). Should it be determined that the stated targets have not been met by Civicorps Elementary at that time, a Notice of Violation may be issued by the Board of Education pursuant to Education Code §47607(c)(2) *Failed to meet or pursue any of the pupil outcomes identified in the charter.*

The Notice of Violation may establish a Reasonable Period for Curing the Violation, as required by law, to be for a period of up to one year at which time the district will consider evidence to determine if the outcomes set forth below in Table I have subsequently been met following the third year of the charter renewal term. If it is determined that Civicorps Elementary has not met the outcomes set forth here at that time, the Board of Education reserves the right to issue a Notice of Intent to Revoke the charter of Civicorps Elementary pursuant to applicable laws and regulations governing charter revocation.

TABLE I: CONDITIONS

	PUPIL OUTCOME	INSTRUMENT	TARGET
1	<p>Academic Literacy</p> <p>Students will be assessed in each core subject by research-based assessments based on the California Standardized Testing and Reporting (STAR) program. Student progress will be measured by the percent of students scoring Proficient and Advanced on the STAR assessments as well as the percent of students passing core subjects</p>	<p>STAR Assessment: Percent of students scoring Advanced and Proficient and</p> <p>Percent of students passing core subjects</p>	<p>ELA</p> <p>2011-2012 – 55%</p> <p>2012-2013 - 60%</p> <p>2013-2014 - 65%</p> <p>2014-2015 – 70%</p> <p>2015-2016 – 75%</p> <p>Math</p> <p>2011-2012 – 55%</p> <p>2012-2013 – 60%</p> <p>2013-2014 – 65%</p> <p>2014-2015 – 70%</p> <p>2015-2016 – 75%</p> <p>Science (Grade 5)</p> <p>2011-2012 – 35%</p> <p>2012-2013 – 40%</p> <p>2013-2014 – 45%</p> <p>2014-2015 – 50%</p> <p>2015-2016 – 55%</p>
2	<p>Schoolwide Performance Goals</p> <p>Civicorps Elementary will meet or exceed annual Academic Performance Index (API) growth targets</p>	<p>API indices</p>	<p>API</p> <p>2011-2012 - 763</p> <p>2012-2013 - 783</p> <p>2013-2014 - 803</p> <p>2014-2015 - 823</p> <p>2015-2016 - 843</p>
3	<p>Civic Literacy</p>	<p>Average Daily Attendance (ADA)</p>	<p>2011-2012 – 94%</p> <p>2012-2013 – 95%</p>

	<p>Civic literacy is defined as the ability to "Let Your Life Speak" by participating thoughtfully, responsibly, and passionately in the life of the community with concern for the common good.</p> <p>Student progress will be assessed by Average Daily Attendance (ADA); percent of students scoring 3 and 4 on the report card rubric; and Student Service Learning Portfolios</p>		<p>2013-2014 – 96 % 2014-2015 – 97 % 2015-2016 – 98 %</p>
		"Let Your Life Speak" report card rubric-year-end trimester score	80 percent of students scoring 3 & 4 on report card rubric-year-end trimester score; report cards and rubric to be reviewed for rigor and reliability
4	<p>Artistic Literacy</p> <p>Students are encouraged to seek visual solutions to the creative questions and challenges put before them. Through guided practice students will learn to use the materials and tools of the art studio to express their own sense of creativity. Student progress will be assessed using Harvard University's Project Zero Studio Habits of Mind (SHOM) Rubric</p>	Harvard University's Project Zero Studio Habits of Mind (SHOM) Rubric	Annually, 80 percent of students scoring 3 & 4 on report card rubric-year-end trimester score; rubric results to be checked for consistent application
5	<p>Data Collection and Cycles of Inquiry</p> <p>Civicorps Elementary will provide weekly opportunities for teachers to analyze and reflect on data based on interim assessments (see sample calendar of assessments). Teachers will create cycles of inquiry based on the results of data and will tailor instruction to accelerate student achievement. Student growth will be measured through progress made on interim assessments.</p>	Year End Interim Assessments	Annually, 80 percent of all students will meet trimester 3 outcomes on interim assessments as indicated on the annual Interim Assessment Calendar; assessments to be reviewed for rigor, reliability and alignment with State standards

ADDITIONAL OUTCOMES

Outcome	Deadline
Completion of the proposed strategic plan for Civicorps Schools, including a framework for improvement of the elementary school's overall performance, aligned with its annual "capacity building plan". Plan to be evaluated for quality and alignment with instructional goals.	August 1, 2011
Completion and publication of revisions to the bylaws for Civicorps Schools, Inc., including measures to promote participation of parents, staff and community in school governance.	August 1, 2011
Initiation of a high quality board development program to include: 1) recruitment of additional members with needed expertise; and 2) an annual board retreat with training for all board members on key issues in charter school governance	August 1, 2011
Design and implementation of a professional development plan for the school leader, aligned with strategic goals for school improvement. Plan to be evaluated for quality and alignment with instructional goals.	December 1, 2011

Civicorps Elementary has experienced up and down performance over its second charter term; achieved **academic results when compared** to other public school options available to families that have been **below average**.

Civicorps Elementary has nonetheless demonstrated **progress in improving pupil learning and the capacity to further improve the school's impact** on the students and families it serves. When evaluating the overall organizational effectiveness based on a **balanced review** of the school's academic performance, leadership capacity – both site based and agency-wide -- continuous improvement efforts, school governance, and school finances, the school presents clear and convincing evidence that continued improved pupil learning is likely to occur over the next charter term

CHARTER SCHOOL ACCOUNTABILITY: PUBLIC SCHOOL ACCOUNTABILITY

The mission of the OUSD Office of Charter Schools includes *protecting school autonomy in exchange for strong accountability*. This exchange has been attempted through a balance of internal and external factors. The office has established consistently high expectations and standards for school quality. In exchange, schools receive high quality professional service, protection from arbitrary exercises of authority by the school's authorizer, and continued authorization to operate. Consistently holding schools accountable for these high standards has been a key lever in attempts to achieve this balance.

In the past three and a half years this effort has resulted in the renewal of thirteen charter schools and the closure or non-renewal of six charter schools; each resulting recommendation containing evidence that high standards for school quality were the predominant factors.

If an appropriate balance between the internal and external factors that contribute to accountability is to be achieved, it is the belief of the Office of Charter Schools that this would be evidenced by the manner in which charter schools and the charter school community **ultimately holds themselves accountable** for their performance.

Renewal Standard I: Is the school an Academic Success?

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

Improving Student Achievement: Measurable Pupil Outcomes

The school has met or made substantial progress towards meeting the majority of the Measurable Pupil Outcomes outlined in its charter. East Bay Conservation Corps Adult program underwent its first renewal and began operating the K-5 elementary program in 2000. In **2007** the school API performance score was **696**. As of **2010**, the school API performance score was **743**. Over the prior four years, the school has grown their API by **47** points.

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

Current Charter:

MET or SUBSTANTIAL PROGRESS MADE

Measurable Pupil Outcomes	Instrument	Target	Progress				
			05/06	06/07	07/08	08/09	09/10
The comprehensive elementary, middle and high schools will maintain or exceed a 95% attendance rate.	ADA	Will maintain or exceed 95% attendance rate	UNMET	MET	MET	MET	MET
							(5) 96.34%
The comprehensive elementary, middle and high schools will maintain or exceed a 95% annual grade-level promotion rate.	Class enrollment records	95% annual grade-level promotion rate.	MET	MET	MET	MET	MET
			100%	100%	100%	99%	100%
Score a 4 or better in its overall API state ranking and/or a 4 or better in similar schools ranking	API state rank; Similar Schools Ranking	4 or better	N/A	N/A	N/A	MET	MET
						4/6	4/6
			(School was too small to receive rankings until 08/09.)				

SOME PROGRESS ACHIEVED

Measurable Pupil Outcomes	Instrument	Target	Progress
Increase the number of students scoring at proficient/advanced levels by 5% every year until 80% of students who have attended the school for at least 3 years have reached proficiency or advanced status	CST	Increase 5% every year until 80% of students who have attended the school for at least 3 years have reached proficiency or advanced status	SEE ATTACHMENT IV

Measurable Pupil Outcomes for 2011-2016

are the same as in the current petition. Therefore, it was necessary for our office to engage with the school to establish measurable pupil outcomes that present a significant improvement to the measurability and meaningfulness of measures of student learning. These measurable pupil outcomes, listed below, are also found in Appendix I: Required Text Revisions.

Future Charter:

Revised Measurable Pupil Outcomes:

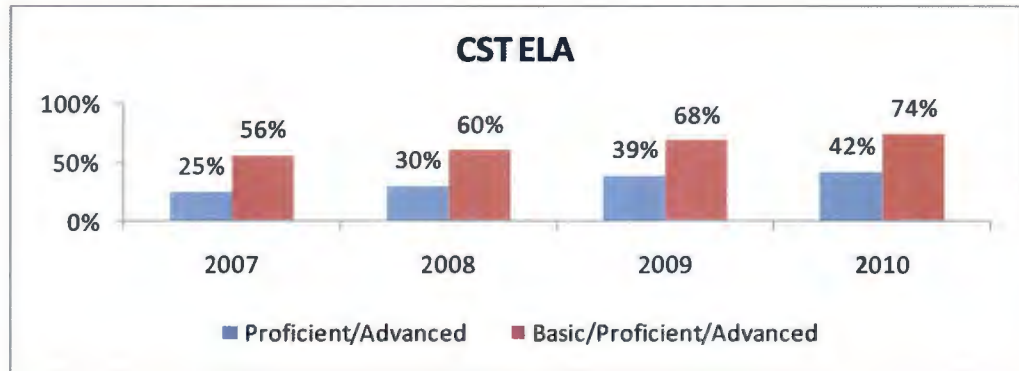
Measurable Pupil Outcomes	Instrument	Target
<p>MPO 1: Academic Literacy</p> <p>Students will be assessed in each core subject by research-based assessments based on the California Standardized Testing and Reporting (STAR) program. Student progress will be measured by the percent of students scoring Proficient and Advanced on the STAR assessments as well as the percent of students passing core subjects</p>	<p>STAR Assessment: Percent of students scoring Advanced and Proficient and Percent of students passing core subjects</p>	<p>ELA 2011-2012 – 55% 2012-2013 - 60% 2013-2014 - 65% 2014-2015 – 70% 2015-2016 – 75%</p> <p>Math 2011-2012 – 55% 2012-2013 – 60% 2013-2014 – 65% 2014-2015 – 70% 2015-2016 – 75%</p> <p>Science (Grade 5) 2011-2012 – 35% 2012-2013 – 40% 2013-2014 – 45% 2014-2015 – 50% 2015-2016 – 55%</p>
<p>MPO 2: Schoolwide Performance Goals</p> <p>Civicorps Elementary will meet or exceed annual Academic Performance Index (API) growth targets</p>	<p>API indices</p>	<p>API 2011-2012 - 763 2012-2013 - 783 2013-2014 - 803 2014-2015 - 823 2015-2016 - 843</p>
<p>MPO 3: Civic Literacy</p> <p>Civic literacy is defined as the ability to "Let Your Life Speak" by participating thoughtfully, responsibly, and passionately in the life of the community with concern for the common good. Student progress will be assessed by Average Daily Attendance (ADA); percent of students scoring 3 and 4 on the report card rubric; and Student Service Learning Portfolios</p>	<p>Average Daily Attendance (ADA)</p>	<p>2011-2012 – 94% 2012-2013 – 95% 2013-2014 – 96 % 2014-2015 – 97 % 2015-2016 – 98 %</p>
	<p>"Let Your Life Speak" report card rubric-year-end trimester score</p>	<p>80 percent of students scoring 3 & 4 on report card rubric-year-end trimester score</p>
<p>MPO 4: Artistic Literacy</p> <p>Students are encouraged to seek visual solutions to the creative questions and</p>	<p>Harvard University's Project Zero Studio Habits of Mind</p>	<p>80 percent of students scoring 3 & 4 on report card rubric-year-end</p>

<p>challenges put before them. Through guided practice students will learn to use the materials and tools of the art studio to express their own sense of creativity. Student progress will be assessed using Harvard University's Project Zero Studio Habits of Mind (SHOM) Rubric</p>	<p>(SHOM) Rubric</p>	<p>trimester score</p>
<p>MPO 5: Data Collection and Cycles of Inquiry</p> <p>Civicorps Elementary will provide weekly opportunities for teachers to analyze and reflect on data based on interim assessments (see sample calendar of assessments). Teachers will create cycles of inquiry based on the results of data and will tailor instruction to accelerate student achievement. Student growth will be measured through progress made on interim assessments.</p>	<p>Year End Interim Assessments</p>	<p>80 percent of all students will meet trimester 3 outcomes on interim assessments as indicated on the annual Interim Assessment Calendar</p>

STAR Testing Performance, API Results, & AYP Results

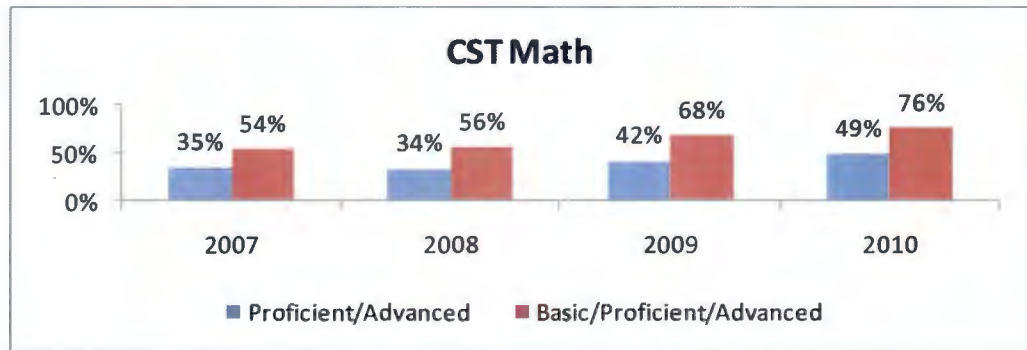
CST English Language Arts (Performance Over Time)

YEAR	P/A	B/P/A
2007	25%	56%
2008	30%	60%
2009	39%	68%
2010	42%	74%



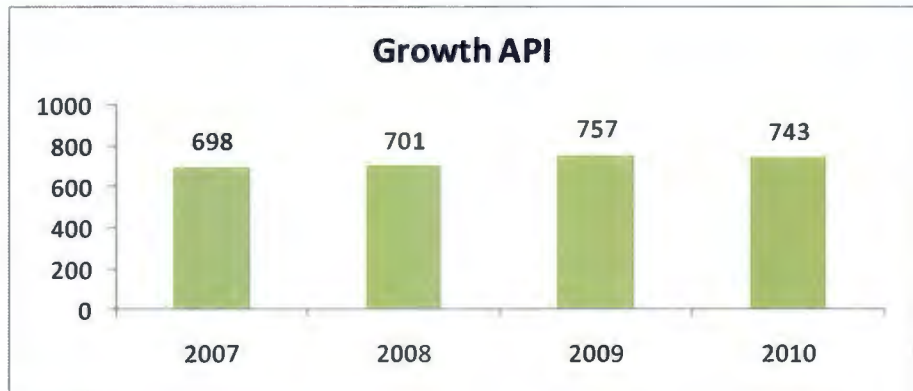
CST Mathematics (Performance Over Time)

YEAR	P/A	B/P/A
2007	35%	54%
2008	34%	56%
2009	42%	68%
2010	49%	76%



API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2007	698	2*	N/A
2008	701	N/A	N/A
2009	757	4	6
2010	743	Pend	Pend



2007	2008	2009	2010	GROWTH
698	701	757	743	45 pts

AYP (Performance Over Time)

	2007	2008	2009	2010
AYP Met?	YES	YES	YES	NO
AMO's	100%	100%	100%	78%

The school has demonstrated **overall consistent improvement in student CST performance** in both English Language Arts and mathematics over the past four years;

- The school opened in 2001. In **2007** the school API performance score was **698**. As of **2010**, the school API performance score was **743**. From **2007 to 2010** the school has grown their API by **45** points.
- The school has **improved** its API score in **three** of the prior four years.
- The school **has met** its AYP targets in **three** of the past four years.
- From **2007 to 2010** the school averaged **over 32%** proficient and advanced levels in ELA.
- From **2007 to 2010** the school averaged **over 39%** proficient and advanced levels in Math.
- From **2007 to 2010** the school increased proficient and advanced levels by **15%** in ELA and **14%** in math.
- From **2007 to 2010** the school has decreased the percent of students scoring in the lowest two performance levels at a rate of **18%** in ELA and **22%** in math.

COMPARISON ANALYSIS

A. Comparison Sub-Group: OAKLAND CHARTER SCHOOLS

➤ Similar Grades Served: K-5

API - 2010

Order rank based on 2010 API Score

SCHOOL	GRADES	2007	2008	2009	2010
North Oakland Community Charter School	K-8	845	855	880	899
Conservatory of Instrumental and Vocal Arts	K-8	N/A	837	795	847
Berkley Maynard Academy	K-5	730	769	817	825
Monarch Academy	K-5	791	776	774	825
Achieve Academy	4-5	740	735	788	789
World Academy	K-3	643	682	759	785
Lighthouse Community Charter School	K-8	681	758	763	773
Millsmont Academy	K-5	687	692	783	757
East Oakland Leadership Academy	K-8	621	715	709	747
Civicorps Elementary School	K-5	696	698	757	743
Reems (E.C.) Academy of Technology & Art	K-8	716	695	722	707

API - 2009

Order rank based on 2009 API Score

SCHOOL	GRADES	2007	2008	2009	2010
North Oakland Community Charter School	K-8	845	855	880	899
Berkley Maynard Academy	K-5	730	769	817	825
Conservatory of Instrumental and Vocal Arts	K-8	N/A	837	795	847
Achieve Academy	4-5	740	735	788	789
Millsmont Academy	K-5	687	692	783	757
Monarch Academy	K-5	791	776	774	825
Lighthouse Community Charter	K-8	681	758	763	773
World Academy	K-3	643	682	759	785
Civicorps Elementary School	K-5	696	698	757	743
Reems (E.C.) Academy of Technology & Art	K-8	716	695	722	707
East Oakland Leadership Academy	K-8	621	715	709	747

A. Comparison Sub-Group: **OAKLAND CHARTER SCHOOLS**

➤ **Similar Grades Served: K-5**

CST - 2010

Order rank based on 2010 CST % Proficient/Advanced

CST **ELA** SCORES OVER TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		ELA 07	ELA 08	ELA 09	ELA 10
North Oakland Community Charter School	K-8	71%	74%	71%	79%
Conservatory of Instrumental and Vocal Arts	K-8	N/A	60%	57%	64%
Berkley Maynard Academy	K-8	42%	45%	57%	59%
Monarch Academy	K-5	46%	37%	47%	56%
Lighthouse Community Charter	K-8	27%	37%	48%	48%
Millsmont Academy	K-5	26%	38%	47%	46%
Achieve Academy	4-5	27%	30%	45%	45%
Civicorps Elementary School	K-5	25%	30%	39%	42%
East Oakland Leadership Academy	K-8	14%	31%	30%	42%
World Academy	K-3	18%	21%	35%	38%
Reems (E.C.) Academy of Technology & Art	K-8	34%	28%	37%	36%

CST **MATH** SCORES OVER TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		Math 07	Math 08	Math 09	Math 10
North Oakland Community Charter School	K-8	69%	69%	78%	80%
Monarch Academy	K-5	73%	75%	67%	77%
Achieve Academy	4-5	43%	47%	66%	72%
Conservatory of Instrumental and Vocal Arts	K-8	N/A	64%	45%	65%
World Academy	K-3	39%	46%	65%	63%
Millsmont Academy	K-5	----	51%	66%	62%
Berkley Maynard Academy	K-8	50%	60%	68%	61%
Lighthouse Community Charter	K-8	32%	45%	49%	54%
Civicorps Elementary School	K-5	36%	34%	42%	49%
East Oakland Leadership Academy	K-8	13%	30%	40%	48%
Reems (E.C.) Academy of Technology & Art	K-8	39%	25%	30%	34%

A. Comparison Sub-Group: **OAKLAND CHARTER SCHOOLS**

➤ **Similar Grades Served: K-5**

CST - 2009

Order rank based on 2009 CST % Proficient/Advanced

CST **ELA** SCORES OVER TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		ELA 07	ELA 08	ELA 09	ELA 10
North Oakland Community Charter School	K-8	71%	74%	71%	79%
Conservatory of Instrumental and Vocal Arts	K-8	N/A	60%	57%	64%
Berkley Maynard Academy	K-8	42%	45%	57%	59%
Lighthouse Community Charter	K-8	27%	37%	48%	48%
Monarch Academy	K-5	46%	37%	47%	56%
Millsmont Academy	K-5	26%	38%	47%	46%
Achieve Academy	4-5	27%	30%	45%	45%
Civicorps Elementary School	K-5	25%	30%	39%	42%
Reems (E.C.) Academy of Technology & Art	K-8	34%	28%	37%	36%
World Academy	K-3	18%	21%	35%	38%
East Oakland Leadership Academy	K-8	14%	31%	30%	42%

CST **MATH** SCORES OVER TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		Math 07	Math 08	Math 09	Math 10
North Oakland Community Charter School	K-8	69%	69%	78%	80%
Berkley Maynard Academy	K-8	50%	60%	68%	61%
Monarch Academy	K-5		75%	67%	77%
Achieve Academy	4-5	43%	47%	66%	72%
Millsmont Academy	K-5	40%	51%	66%	62%
World Academy	K-3	39%	46%	65%	63%
Lighthouse Community Charter	K-8	32%	45%	49%	54%
Conservatory of Instrumental and Vocal Arts	K-8	N/A	64%	45%	65%
Civicorps Elementary School	K-5	36%	34%	42%	49%
East Oakland Leadership Academy	K-8	13%	30%	40%	48%
Reems (E.C.) Academy of Technology & Art	K-8	39%	25%	30%	34%

Comparison Sub-Group ANALYSIS: OAKLAND CHARTER SCHOOLS

- The school **API score is (743) below the median** performance of Oakland charter schools in **2010** serving similar grades.
- The school **API score is (757) below the median** performance of Oakland charter schools in **2009** serving similar grades.
- The school has demonstrated up and down improvement in API performance, and overall consistent and steady improvement in CST ELA and CST math performance over the past four years.

CST

Civcorps' performance compared to Oakland Charter Schools.

Year	CST Subject	Compared to the Median	Compared to the Average
2010	ELA	Below	Below
	MATH	Below	Below
2009	ELA	Below	Below
	MATH	Below	Below

B. Comparison Sub-Group: **OUSD DISTRICT SCHOOLS**

- **Similar Grades Served: K-5**
- **Similar Demographic (< or > 50% Comparable low-income)**

API - 2010

Order rank based on 2010 API Score

SCHOOL	LEVEL	2008	2009	2010	met AYP?
Lincoln Elementary	K-5	906	933	953	Yes
Cleveland Elementary	K-5	862	886	911	Yes
Sequoia Elementary	K-5	783	813	857	Yes
Bella Vista Elementary	K-5	800	811	848	Yes
La Escuelita	K-5	827	813	848	Yes
Laurel Elementary	K-5	780	802	828	No
Carl B. Munck Elementary	K-5	785	798	821	Yes
Burckhalter Elementary	K-5	696	790	821	Yes
Markham Elementary	K-5	701	713	791	Yes
Grass Valley Elementary	K-5	809	824	791	No
Parker Elementary	K-5	752	763	790	No
Lakeview Elementary	K-5	721	760	770	No
Howard Elementary	K-5	716	731	763	Yes
Civicorps Elementary	K-5	698	757	743	No
Brookfield Elementary	K-5	692	707	739	Yes
Emerson Elementary	K-5	694	725	737	No
Marshall Elementary	K-5	735	720	737	No
Sankofa Elementary	K-5	691	718	717	No
Hoover Elementary	K-5	659	672	703	No
Maxwell Park Elementary	K-5	596	665	691	No
Santa Fe Elementary	K-5	690	686	667	No

B. Comparison Sub-Group: OUSD DISTRICT SCHOOLS

- **Similar Grades Served: K-5**
- **Similar Demographic (< or > 50% Comparable low-income)**

API - 2009

Order rank based on 2009 API Score

SCHOOL	LEVEL	2008	2009	2010	met AYP?
Lincoln Elementary	K-5	906	933	953	Yes
Cleveland Elementary	K-5	862	886	911	Yes
Grass Valley Elementary	K-5	809	824	791	No
Sequoia Elementary	K-5	783	813	857	Yes
La Escuelita	K-5	827	813	848	Yes
Bella Vista Elementary	K-5	800	811	848	Yes
Laurel Elementary	K-5	780	802	828	No
Carl B. Munck Elementary	K-5	785	798	821	Yes
Burckhalter Elementary	K-5	696	790	821	Yes
Parker Elementary	K-5	752	763	790	No
Lakeview Elementary	K-5	721	760	770	No
Civicorps Elementary	K-5	698	757	743	No
Howard Elementary	K-5	716	731	763	Yes
Emerson Elementary	K-5	694	725	737	No
Marshall Elementary	K-5	735	720	737	No
Sankofa Elementary	K-5	691	718	717	No
Markham Elementary	K-5	701	713	791	Yes
Brookfield Elementary	K-5	692	707	739	Yes
Santa Fe Elementary	K-5	690	686	667	No
Hoover Elementary	K-5	659	672	703	No
Maxwell Park Elementary	K-5	596	665	691	No

B. Comparison Sub-Group: OUSD DISTRICT SCHOOLS

- **Similar Grades Served: K-5**
- **Similar Demographic (< or > 50% Comparable low-income)**

CST: ELA - 2010

Order rank based on 2010 CST % Proficient/Advanced

ELA

SCHOOL	LEVEL	2009	2010
Lincoln Elementary	K-5	80%	83%
Cleveland Elementary	K-5	73%	77%
Sequoia Elementary	K-5	61%	70%
Carl B. Munck Elementary	K-5	54%	62%
Bella Vista Elementary	K-5	55%	60%
Laurel Elementary	K-5	52%	56%
Markham Elementary	K-5	33%	55%
La Escuelita	K-5	50%	54%
Parker Elementary	K-5	51%	52%
Grass Valley Elementary	K-5	57%	50%
Burckhalter Elementary	K-5	46%	48%
Lakeview Elementary	K-5	41%	44%
Civicorps Elementary	K-5	39%	42%
Howard Elementary	K-5	36%	42%
Sankofa Elementary	K-5	40%	39%
Brookfield Elementary	K-5	33%	36%
Emerson Elementary	K-5	33%	35%
Marshall Elementary	K-5	40%	35%
Hoover Elementary	K-5	23%	29%
Maxwell Park Elementary	K-5	25%	28%
Santa Fe Elementary	K-5	30%	27%

B. Comparison Sub-Group: OUSD DISTRICT SCHOOLS

- Similar Grades Served: K-5
- Similar Demographic (< or > 50% Comparable low-income)

CST: Math - 2010

Order rank based on 2010 CST % Proficient/Advanced

Math

SCHOOL	LEVEL	2009	2010
Lincoln Elementary	K-5	95%	96%
Cleveland Elementary	K-5	84%	86%
La Escuelita	K-5	76%	78%
Bella Vista Elementary	K-5	73%	76%
Sequoia Elementary	K-5	69%	75%
Laurel Elementary	K-5	65%	67%
Carl B. Munck Elementary	K-5	60%	62%
Markham Elementary	K-5	44%	60%
Grass Valley	K-5	61%	58%
Hoover Elementary	K-5	47%	58%
Parker Elementary	K-5	48%	57%
Burckhalter Elementary	K-5	41%	56%
Marshall Elementary	K-5	43%	55%
Lakeview Elementary	K-5	57%	55%
Howard Elementary	K-5	48%	53%
Sankofa Elementary	K-5	56%	53%
Emerson Elementary	K-5	49%	51%
Civicorps Elementary	K-5	42%	49%
Brookfield Elementary	K-5	47%	49%
Maxwell Park Elementary	K-5	31%	46%
Santa Fe Elementary	K-5	41%	36%

B. Comparison Sub-Group: OUSD DISTRICT SCHOOLS

- **Similar Grades Served: K-5**
- **Similar Demographic (< or > 50% Comparable low-income)**

CST: ELA - 2009

Order rank based on 2009 CST % Proficient/Advanced

ELA

SCHOOL	LEVEL	2009	2010
Lincoln Elementary	K-5	80%	83%
Cleveland Elementary	K-5	73%	77%
Sequoia Elementary	K-5	61%	70%
Grass Valley Elementary	K-5	57%	50%
Bella Vista Elementary	K-5	55%	60%
Carl B. Munck Elementary	K-5	54%	62%
Laurel Elementary	K-5	52%	56%
Parker Elementary	K-5	51%	52%
La Escuelita	K-5	50%	54%
Burckhalter Elementary	K-5	46%	48%
Lakeview Elementary	K-5	41%	44%
Sankofa Elementary	K-5	40%	39%
Marshall Elementary	K-5	40%	35%
Civicrops Elementary	K-5	39%	42%
Howard Elementary	K-5	36%	42%
Markham Elementary	K-5	33%	55%
Brookfield Elementary	K-5	33%	36%
Emerson Elementary	K-5	33%	35%
Santa Fe Elementary	K-5	30%	27%
Maxwell Park Elementary	K-5	25%	28%
Hoover Elementary	K-5	23%	29%

B. Comparison Sub-Group: **OUSD DISTRICT SCHOOLS**

- **Similar Grades Served: K-5**
- **Similar Demographic (< or > 50% Comparable low-income)**

CST: Math - 2009

Order rank based on 2009 CST % Proficient/Advanced

Math

SCHOOL	LEVEL	2009	2010
Lincoln Elementary	K-5	95%	96%
Cleveland Elementary	K-5	84%	86%
La Escuelita	K-5	76%	78%
Bella Vista Elementary	K-5	73%	76%
Sequoia Elementary	K-5	69%	75%
Laurel Elementary	K-5	65%	67%
Grass Valley	K-5	61%	58%
Carl B. Munck Elementary	K-5	60%	62%
Lakeview Elementary	K-5	57%	55%
Sankofa Elementary	K-5	56%	53%
Emerson Elementary	K-5	49%	51%
Parker Elementary	K-5	48%	57%
Howard Elementary	K-5	48%	53%
Hoover Elementary	K-5	47%	58%
Brookfield Elementary	K-5	47%	49%
Markham Elementary	K-5	44%	60%
Marshall Elementary	K-5	43%	55%
Civicorps Elementary	K-5	42%	49%
Burckhalter Elementary	K-5	41%	56%
Santa Fe Elementary	K-5	41%	36%
Maxwell Park Elementary	K-5	31%	46%

Comparison Sub-Group ANALYSIS: OUSD DISTRICT SCHOOLS

- The school **API score (743) below the median** performance of Oakland district schools in **2010** serving both similar grades and a demographically similar population based on student socio-economic status.
- The school **API score (757) equal to 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 has demonstrated API growth, with the exception of a dip in 2009-10.
- The school has demonstrated consistent and steady improvement in CST ELA and CST math performance over the past four years.

CST

Civicorps' performance compared to Oakland District Schools serving both similar grades and a demographically similar population.¹

Year	CST Subject	Compared to the Median	Compared to the Average
2010	ELA	Below	Below
	MATH	Below	Below
2009	ELA	Below	Below
	MATH	Below	Below

¹ Based on student socioeconomic status.
Civicorps Elementary School – Charter Renewal
March 9, 2011

Renewal Standard I: Is the school an Academic Success?

The quality of the school's educational program has been evaluated through a two-day site inspection conducted on **November 1 and 2, 2010** by **District staff**.

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

Strengths:

- In a relatively short time, the new administration has had a positive impact on improving school culture, and in promoting a safe learning environment for students.
- The new principal's experience in Cycles of Inquiry provides a new opportunity to delve deeper in data analysis than has occurred over the prior four years.
- The unique emphasis on civic learning and leadership promotes a strong culture within the school; students complete signature projects focused on these elements. The school has embedded lessons, particularly in science and service learning that represent the civic learning curriculum set forth in the school's charter.
-
- Lessons observed demonstrate efforts to engage students in their learning through small groups, cooperative groups, discussion, and efforts to establish real-world connections, however it is not yet clear what impact this is having on student performance.
- The administration collects and analyzes a wide range of data in order to understand its strengths and the challenges facing the school.
- The strong sense of teamwork and collaboration between all members of staff has led to a more consistent and stable workforce.
- Evidence exists that a scope and sequence for each month is developed by each grade level to include a description of activities, standards addressed, and forms of assessment. This includes references to curricular materials used.
- Students enjoy school and speak positively about their learning.

Challenges:

- Significant principal turnover has resulted in the lack of a coherent plan around improving instruction to increase student achievement.
- The curriculum is loosely structured and is not clearly articulated from one grade level to the next.
- Strong and consistent use of academic language is not reinforced across classrooms.
- Expectations for learning objectives are not consistently articulated and students frequently indicate lack of understanding the learning objectives in a given lesson.
- Professional development has not been systematically implemented until the current school year; in prior years

teachers were provided with various workshops on multiple topics in a disjointed manner.

- The achievement of African American students is lower than the overall achievement, presenting a gap that the school has yet to develop a plan to remedy.
- While there is evidence of strong instruction, instruction is inconsistent across classrooms.
- While student performance data is collected and analyzed, the school has not yet consistently implemented a system for the use of this data.
- There is little evidence to indicate that lessons are adequately differentiated in order to meet the learning needs of lower and higher achieving students.
- The school lacks a systematic plan and structure for implementing academic intervention strategies.

Based on an analysis of Civicorps' performance outcomes and an evaluation of its educational program over the past four years, the school is deemed an **Academic Success** for the purposes of renewal.

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

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

The effectiveness and viability of the school has been evaluated through a two-day site inspection conducted on **November 1 and 2, 2010** by **District staff**.

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

Strengths:

- Recent organization-wide changes have resulted in a more positive, collaborative culture which has resulted in evidence of a more unified organization.
- The Board has experienced a shift in its functioning with a renewed commitment to meet the needs of the school, and will begin a strategic planning process in March; whereas the Board stated it was previously on the “periphery”, it is now actively holding itself accountable and stated “we will not seek to continue five years from now if we are not educating kids.”
- The Board has begun holding some Board meetings at the school site improving on past practice of holding meetings only at the organization’s home office.
- Some Board members are now conducting walk-throughs and have a greater presence on the campus, and as a result are becoming better known to the school community, including teachers and families.
- The program committee of the Board reviews monthly the school’s progress towards its Measurable Pupil Outcomes and its implementation of the program specified in the charter.
- Parents have a growing active voice in the strategic management or decision-making process through the appointment of a parent representative to the school’s governing board. (The larger Civicorps Schools organization has not historically involved the school community in decision-making and has yet to develop a long-term strategic plan to secure the future improvement of the school.)
- For the 2010-2011 school year, the Board has implemented a 360 degree evaluation model for the principal; the model will include feedback from teachers, families, and other relevant stakeholders.

Challenges

- Policies have only recently been introduced to attempt to engage the public and stakeholders in the governing board deliberations.
- The Board’s Program Committee is in the beginning stages of developing a process for monitoring the effective implementation of the school’s program.
- The Board has only an emerging understanding of its role in operating a charter school; the Board is actively seeking resources and best practices to improve its functioning in this respect.

- Despite the Board’s acknowledgement that it has much work to do, a Board meeting was recently cancelled due to a self-described insufficient amount of agenda items.
- The frequent turnover of school leaders has had a negative impact on the school’s growth and stability.
- It is not clear how the lead agency/home office uses data to monitor the effectiveness of the school program.
- The Board has not been effective working with past school leaders to establish a clear direction for the school and in creating a culture of accountability for achieving student learning outcomes.

An evaluation by staff of Civicorps Elementary’s Fiscal Accountability and Governance 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
- Standing with parents and within the community

Based on this analysis, the school 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 Civicorps 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 Civicorps, **as revised, with conditions**, 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 Civicorps for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2011 and expire on June 30, 2016. 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 Civicorps 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

ATTACHMENT IV: CST DATA TABLES

Oakland Unified School District

Office of Charter Schools

REQUIRED CHARTER TEXT

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 **5pm on June 1, 2011**.

Charter Text	Text Reference	Required Revision
<u>Student Admissions Policies and Procedures</u>	Page 24	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>By October 1 of each year, Civicorps Elementary will notify the District in writing of the application deadline and proposed lottery date. Civicorps Elementary will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.”</i></p>
<u>Public Records</u>	Page 20	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Civicorps Elementary 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 Civicorps Elementary to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Civicorps Elementary and of the District. Civicorps Elementary further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities <u>as well, in a timely manner so that the District may meet its obligations under those authorities as well.</u> To the extent that there is information that the District has, but that Civicorps Elementary does not have that Civicorps Elementary needs in order to meet its obligations, the District shall provide the same to Civicorps Elementary in a reasonably timely manner upon request.”</i></p>
<u>Reporting and Accountability</u>	Page 17	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If Civicorps Elementary does not test (i.e., STAR) with the District, Civicorps Elementary hereby grants authority to the State of California to provide a copy of all test results</i></p>

		<p><i>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>
<p><u>Addressing Parent Complaints</u></p>	<p>Page 20</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>Civcorps Elementary has will established- complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Civcorps Elementary 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. <u>The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.</u></i></p> <p><u>Civcorps Elementary will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Civcorps Elementary alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Civcorps Elementary will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.</u></p> <p><u>Civcorps Elementary 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.</u></p> <p><u>Civcorps Elementary 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</u></p>

		<p><u>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.”</u></p>
<p><u>Dispute Resolutions Procedures</u></p>	<p>Pages 27-28</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 Civicorps Elementary agree to attempt to resolve all disputes between the District and Civicorps Elementary 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 Civicorps Elementary, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.</i></p> <p><i>(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tenered tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:</i></p> <p><i>To Charter School, c/o School Director: Civicorps Elementary</i></p> <p><i>To Coordinator, Office of Charter Schools: Office of Charter Schools</i></p> <p style="text-align: center;"><i>Oakland Unified School District <u>1025 Second Avenue, Room 206</u> <u>Oakland, California 94606</u></i></p>

		<p style="text-align: center;"><u>4551 Steele Street, Room11</u> <u>Oakland, California 94619</u></p> <p><i>(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.</i></p> <p><i>(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. 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: Due Process for Students with Disabilities</u></p>	<p>Pages 26</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, Civicorps Elementary will</i></p>

		<p>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; 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 25</p>	<p>Add the following text and remove any text to the contrary:</p> <p>“To the extent that Civicorps Elementary is a recipient of federal funds, including federal Title I, Part A funds, Civicorps Elementary has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind (NCLB) Act and other applicable federal grant programs. Civicorps Elementary 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:</p> <ul style="list-style-type: none"> • 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 or taught for four or more consecutive weeks by a teacher who is not highly qualified. • Develop jointly with, and distribute to, parents of participating children, a school-parent compact. • Hold an annual Title I meeting for parents of participating Title I students. • Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

		<i>Civicorps Elementary 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>
<u>Facilities</u>	Page 33	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If Civicorps Elementary 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 Civicorps Elementary moves or expands to another facility during the term of this charter, Civicorps Elementary 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. Civicorps Elementary 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>Impact on Charter Authorizer</u>	Page 31	<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 ○ <u>December 15 – Schedule of Expenditures of Federal Awards</u>

		<ul style="list-style-type: none"> ○ March 1 – Second Interim Financial Report for Current Year ○ June 15 – Preliminary Budget for Subsequent Year
<p><u>Impact on Charter Authorizer</u></p>	<p>Page 32</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Civicorps Elementary 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>Civicorps Elementary 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 Civicorps Elementary.</i> • <i>The District is authorized to revoke this charter for, among other <u>reasons</u>, the failure of Civicorps Elementary 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 Civicorps Elementary 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>Civicorps Elementary shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Civicorps</i></p>

Elementary. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

*In addition, if an allegation of waste, fraud or abuse related to Civicorps Elementary operations is received by the District, the ~~school~~ **Civicorps Elementary School** 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 Civicorps Elementary by law or charter provisions”*

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 CRITERIA

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

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 making judgments on the quality of Improving Student Achievement</i>	<i>Rating</i>
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	3
2.2	Consistently puts into practice the educational program outlined in its charter	3
2.3	Generates and sustains a school culture conducive to staff professional growth	3
2.4	Actively monitors and evaluates the success of the school’s program	2
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	2
2.6	Treats all individuals with fairness, dignity and respect	3
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	3
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	3
2.9	Abstains from any decision involving a potential or actual conflict of interests	3
2.10	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4
2.11	Engages community involvement in the school	4

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 making judgments on the quality of Improving Student Achievement</i>	<i>Rating</i>
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	2
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	2
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter	2
3.4	Uses student assessment results to improve curriculum and instruction	2
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	2

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.

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Rating</i>
4.1	Ensure that policies are implemented in a fair and consistent manner	3
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	3
4.3	Seek input from impacted stakeholders	2
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	3
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	3

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.

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Rating</i>
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability	3
5.2	Conducts an annual financial audit which is made public	4
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	3
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals	3

ATTACHMENT IV: CST DATA TABLES

BASELINE YEAR Civicorps Elementary School 2005-6									
Grade	2		3		4		5		
Subject	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	SCI
N	26	25	25	25	33	33	24	24	24
Advanced/Proficient	40%	40%	28%	44%	39%	36%	35%	37%	13%
Advanced	4%	16%	4%	24%	9%	21%	9%	8%	0
Proficient	36%	24%	24%	20%	30%	15%	26%	29%	13%
Basic	32%	40%	24%	24%	30%	24%	26%	17%	42%
Below Basic	20%	12%	24%	20%	21%	27%	17%	13%	21%
Far Below	8%	8%	24%	12%	9%	12%	22%	33%	25%

CST Language Arts -- Civicorps Elementary School																
Year	2006-7				2007-8				2008-9				2009-10			
Grade	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5
N	32	24	20	28	30	28	21	15	39	39	25	22	33	38	36	21
Advanced/ Proficient	19%	13%	40%	32%	14%	22%	57%	40%	51%	23%	52%	32%	49%	39%	30%	43%
Change	-21	-15	+1	-3	-5	+9	+17	+8	+37	+1	-5	-8	-2	+16	-22	+11
						MET	MET	MET	MET					MET		MET
Advanced	3%	0	10%	14%	4%	4%	24%	7%	15%	8%	28%	18%	31%	13%	14%	19%
Proficient	16%	13%	30%	18%	10%	18%	33%	33%	36%	15%	24%	14%	18%	26%	25%	24%
Basic	23%	42%	30%	29%	34%	25%	29%	33%	21%	28%	24%	50%	33%	32%	31%	29%
Below Basic	32%	29%	10%	21%	21%	18%	10%	27%	18%	23%	20%	9%	6%	11%	25%	14%
Far Below	26%	16%	20%	18%	31%	35%	4%	0	10%	26%	4%	9%	12%	18%	5%	14%

CST Mathematics -- Civicorps Elementary School																
Year	2006-7				2007-8				2008-9				2009-10			
Grade	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5
N	32	24	20	28	30	28	21	15	39	39	25	22	33	38	36	21
Advanced/ Proficient	22%	42%	45%	39%	11%	21%	62%	60%	54%	19%	60%	41%	46%	58%	42%	29%
Change	-18	-2	+1	-2	-10	-21	+17	+21	+43	-2	-2	-19	-8	+39	-18	-12
							MET	MET	MET					MET		
Advanced	0	9%	15%	21%	7%	7%	24%	33%	18%	9%	24%	14%	31%	26%	11%	5%
Proficient	22%	33%	30%	18%	4%	14%	38%	27%	36%	10%	36%	27%	15%	32%	31%	24%
Basic	19%	29%	10%	14%	26%	18%	14%	33%	18%	28%	28%	36%	24%	21%	36%	29%
Below Basic	53%	25%	35%	18%	48%	36%	24%	7%	23%	38%	12%	23%	21%	18%	19%	38%
Far Below	6%	4%	10%	29%	15%	25%	0	0	5%	15%	0	0	9%	3%	3%	4%

CST Science -- Civicorps Grade 5				
Year	2006-7	2007-8	2008-9	2009-10
N	28	15	22	21
Advanced	11%	8%	5%	19%
Proficient	18%	21%	14%	10%
Basic	43%	21%	64%	29%
Below Basic	18%	43%	17%	24%
Far Below	10%	7%	0	18%

Because Civcorps Elementary School's largest subgroup is African American students, the teaching staff is committed to serving these students' academic needs with particular concern for equity and excellence for all in a united effort to narrow and close achievement gaps.

BASELINE YEAR African American Students Civcorps Elementary School 2005-6									
Grade	2		3		4		5		
Subject	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	SCI
N	15	15	18	18	28	28	17	17	17
% Enrollment	57.7%	57.7%	72%	72%	82.4%	82.4%	70.8%	70.8%	70.8%
Advanced/Proficient	27%	20%	28%	33%	32%	29%	19%	29%	12%

CST African American Students -- Civcorps Elementary School																
Year	2006-7				2007-8				2008-9				2009-10			
Grade	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5
N	25	13	14	22	27	23	12	11	27	33	18	15	16	25	27	21
% Enrollment	76%	54%	70%	79%	90%	82%	57%	73%	69%	85%	72%	68%	48%	66%	75%	100%
ELA Advanced / Proficient	17%	8%	36%	27%	12%	17%	50%	45%	44%	21%	50%	27%	31%	28%	30%	43%
Math Advanced/ Proficient	16%	23%	36%	36%	13%	17%	58%	55%	44%	15%	50%	40%	19%	52%	41%	29%
Science Advanced/ Proficient	-	-	-	23%	-	-	-	27%	-	-	-	7%	-	-	-	28%

Civcorps Elementary School African American API Scores				
2005-6	2006-7	2007-8	2008-9	2009-10
669	670	667	732	696
base	+1	-3	+65	-36
Civcorps Elementary School Socioeconomically Disadvantaged API Scores				
2005-6	2006-7	2007-8	2008-9	2009-10
653	655	629	705	N/A
base	+2	-26	+76	N/A

And, when compared with the Oakland Unified School District neighborhood schools in proximity to Civicorps Elementary School with similar student demographics (socio-economic status, race), Civicorps Elementary School consistently outperformed its public school counterparts for 2010 Growth:

Elementary School	English Language Learners	Free/Reduced Lunch	2010 API
Hoover	27%	82%	672
Santa Fe	12%	72%	685
Sankofa	7%	85%	717
Lafayette	26%	83%	645
Civicorps	4%	65%	757
Statewide Average	24%	51%	N/A