



TO: Vincent Matthews, State Administrator
Board of Education

FROM: Roberta Mayor, Ed.D., Interim Superintendent
David Montes de Oca, Coordinator; Office of Charter Schools

DATE: April 8, 2009

RE: E.C. Reems Academy of Technology and Art
Charter Renewal Request

Legislative File
File ID No.: 09-0487
Introduction Date: 2/11/2009
Enactment No.: _____
Enactment Date: _____
By: _____

ACTION REQUESTED:

Approve the E.C. Reems Academy 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.

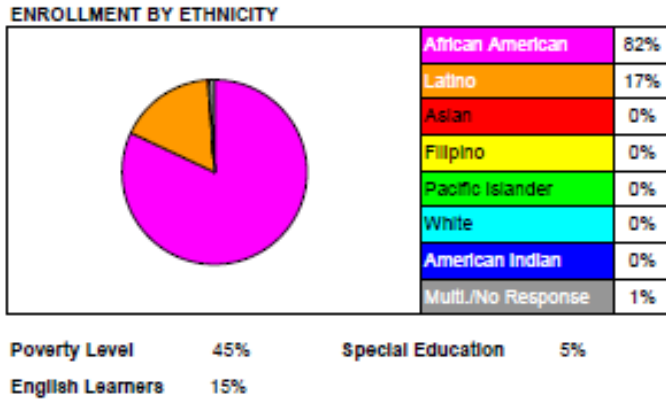
BACKGROUND:

I. School Description and Key Program Elements:

Opening Year	1999	Grades	K-8
Term Approval	6/22/2004	Attendance Area	CASTLEMONT
Renewal Date	6/30/2009	Board District	7
Term	SECOND	Funding	Direct-Funded

<u>YEAR</u>	2004-05	2005-06	2006-07	2007-08	2008-09
<u>GRADES</u>	K-8	K-8	K-8	K-8	K-8
<u>ENROLL</u>	349	371	344	353	363

The school's enrollment demographics* for the 2007-2008 school year are as follows:



As outlined in the existing, approved charter petition:

School Mission:

Reems is a school that enriches the lives of students. We offer a safe, educational environment in which academic and social development aligns to create a well rounded student. We teach our students to be world class leaders, and like our mascot - The Lion, we are a magnificent people that exude power, courage and nobility.

Program's Distinguishing Features:

E.C. Reems Academy education program will include the following features:

1. A holistic approach that builds students' social skills and self-control, students' ability to think critically, and parents' and guardians' ability to support their children's learning.
2. Open Court, Open Book, classroom reading groups, reading pullout groups, and tutoring.
3. Use of Mighty Mathematics, small group processing, and one-on-one tutoring
4. Use of Resiliency in Education Programs' methodology to approach pupil, teacher and parent achievement

Learning best occurs with:

1. An extended elementary school, classes operate in self-contained environments.
2. Project-based learning and scaffolding models that integrate reading and analysis.
3. Small classroom populations, 20:1 in K-4; 25:1 in 5-8,
4. All teaching methods will support multiple-intelligence learning styles producing individual and group work
5. Learning is enhanced through the development of character education building blocks and the Guiding Principles, borrowed from the seven Principles of Kwanzaa, to train pupils in social skills development. These tools contribute to better classroom management.

GOVERNING LAW:

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

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** in order for a charter renewal petition to be considered.

EC REEMS ACADEMY: SB 1137 CRITERIA FOR RENEWAL	Y/N
1. API Growth Target:	
Did school attain API Growth Target in prior year?	NO
Did school attain API Growth Target in two of last three years?	NO
Did school attain API Growth Target in the aggregate of the prior three years?	NO
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	Unknown
Is the school ranked 4 or higher on API in two of last three year?	NO
3. API Similar Schools Rank:	
Is the school ranked 4 or higher on API Similar Schools in prior year?	Unknown
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	YES
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	YES

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)*)

Charter schools are, by definition, exceptional institutions. Charter schools accept the challenges that face all public schools and embrace a unique and demanding burden of proof in the accountability inherent in a five-year charter. **Charter schools are built on the philosophy that success is possible for all children.** In writing a charter and in reporting its progress against it, a school embraces a commitment to both success and transparency. The accountability plan within the charter allows a school to set goals that reflect its uniqueness and autonomy while giving substance to a school’s commitment to parents and citizens.

The legislature’s intent regarding accountability for charter schools is to:

- “Improve Pupil Learning” Education Code 47601(a)
- “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.” Education Code 47601(f)

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 performance outcomes and program implementation.

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 fiscal accountability and governance of the school.

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.

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.

ACADEMIC SUCCESS?

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

III. MEASURABLE PUPIL OUTCOMES

E.C. Reems Academy has met or made substantial progress towards meeting the majority of the Measurable Pupil Outcomes outlined in its charter. At the time of approval for its second term in 2004, E.C. Reems Academy was required to adopt what was at that time the District's rigorous acceleration goals for CST performance. These goals outlined a rate of improvement that ranged from 10-11% growth annually for proficient and advanced students in English Language Arts and 7-8% growth annually for proficient and advanced students in math. From **2003 to 2007** the school increased proficient and advanced levels by **22%** in ELA over a four year period, and **30%** in math over a four year period.

EC Reems opened in 1999. In **2001** the school API performance score was **440**. As of **2008**, the school API performance score was **695**. Over the prior eight years, the school has grown their API by **255** points, an **average growth of 32 points each year**.

During the 2007-2008 school year, the performance of students in ELA and Math based on the CST dropped. Outlined on Page 9 of this report is a discussion of the factors likely to have contributed to the drop, and summarizes remediation plan taken up by the school. Action Steps proposed by the school in its 2008 Performance Report have been incorporated as **conditions** of this renewal charter recommendation. [SEE Attachment II: 2008 Performance Report Action Plan]

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

MET or SUBSTANTIAL PROGRESS MADE

Measurable Pupil Outcomes	Instrument	Target	Progress
2007, with at least 95% of enrolled students testing.	CST	95% of enrolled students testing	2007 98% of students testing
2005 CST Percent Proficient/Advanced	CST	2005 ELA 40%, Math 38%,	2006 ELA 36%, Math 39%,
The school will demonstrate progress in the aggregated results of the pupil outcomes listed above,	i.e. CST performance	Demonstrate progress in the aggregated results	From 2003 to 2007 the school increased proficient and advanced levels by 22% in <u>ELA</u> over a four year period, and 30% in <u>math</u> over a four year period.
The school will demonstrate pupil improvement on standardized test scores	CST	Compare favorably with schools that have similar pupil <u>or</u> provide 'clear and convincing' standards of schools that are comparable to other schools in the district,	E.C. Reems Academy is above the average API performance (686) of District schools by 9 points (695) for 2008 , E.C. Reems Academy is above the average API performance (680) of District schools by 34 points (714) for 2007 ,

			compared to schools serving a similar population based on socio-economic status;
The parent satisfaction rate will be higher than the parent satisfaction rate at similar schools in the district,	Parent Survey	higher than the parent satisfaction rate at similar schools in the district	2008 Parent Survey Results % Agree or Strongly Agree Leadership – 100% Teaching & Learning – 100% School Climate – 93% Parent Communication – 96% Parent Involvement – 93%

SOME PROGRESS ACHIEVED

Measurable Pupil Outcomes	Instrument	Target	Progress
2006 CST Percent Proficient/Advanced	CST	2006 ELA 55%, Math 55%,	2007 ELA 34%, Math 39%,

NOT MET

Measurable Pupil Outcomes	Instrument	Target	Progress
2007 CST Percent Proficient/Advanced	CST	2007 ELA 70%, Math 70%,	2008 ELA 28%, Math 25%,

IV. OUSD TIERING ANALYSIS:

Tiering Revisions: Using 2007-2008 Data

SCHOOL: Reems Academy

12-Mar-09 Network Officer: 0

Step 1: Initial Tier is Calculated based on Program Improvement Status

Program Improvement Year: --

GREEN: No Program Improvement Status
 YELLOW: PI Year 0,1,2 (Year "0" means the school missed AYP for its first year and is at risk of PI status)
 ORANGE: PI Year 3
 RED: PI Year 4,5

Initial Tier: GREEN

2007-2008 Reason for not Making AYP highlighted in RED

How AYP Score is Determined

Made AYP in BOTH of past two years	GREEN
Made AYP in the MOST RECENT Year	YELLOW
Did not make AYP in EITHER of past two years	RED

Made AYP in 2006-2007?	YES
Made AYP in 2007-2008?	NO

NOTE: In some cases a school has made AYP even if this table shows that some targets haven't been met (for example, subgroups with less than 50 students are not evaluated for AYP). For questions on how AYP is calculated, please go to: <http://www.cde.ca.gov/ta/ac/ar/index.asp>

2007-2008 AYP Targets					
35.2% ###		95%		95%	
Prof / Adv		Participation			
ELA	Math	ELA	Math	ELA	Math
28%	25%	264	99%	260	97%
29%	27%	204	98%	200	96%
--	--	1	--	1	--
29%	22%	54	100%	54	100%
--	--	0	--	0	--
30%	21%	186	98%	185	97%
36%	24%	47	--	47	--
--	--	10	--	10	--

07-08 API	695
API Target	0
Growth	-18

Step 2: School Receives Growth and Achievement Gap scores

Growth	One Year	Two Year	Three Year	MOVES UP OR DOWN?
	RED	YELLOW	YELLOW	0
# of students with multiple years of data	ELA: 125, Math: 124	ELA: 83, Math: 80	ELA: 30, Math: 32	
% of students who				
Stayed in Advanced or Proficient	24%	25%	25%	
Grew at least one performance band	22%	30%	28%	
Stayed in the same performance band	37%	29%	41%	
Decreased one performance band	18%	16%	6%	
How Growth points are determined				
1 point if P/A + Growth > 1/2 of students	0	1	1	
1 point if % Growth > % Decrease	0	0	0	
Total Score	1	2	2	
How Growth score is Determined				
3-4 points	GREEN			
2 points	YELLOW			
0-1 points	RED			
Achievement Gap	GREEN			
	2006-2007	2007-2008	How Achievement Gap score is determined	
School API	716	695	GREEN: Gap small than 25 points OR	
Lowest Performing Subgroup	SED	Af. Amer.	Gap decreasing by more than 10%	
Lowest API	714	690	YELLOW: Gap decreases by less than 10%	
Achievement Gap	2	5	RED: Gap is greater than 75 points and not closing OR	
			All subgroups are not scoring above 574 OR	
Change in Achievement Gap		3	Gap is increasing	
% Change		150%		

2008-2009 Tier

This TIER determines the Accountabilities and Supports which the school will receive during the 2007-2008 school year

	Schoolwide Tier	GROWTH	GAP
2008-2009 Schoolwide Tier	GREEN	YELLOW	GREEN

E.C. Reems Academy, based on the OUSD Tiering System is a **GREEN** school.

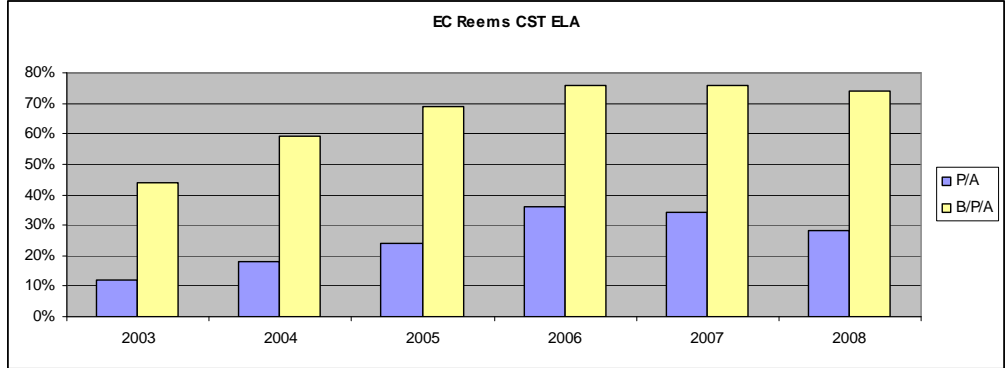
E.C. Reems is **RED** in its one year growth, **YELLOW** in its two year growth, and **YELLOW** in its three year growth on CST performance. In 2008 the school maintained or increased student performance at a rate of **46%** in ELA, just short of the 50% required by the OUSD Tiering system. The school exceeded the OUSD Tiering benchmark in ELA for its two year growth and math for its three year growth. The school's over-all growth score is **YELLOW**.

The school's Achievement Gap score is **GREEN**, with a **gap of only 5 pts**, far exceeding the OUSD Tiering System threshold requiring a gap of less than 25 pts.

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

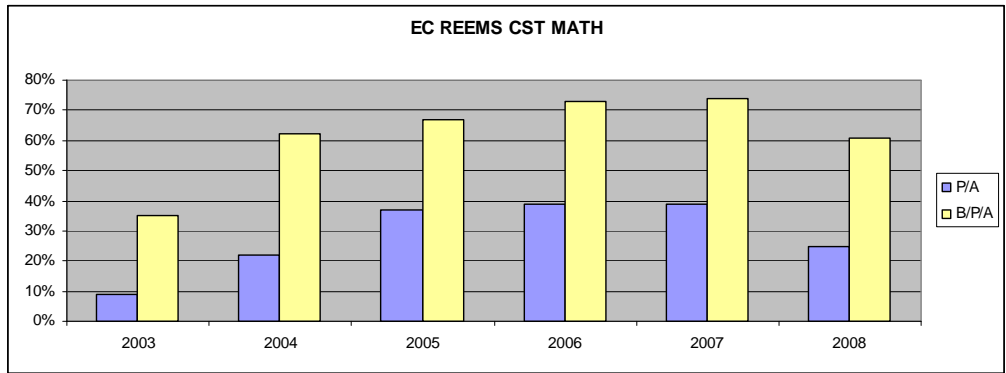
CST English Language Arts (Performance Over Time)

YEAR	P/A	B/P/A
2003	12%	44%
2004	18%	59%
2005	24%	69%
2006	36%	76%
2007	34%	76%
2008	28%	74%



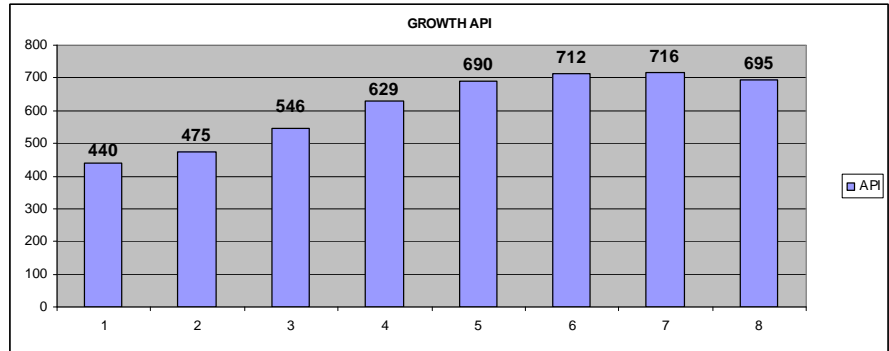
CST Mathematics (Performance Over Time)

YEAR	P/A	B/P/A
2003	9%	35%
2004	22%	62%
2005	37%	67%
2006	39%	73%
2007	39%	74%
2008	25%	61%



API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2005	690	3	8
2006	713	3	10
2007	716	3	9
2008	695	<i>Pend</i>	<i>Pend</i>



2001	2002	2003	2004	2005	2006	2007	2008	GROWTH
440	475	546	629	690	712	716	695	255 pts

AYP (Performance Over Time)

	2004	2005	2006	2007	2008
AYP Met?	YES	NO	YES	YES	NO
AMO's	100%	94%	100%	100%	59%

- Except in the prior year **2008** where the school experienced a decline, E.C. Reems Academy has demonstrated **steady and continuous growth in student CST performance** in both English Language Arts and mathematics over the past eight years;.
 - **Factors associated with 2008 CST decline are;**
 - School administered Algebra 1 STAR test to all 8th grade students for the first time.
 - School experienced mid-year teacher turn-over in grades 3 and 4, with initial teachers having poor classroom management skills.
 - School-wide shift away from “rote learning” instructional model to further develop higher order thinking skills; requiring additional professional development and implementation.
- * Outlined in the school’s 2008 Performance Report, submitted with its charter renewal request are steps the school is taking to address the aforementioned issues. **[See Attachment III: 2008 Performance Report Action Plan]**
- From **2003 to 2007** the school increased proficient and advanced levels by **22%** in ELA over a four year period, and **30%** in math over a four year period.
 - From **2004 to 2007** the school has decreased the percent of students scoring in the lowest two performance levels at a rate of **26%** in ELA over three years, and **26%** in math over three years.
 - EC Reems opened in 1999. In **2001** the school API performance score was **440**. As of **2008**, the school API performance score was **695**. Over the prior eight years, the school has grown their API by **255** points, an **average growth of 32 points each year**.
 - EC Reems has **improved** its API score in **all but one** of the prior eight years.
 - The school has met its AYP targets for three of the past five years.

In an effort to ensure urgency and accountability for the necessary improvements EC Reems Academy has articulated for itself, this report incorporates as a **condition of approval** the Action Plan steps outlined in the EC Reems Academy 2008 Performance Report submitted along with its charter renewal request. **[See Attachment III: 2008 Performance Report Action Plan]**

VI. COMPARISON ANALYSIS

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

➤ Similar Grades Served: K-5, K-8

API - 2008

Order rank based on 2008 API Score

School	Grades	2005	2006	2007	2008
North Oakland Community Charter School (NOCCS)	K-8	914	834	845	855
Conservatory of Instrumental and Vocal Arts (COVA)	K-8	N/A	N/A	N/A	837
(Below) Demographically similar based on socio-economic status (Below)					
Monarch Academy	K-5	651	713	795	776
Berkley Maynard Academy (BMA)	K-8	N/A	645	730	769
Lighthouse Community Charter (LCC)	K-8	642	665	681	758
Achieve Academy (EFC-UE)	4-5	N/A	N/A	740	735
East Oakland Leadership Academy (EOLA)	K-8	687	719	621	715
Civicorps Elementary School (EBCC)	K-5	701	722	696	698
Reems (E.C.) Academy of Technology & Art	K-8	690	713	716	695
Millsmont Academy	K-5	N/A	642	687	692
World Academy (EFC-EOCC)	K-5	N/A	636	643	682
Huerta (Dolores) Learning Academy (DHILA)	K-8	625	680	594	641
Education for Change at Cox Elementary (EFC at Cox)	K-5	581	555	611	584

API - 2007

Order rank based on 2007 API Score

School	Grades	2005	2006	2007	2008
North Oakland Community Charter School (NOCCS)	K-8	914	834	845	855
(Below) Demographically similar based on socio-economic status (Below)					
Monarch Academy	K-5	651	713	795	776
Achieve Academy (EFC-UE)	4-5	N/A	N/A	740	735
Berkley Maynard Academy (BMA)	K-8	N/A	645	730	769
Reems (E.C.) Academy of Technology & Art	K-8	690	713	716	695
Civicorps Elementary School (EBCC)	K-5	701	722	696	698
Millsmont Academy	K-5	N/A	642	687	692
Lighthouse Community Charter (LCC)	K-8	642	665	681	758
World Academy (EFC-EOCC)	K-5	N/A	636	643	682
East Oakland Leadership Academy (EOLA)	K-8	687	719	621	715
Education for Change at Cox Elementary (EFC at Cox)	K-5	581	555	611	584
Huerta (Dolores) Learning Academy (DHILA)	K-8	625	680	594	641

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

➤ **Similar Grades Served: K-5, K-8**

CST - 2008

Order rank based on 2008 CST % Proficient/Advanced

CST ELA SCORES OVER-TIME

School		2005 Prof/Adv ELA	2006 Prof/Adv ELA	2007 Prof/Adv ELA	2008 Prof/Adv ELA
North Oakland Community Charter School (NOCCS)	K-8	*	65%	71%	74%
Conservatory of Instrumental and Vocal Arts (COVA)	K-8	N/A	N/A	N/A	60%
(Below) Demographically similar based on socio-economic status (Below)					
Berkley Maynard Academy (BMA)	K-8	N/A	23%	42%	45%
Monarch Academy	K-5	18%	29%	46%	37%
Lighthouse Community Charter (LCC)	K-8	20%	24%	27%	37%
Millsmont Academy	K-5	N/A	12%	24%	31%
East Oakland Leadership Academy (EOLA)	K-8	24%	31%	14%	31%
Civicorps Elementary School (EBCC)	K-5	34%	36%	25%	30%
Achieve Academy (EFC-UE)	4-5	N/A	N/A	27%	30%
Reems (E.C.) Academy of Technology & Art	K-8	24%	36%	34%	28%
World Academy (EFC-EOCC)	K-5	N/A	18%	18%	21%
Huerta (Dolores) Learning Academy (DHILA)	K-8	15%	20%	15%	19%
Education for Change at Cox Elementary (EFC at Cox)	K-5	N/A	13%	12%	12%

Order rank based on 2008 CST % Proficient/Advanced

CST MATH SCORES OVER-TIME

School		2005 Prof/Adv Math	2006 Prof/Adv Math	2007 Prof/Adv Math	2008 Prof/Adv Math
North Oakland Community Charter School (NOCCS)	K-8	*	52%	69%	69%
Conservatory of Instrumental and Vocal Arts (COVA)	K-8	N/A	N/A	N/A	64%
(Below) Demographically similar based on socio-economic status (Below)					
Monarch Academy	K-5	38%	51%	73%	75%
Berkley Maynard Academy (BMA)	K-8	N/A	28%	50%	60%
Achieve Academy (EFC-UE)	4-5	N/A	N/A	43%	47%
World Academy (EFC-EOCC)	K-5	N/A	29%	39%	46%
Lighthouse Community Charter (LCC)	K-8	26%	21%	32%	45%
Millsmont Academy	K-5	N/A	32%	35%	44%
Civicorps Elementary School (EBCC)	K-5	33%	39%	36%	34%
Huerta (Dolores) Learning Academy (DHILA)	K-8	22%	36%	23%	31%
East Oakland Leadership Academy (EOLA)	K-8	21%	38%	13%	30%
Education for Change at Cox Elementary (EFC at Cox)	K-5	N/A	18%	24%	26%
Reems (E.C.) Academy of Technology & Art	K-8	37%	39%	39%	25%

CST - 2007

Order rank based on 2007 CST % Proficient/Advanced

CST ELA SCORES OVER-TIME		2005	2006	2007	2008
		Prof/Adv ELA	Prof/Adv ELA	Prof/Adv ELA	Prof/Adv ELA
School					
North Oakland Community Charter School (NOCCS)	K-8	*	65%	71%	74%
(Below) Demographically similar based on socio-economic status (Below)					
Monarch Academy	K-5	18%	29%	46%	37%
Berkley Maynard Academy (BMA)	K-8	N/A	23%	42%	45%
Reems (E.C.) Academy of Technology & Art	K-8	24%	36%	34%	28%
Lighthouse Community Charter (LCC)	K-8	20%	24%	27%	37%
Achieve Academy (EFC-UE)	4-5	N/A	N/A	27%	30%
Civicorps Elementary School (EBCC)	K-5	34%	36%	25%	30%
Millsmont Academy	K-5	N/A	12%	24%	31%
World Academy (EFC-EOCC)	K-5	N/A	18%	18%	21%
Huerta (Dolores) Learning Academy (DHILA)	K-8	15%	20%	15%	19%
East Oakland Leadership Academy (EOLA)	K-8	24%	31%	14%	31%
Education for Change at Cox Elementary (EFC at Cox)	K-5	N/A	13%	12%	12%

Order rank based on 2007 CST % Proficient/Advanced

CST MATH SCORES OVER-TIME		2005	2006	2007	2008
		Prof/Adv Math	Prof/Adv Math	Prof/Adv Math	Prof/Adv Math
School					
North Oakland Community Charter School (NOCCS)	K-8	*	52%	69%	69%
(Below) Demographically similar based on socio-economic status (Below)					
Monarch Academy	K-5	38%	51%	73%	75%
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Reems (E.C.) Academy of Technology & Art	K-8	37%	39%	39%	25%
World Academy (EFC-EOCC)	K-5	N/A	29%	39%	46%
Civicorps Elementary School (EBCC)	K-5	33%	39%	36%	34%
Millsmont Academy	K-5	N/A	32%	35%	44%
Lighthouse Community Charter (LCC)	K-8	26%	21%	32%	45%
Education for Change at Cox Elementary (EFC at Cox)	K-5	N/A	18%	24%	26%
Huerta (Dolores) Learning Academy (DHILA)	K-8	22%	36%	23%	31%
East Oakland Leadership Academy (EOLA)	K-8	21%	38%	13%	30%

Comparison Sub-Group ANALYSIS: Oakland Charter Schools

- The school is **15 API points (695) above the median** performance (680) of Oakland charter schools in **2008** serving both similar grades and a demographically similar population based on student socio-economic status.
- The school is **19 API points (714) above the median** performance (695) of Oakland charter schools in **2007** serving both similar grades and a demographically similar population based on student socio-economic status.
- **Except in 2008**, E.C. Reems Academy has demonstrated consistent and steady improvement in API performance, CST ELA and CST math performance over the past eight years.

ELA

- E.C. Reems Academy is **equal the median** performance of Oakland charter schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- E.C. Reems Academy is **equal the average** performance of Oakland charter schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- E.C. Reems Academy is **above the median** performance of Oakland charter schools in **2007** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- E.C. Reems Academy is **above the average** performance of Oakland charter schools in **2007** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.

MATH

- E.C. Reems Academy is **below the median** performance of Oakland charter schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.
- E.C. Reems Academy is **below the average** performance of Oakland charter schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.
- E.C. Reems Academy is **above the median** performance of Oakland charter schools in **2007** serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.
- E.C. Reems Academy is **above the average** performance of Oakland charter schools in **2007** serving similar grade levels and a similar demographic population based student socio-economic status in **mathematics**.

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

- **Similar Grades Served: K-5, K-8**
- **Similar Demographic (< or > 20% Comparable low-income)**

2008

Order rank based on 2008 API Score

SCHOOL	LEVEL	2007	2008	API change	met API?	met AYP?	F/R
Lincoln Elementary	Elem	897	906	9	Yes	Yes	80.4%
Franklin Elementary	Elem	768	835	67	Yes	Yes	81.3%
La Escuelita Elementary	Elem	771	827	56	Yes	Yes	80.1%
Bella Vista Elementary	Elem	780	800	20	No	Yes	76.9%
Think College Now	Elem	789	781	-8	No	Yes	92.1%
Laurel Elementary	Elem	776	780	4	No	No	77.4%
ACORN Woodland Elementary	Elem	688	774	86	Yes	Yes	90.7%
ASCEND	Elem	690	751	61	Yes	Yes	86.7%
Fruitvale Elementary	Elem	726	744	18	No	No	87.3%
International Community	Elem	680	730	50	Yes	No	85.1%
Greenleaf Elementary	Elem	B	718	B	N/A	No	92.5%
Howard Elementary	Elem	677	716	39	Yes	No	78.1%
Horace Mann Elementary	Elem	697	716	19	Yes	No	88.9%
Garfield Elementary	Elem	686	705	19	Yes	No	79.3%
Bridges Academy	Elem	662	701	39	Yes	No	91.1%
Burckhalter Elementary	Elem	684	696	12	Yes	No	75.7%
E.C. Reems Academy	Elem	714	695	-19	No	No	100.0%
Brookfield Elementary	Elem	684	692	8	No	No	83.3%
Sankofa Academy	Elem	535	691	156	Yes	Yes	85.0%
Lazear Elementary	Elem	648	666	18	Yes	No	76.4%
Esperanza Elementary	Elem	615	665	50	Yes	No	91.0%
Hoover Elementary	Elem	646	659	13	Yes	No	82.2%
Rise Community	Elem	629	653	24	Yes	No	86.0%
EnCompass Academy Elementary	Elem	731	649	-82	No	No	91.4%
Martin Luther King, Jr. Elementary	Elem	636	645	9	Yes	No	74.3%
Lafayette Elementary	Elem	669	629	-40	No	No	82.7%
New Highland Academy	Elem	567	629	62	Yes	No	92.1%
Preparatory Literary Academy of Cultural	Elem	671	623	-48	No	No	81.8%
Learning Without Limits	Elem	B	614	B	N/A	No	77.9%
Fred T. Korematsu Discovery Academy	Elem	568	589	21	Yes	No	89.1%
Futures Elementary	Elem	B	572	B	N/A	No	80.0%
Reach Academy	Elem	488	568	80	Yes	Yes	82.6%
Community United Elementary	Elem	B	550	B	N/A	No	84.6%
East Oakland Pride Elementary	Elem	B	550	B	N/A	No	87.4%
Global Family	Elem	B	515	B	N/A	No	80.6%

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

- **Similar Grades Served: K-5, K-8**
- **Similar Demographic (< or > 20% Comparable low-income)**

2007

Order rank based on 2007 API Score

SCHOOL	LEVEL	2007	2008	API change	met API?	met AYP?	F/R
Lincoln Elementary	Elem	897	906	9	Yes	Yes	80.4%
Think College Now	Elem	789	781	-8	No	Yes	92.1%
Bella Vista Elementary	Elem	780	800	20	No	Yes	76.9%
Laurel Elementary	Elem	776	780	4	No	No	77.4%
La Escuelita Elementary	Elem	771	827	56	Yes	Yes	80.1%
Franklin Elementary	Elem	768	835	67	Yes	Yes	81.3%
EnCompass Academy Elementary	Elem	731	649	-82	No	No	91.4%
Fruitvale Elementary	Elem	726	744	18	No	No	87.3%
E.C. Reems Academy	Elem	714	695	-19	No	No	100.0%
Horace Mann Elementary	Elem	697	716	19	Yes	No	88.9%
ASCEND	Elem	690	751	61	Yes	Yes	86.7%
ACORN Woodland Elementary	Elem	688	774	86	Yes	Yes	90.7%
Garfield Elementary	Elem	686	705	19	Yes	No	79.3%
Burckhalter Elementary	Elem	684	696	12	Yes	No	75.7%
Brookfield Elementary	Elem	684	692	8	No	No	83.3%
International Community	Elem	680	730	50	Yes	No	85.1%
Howard Elementary	Elem	677	716	39	Yes	No	78.1%
Preparatory Literary Academy of Cultural	Elem	671	623	-48	No	No	81.8%
Lafayette Elementary	Elem	669	629	-40	No	No	82.7%
Bridges Academy	Elem	662	701	39	Yes	No	91.1%
Lazear Elementary	Elem	648	666	18	Yes	No	76.4%
Hoover Elementary	Elem	646	659	13	Yes	No	82.2%
Martin Luther King, Jr. Elementary	Elem	636	645	9	Yes	No	74.3%
Rise Community	Elem	629	653	24	Yes	No	86.0%
Esperanza Elementary	Elem	615	665	50	Yes	No	91.0%
Fred T. Korematsu Discovery Academy	Elem	568	589	21	Yes	No	89.1%
New Highland Academy	Elem	567	629	62	Yes	No	92.1%
Sankofa Academy	Elem	535	691	156	Yes	Yes	85.0%
Reach Academy	Elem	488	568	80	Yes	Yes	82.6%

D. Comparison Sub-Group: OUSD District Schools: API Growth Over-Time

- **Similar Age**
- **Similar Grades Served: K-5, K-8**
- **Similar Demographic (< or > 20% Comparable low-income)**

2008

Order rank based on 2008 API Score

SCHOOL	LEVEL	2007	2008	API change	met API?	met AYP?	F/R
Think College Now	Elem	789	781	-8	No	Yes	92.1%
ACORN Woodland Elementary	Elem	688	774	86	Yes	Yes	90.7%
ASCEND	Elem	690	751	61	Yes	Yes	86.7%
International Community	Elem	680	730	50	Yes	No	85.1%
Greenleaf Elementary	Elem	B	718	B	N/A	No	92.5%
Bridges Academy	Elem	662	701	39	Yes	No	91.1%
E.C. Reems Academy	Elem	714	695	-19	No	No	100.0%
Sankofa Academy	Elem	535	691	156	Yes	Yes	85.0%
Esperanza Elementary	Elem	615	665	50	Yes	No	91.0%
Rise Community	Elem	629	653	24	Yes	No	86.0%
EnCompass Academy Elementary	Elem	731	649	-82	No	No	91.4%
New Highland Academy	Elem	567	629	62	Yes	No	92.1%
Preparatory Literary Academy of Cultural	Elem	671	623	-48	No	No	81.8%
Learning Without Limits	Elem	B	614	B	N/A	No	77.9%
Fred T. Korematsu Discovery Academy	Elem	568	589	21	Yes	No	89.1%
Futures Elementary	Elem	B	572	B	N/A	No	80.0%
Reach Academy	Elem	488	568	80	Yes	Yes	82.6%
Community United Elementary	Elem	B	550	B	N/A	No	84.6%
East Oakland Pride Elementary	Elem	B	550	B	N/A	No	87.4%
Global Family	Elem	B	515	B	N/A	No	80.6%

2007

Order rank based on 2007 API Score

SCHOOL	LEVEL	2007	2008	API change	met API?	met AYP?	F/R
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E.C. Reems Academy	Elem	714	695	-19	No	No	100.0%
ASCEND	Elem	690	751	61	Yes	Yes	86.7%
ACORN Woodland Elementary	Elem	688	774	86	Yes	Yes	90.7%
International Community	Elem	680	730	50	Yes	No	85.1%
Preparatory Literary Academy of Cultural	Elem	671	623	-48	No	No	81.8%
Bridges Academy	Elem	662	701	39	Yes	No	91.1%
Rise Community	Elem	629	653	24	Yes	No	86.0%
Esperanza Elementary	Elem	615	665	50	Yes	No	91.0%
Fred T. Korematsu Discovery Academy	Elem	568	589	21	Yes	No	89.1%
New Highland Academy	Elem	567	629	62	Yes	No	92.1%
Sankofa Academy	Elem	535	691	156	Yes	Yes	85.0%
Reach Academy	Elem	488	568	80	Yes	Yes	82.6%

Comparison Sub-Group ANALYSIS: OUSD District Schools

2008

- E.C. Reems Academy is **below the median** API performance (710) of District schools by **15** points (695) for **2008**, as compared to schools serving similar grade levels and a similar population based on student socio-economic status.
- E.C. Reems Academy is **above the average** API performance (686) of District schools by **9** points (695) for **2008**, as compared to schools serving similar grade levels and a similar population based on student socio-economic status.
- E.C. Reems Academy is **above the median** API performance (649) of **new** District schools by **46** points (695) for **2008**, as compared to new schools serving similar grade levels and a similar population based on student socio-economic status.
- E.C. Reems Academy is **above the average** API performance (639) of **new** District schools by **56** points (695) for **2008**, as compared to new schools serving similar grade levels and a similar population based on student socio-economic status.

2007

- E.C. Reems Academy is **above the median** API performance (648) of **new** District schools by **66** points (714) for **2007**, as compared to new schools serving similar grade levels and a similar population based on student socio-economic status.
- E.C. Reems Academy is **above the average** API performance (639) of **new** District schools by **75** points (714) for **2007**, as compared to new schools serving similar grade levels and a similar population based on student socio-economic status.
- E.C. Reems Academy is **above the median** API performance (693) of District schools by **2** points (695) for **2007**, as compared to schools serving similar grade levels and a similar population based on student socio-economic status.
- E.C. Reems Academy is **above the average** API performance (680) of District schools by **15** points (695) for **2007**, as compared to schools serving similar grade levels and a similar population based on student socio-economic status.

EDUCATIONAL PROGRAM: CHARTER SCHOOL RENEWAL QUALITY REVIEW

The quality of the school's educational program has been evaluated through a three-day Site Inspection conducted on **January 13, 14, 15, 2009** by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on **January 13 and 14, 2009**.

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

Strengths:

- School has an evident school-wide focus on student achievement.
- School has improved its API an average of 32 points annual in seven of the past eight years.
- CA standards-based instruction and instructional materials are evident across the schools
- Students receive an array of supplemental one-on-one and small group support.
- School has instructional leadership through its vice principal in addition to the principal , which supports implementing a professional development plan for teachers
- Grade level collaboration among teachers is evident
- Instructional delivery across classrooms, in the majority of cases, is consistent and appropriately leveled.
- School has developed a plan to increase the rigor of its mathematics program over-time to increase the advanced course opportunities for students and to ensure all student succeed in Algebra at or before completing of 8th grade
- School benefits from veteran teaching staff that provides mentorship and assist in maintaining the school's positive climate.
- PE program has recently received a boost with a new "coach" that provides a wide range of in-class and extra-curricular health and sports opportunities for all students.
- School offers a meaningful computer skills program, currently which integrates environmental issues into student projects such as global warming.
- All students receive an arts class which supplements the core content classrooms
- Grades K-5 follow the Open Court Literacy program with high degrees of fidelity, while also providing supplemental reading.
- School has been recognized for its "rooftop garden" which provides added value to the school's science curriculum.

Challenges:

- School experienced a drop in student performance associated with, among other factors, teacher turn-over, which is likely to continue to be an issue for the school over-time.

- School focuses on CST results, but has limited the emphasis on more formative assessment data analysis
- School-wide targeting of discrete skills within content standards, based on an analysis of student level data is not evident
- Teacher quality is not consistent with instances of poor instruction evident within some classrooms. Though the administration is aware of these cases and has developed intervention plans for each situation, over time this will significantly impact student learning.
- School experiences teacher turn-over regularly; leaving for various reasons, including due to salaries reaching a competitive limit.
- Classroom management and discipline of students is not consistent, while classrooms are generally calm, unaddressed outbursts and disruption could be observed.

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

Strengths:

- The number of students achieving proficient and advanced levels in the California State Tests (CST) from 2003 to 2007 consistently increased.
- While the majority of students continue to score in the basic performance level, the number of students in the below basic and far below basic have consistently decreased for the same period.
- Ernestine C. Reems Academy has improved the educational program outlined in its current charter focused on the California content standards.
- Grade 2 through 5 ELA results are attributed the effective instruction that is based on a structured program with strong emphasis on phonemic awareness, decoding skills, vocabulary development, fluency rates, recognition of high frequency words and comprehension development.
- The middle school ELA program has evolved over time from its 2002 ‘remedial’ program, to a more rigorous literature and language arts program.
- There is a cohesive curriculum from grade-level to grade-level and so teachers have a guide as to how to carefully scope and sequence their curriculum. Teachers work collaboratively and plan lessons by grade level in weekly meetings. Lesson planning is comprehensively aligned in each teacher’s classroom curriculum for all core content standards.
- The teachers and staff care about the students yet expectations for student achievement are not consistently high. Most students behave well in class and there is mutual respect between adults and students.
- Students and their parents feel that the school is a ‘haven’ that is safe, welcoming, and conducive of learning.
- Students that present deficits, but do not qualify for an special services, are enrolled in language arts and mathematics pull out or push in support groups, where they receive 1-to-1 and small group tutoring during and after school.
- The school leadership has set aside weekly professional development (PD) for all teachers to meet in grade levels and to plan collaboratively.

- Parents appreciate the support their children receive for their personal growth and academic achievement.

Challenges:

- Instruction in classrooms is sometimes too teacher-centered with missed opportunities to further engage students. There is some variance in the quality of teachers articulating clear objectives, tapping for prior knowledge, pacing, checking for understanding and building upon student questions.
- Teachers do not consistently and effectively use rubrics to help students understand what is expected to achieve proficiency and mastery in their work. When students are given work that requires applications of skills, they are rarely shown exemplars of what proficient level of mastery looks like or given detailed written feedback on their work. As a result, students do not have a clear idea of the next steps in their learning.
- Teachers do not consistently receive verbal feedback on their instruction for further accountability.
- The school lacks of a structured strategic whole school improvement plan to address these specific areas of need.
- In terms of current student writing, there is limited use of comprehensive and school-wide rubrics to help teachers link their own assessments to plan differentiated lessons.
- Parents do not receive school-wide communication on a regular basis from the administration to keep them informed about the school's work and priorities.
- The school lacks a written strategic action plan of accountability based on explicit measures of outcomes.

Third Party Review Evaluation

Criteria 1: Improving Student Achievement

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

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

Criteria 2: Strong Leadership

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

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

Criteria 3: A Focus on Continuous Improvement

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

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

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

Based on an analysis of E.C. Reems Academy's performance outcomes and an evaluation of its educational program over the past four years, the school is deemed an **Academic Success** for the purposes of renewal. The school's Educational Program, over-all has been evaluated to be ***Proficient with Underdeveloped Features***. Thus, there are areas outlined in the school's **2008 Performance Report Action Plan** have been incorporated as **conditions of this approval** to ensure further development of the school's educational program. [SEE ATTACHMENT III: 2008 PERFORMANCE REPORT ACTION PLAN]

The school has met or made substantial progress towards meeting its Measurable Pupil Outcomes identified in its charter. However further articulation of measurable goals is required for the subsequent term, thus more specific outcomes have been mutually agreed upon and are represented as **conditions of this approval recommendation** in this report. Additionally, **the school has attained achievement rates above the median and/or averages of the comparison schools** in those areas outlined in the OUSD Charter Renewal Standards.

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

The effectiveness and viability of the school has been evaluated through a three-day Site Inspection conducted on January 13, 14, 15, 2009 by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on January 13 and 14, 2009.

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

Strengths:

- Board representation provides a wide range of expertise.
- Governing board president is engaged in the school's activities and is adequately positioned should the school suddenly find itself without its current administration, to facilitate the school's operation and subsequent search for a new leader.
- The school maintains strict fiscal accountability with regular oversight by governing board members who possess financial expertise.
- The school regularly reviews financial reports generated by a third-party back-office support organization.
- Systems are in place that ensure student and faculty needs are met through additional space allocation and procedures that are present to ensure a well-functioning school day.
- Classrooms are well equipped with instructional materials and supplies.
- The leadership has a strong handle on the school's staff and over-all operations of the school
- Various staff who provide a variety of support roles to manage both the educational and operational aspects of the program
- The school off-sets the ceiling of its pay scale competitiveness y providing improved benefits packages in an effort to retain teachers.

Challenges:

- School must further developing its Family Handbook. Much of the handbook cites Education Code, but does not effectively clarify school policy or expectations.
- Parent Complaint procedures must be fully developed and widely communicated.
- The Governing Board does have a general knowledge of the school's programming; however an articulated plan for continuous improvement and oversight of the academic program by the Board has not been developed.
- The school occupies a small facility that has limited flexible space and classrooms are particularly small in some cases, while larger in others.
- A recent effort to develop a library on the campus has not been sufficiently resourced to evidence the school's sense of urgency to complete the task.

- Parent engagement strategies are underdeveloped with respect to the schools governance.
- Suspension and expulsion procedures require revision and updating to ensure compliance.

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

Strengths:

- Board members show a commitment to having a community-based charter school in the neighborhood.
- The current members have varied experiences in business and education and with community organizations in Oakland.
- All required reports to the district have been submitted in accordance with timelines established.

Challenges:

- The school's student body has not appointed a student representative in alignment with its charter petition.
- While there is general sense that the school principal is responsible for implementing the school program, the roles and responsibilities between the school administrator and school board of directors are not clearly delineated, so it is unclear who has ultimate accountability for making the school successful.
- The Board has not carried out an evaluation of the school leadership's accountability in raising student achievement and implementing school improvement.
- It is not evident that the school has a clear policy in place for resolving concerns or disputes, as it is not included in the parent handbook or other documents submitted.

Third Party Review evaluation

Criteria 4: Responsible Governance

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

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

Criteria 5: Fiscal Accountability

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

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

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

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of E.C. Reems Academy's Fiscal Accountability and Governance following over their recent charter term included:

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

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

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

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

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

The following summary provides key areas in which the school has and has not been faithful to the terms of its charter:

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

- Provision of Arts and Technology program components
- Recruiting and enrolling the target population
- Offering a standards-based, standards-aligned curriculum

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

RECOMMENDATION:

It is the recommendation of staff, based on its thorough analysis of the charter school's performance, to **approve** the charter renewal petition for E.C. Reems Academy, **as revised, to include the terms and conditions enumerated in this report**, 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 State Administrator approve the charter renewal petition for E.C. Reems 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, 2009 and expire on June 30, 2014. 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 State Administrator approve the E.C. Reems 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 State Administrator'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: Element B & Element C Text Revisions**
- Attachment II: 2008 Performance Report Action Plan**
- Attachment IV: Charter School Renewal Quality Review**

APPENDIX I - CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools one hard copy and one electronic copy in *Word* format of a revised charter to include all revisions outlined below no later than **5pm on Friday, June 5, 2009**.

Charter Text	Text Reference	Required Revision
<u>Measurable Pupil Outcomes</u>	Page 38-42	<p><u>Replace:</u></p> <p>Attachment II: Element B & Element C Text Revisions attached herein replaces Element B and Element C of the original text as submitted, in their entirety.</p>
<u>School Governance</u>	Page 48	<p><u>Add the following text:</u></p> <p><i>“E.C. REEMS 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>School Governance</u>	Page 48	<p><u>Submit:</u></p> <p>Not later than Friday June 5, 2009 Submit to the Office of Charter Schools a copy of the operating structure, role and responsibilities, guidelines or bylaws, and draft calendar of meetings proposed for the SSC (School Site Council) as noted in the original charter text.</p>
<u>School Governance</u>	Page 48	<p><u>Add:</u></p> <p>Add a reasonably comprehensive description of the school’s parent/community complaint procedures; to include required steps, school response time, decision-making and appeal authority, and role of ombudsperson in the case of complaints against the school’s administration.</p>
<u>Employee Qualifications</u>	Page 53	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Non-core instructors will nonetheless be required to comply with the requirements applicable to charter schools under the federal No Child Left Behind Act with respect to highly qualified teacher qualifications.”</i></p>
<u>Employee Qualifications</u>	Page 53	<p><u>Add:</u></p>

		Add a reasonably comprehensive description of the qualifications required by the school for its Administrator/Director. These should include an outline of the roles and responsibilities for this position and any prerequisite skills.
<u>Health and Safety Procedures</u>	Page 55	<u>Add the following text and remove any text to the contrary:</u> <i>EC REEMS ACADEMY will conduct all required health examinations, including but not limited to scoliosis exams, pursuant to applicable law.</i>
<u>Admissions Requirements</u>	Page 57	<u>Add the following text and remove any text to the contrary:</u> <i>By October 1 of each year, E.C. REEMS ACADEMY will notify the District in writing of the application deadline and proposed lottery date. E.C. REEMS ACADEMY will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.”</i>
<u>Admissions Requirements</u>	Page 57	<u>Add the following text and remove any text to the contrary:</u> [children of staff]“ <i>not to exceed 10% of the total enrollment,...</i> ”
<u>Financial (and Programmatic) Audit</u>	Page 59	<u>Add the following text and remove any text to the contrary:</u> <i>“E.C. REEMS 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 E.C. REEMS ACADEMY to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at E.C. REEMS ACADEMY and of the District. E.C. REEMS 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 E.C. REEMS ACADEMY does not have that E.C. REEMS ACADEMY needs in order to meet its obligations, the</i>

		<i>District shall provide the same to E.C. REEMS ACADEMY in a reasonably timely manner upon request.”</i>
<u>Financial (and Programmatic) Audit</u>	Page 59	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If E.C. REEMS ACADEMY does not test (i.e., STAR) with the District, E.C. REEMS 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>Financial (and Programmatic) Audit</u>	Page 59	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“E.C. REEMS ACADEMY will maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.”</i></p>
<u>School Governance</u>	Pages 48	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“E.C. REEMS 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 shall consult with the District regarding any inquiries. E.C. REEMS ACADEMY acknowledges that it is subject to audit by OUSD.”</i></p>
<u>School Governance</u>	Page 48	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Members of E.C. REEMS ACADEMY’s Governing Board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest to the extent it aligns with and does not exceed the requirements of law applicable to charter schools.</i></p> <p><i>E.C. REEMS ACADEMY and/or its non-profit corporation will be solely responsible for the debts</i></p>

		<i>and obligations of the charter school.”</i>
<u>School Governance</u>	Page 48	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>E.C. REEMS ACADEMY will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. E.C. REEMS 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>E.C. REEMS 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 investigation of any complaint filed with E.C. REEMS ACADEMY alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. E.C. REEMS 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>E.C. REEMS 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>E.C. REEMS 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</i></p>

		<i>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>
<u>Health and Safety Procedures</u>	Page 55	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“E.C. REEMS 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>
<u>Dispute Resolution Process</u>	Page 82	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The staff and Governing Board members of E.C. REEMS ACADEMY agree to attempt to resolve all disputes between the District and E.C. REEMS 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 E.C. REEMS 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> <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 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</i></p>

	<p><i>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: E.C. REEMS ACADEMY</i></p> <p><i>To Coordinator, Office of Charter Schools: Office of Charter Schools Oakland Unified School District 1025 Second Avenue, Room 206 Oakland, California 94606</i></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. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association (“AAA”). Mediation proceedings must be administered in accordance with the mediation rules</i></p>
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		<p><i>or guidelines of the AAA. If no agreement on a mediator is reached within 30 days after a request to mediate, the AAA shall select the mediator.</i></p> <p><i>(4) If the mediation is not successful, the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the guidelines of the AAA. If no agreement on an arbitrator is reached within 30 days after a request to mediate, the AAA shall select the arbitrator. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear its own costs and expenses.</i></p> <p><i>(5) Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by the other party in compelling arbitration of any controversy, claim, or dispute.”</i></p>
<p><u>Pupil Suspension and Expulsion</u></p>	<p>Pages 64</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, E.C. REEMS 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; 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.”</i></p>
<p><u>Financial (and Programmatic) Audit</u></p>	<p>Page 59</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“To the extent that E.C. REEMS ACADEMY is a</i></p>

		<p><i>recipient of federal funds, including federal Title I, Part A funds, E.C. REEMS 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. E.C. REEMS 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>E.C. REEMS ACADEMY also understands that as part of its oversight of the school, the Office of Charter School may conduct program review of federal and state compliance issues.”</i></p>
<p><u>Health and Safety Procedures</u></p>	<p>Page 55</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If E.C. REEMS 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 45 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not open unless an exception is made by the Office of Charter Schools and/or the</i></p>

		<p><i>local planning department. If E.C. REEMS ACADEMY moves or expands to another facility during the term of this charter, E.C. REEMS 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 45 days before school is scheduled to begin operation in the facility or facilities. E.C. REEMS 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.</i></p> <p><i>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>School Governance</u>	Page 48	<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 E.C. REEMS 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 E.C. REEMS 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>Charter School Term Renewal, Amendment, and Closure</u>	Page 85	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Pursuant to OUSD Governing Board Administrative Regulations AR 0420.4 EC REEMS ACADEMY must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire.”</i></p>
<u>Charter School Term Renewal, Amendment, and Closure</u>	Page 85	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The District may revoke the charter of E.C. REEMS ACADEMY if E.C. REEMS ACADEMY commits a breach of any terms of its charter. Further, the District may revoke the charter if E.C. REEMS ACADEMY commits a breach of any provision set</i></p>

		<p>forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of E.C. REEMS ACADEMY on any of the following grounds:</p> <ul style="list-style-type: none"> • E.C. REEMS ACADEMY committed a material violation of any of the conditions, standards, or procedures set forth in the charter. • E.C. REEMS ACADEMY failed to meet or pursue any of the pupil outcomes identified in the charter. • E.C. REEMS ACADEMY failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement. • E.C. REEMS ACADEMY violated any provisions of law. <p>Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify E.C. REEMS ACADEMY in writing of the specific violation, and give E.C. REEMS ACADEMY a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.”</p>
<p><u>Financial (and Programmatic) Audit</u></p>	<p>Page 59</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>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;</i></p> <ul style="list-style-type: none"> ○ <i>September 1 – Final Unaudited Financial Report for Prior Year</i> ○ <i>December 1 – Final Audited Financial Report for Prior Year</i> ○ <i>December 1 – First Interim Financial Report for Current Year</i> ○ <i>March 1 – Second Interim Financial Report for Current Year</i> ○ <i>June 15 – Preliminary Budget for Subsequent Year</i>

<p><u>Pupil Suspension and Expulsion</u></p>	<p>Page 64</p>	<p><u>STRIKE THE FOLLOWING TEXT:</u></p> <p><i>“Involuntary Transfer</i> <i>If suspension and interventions do not curb misconduct, or the student has been habitually truant or irregular in attendance, the school will hold one final meeting to finalize the process and the student will be involuntary transferred out. EDUCATION CODE SECTION 8432.5”</i></p> <p>Education Code Section applies specifically to “alternative education” schools and is not applicable.</p>
<p><u>Pupil Suspension and Expulsion</u></p>	<p>Page 64</p>	<p><u>STRIKE THE FOLLOWING TEXT:</u></p> <p><i>“the third strike will result in the student being transferred out.”</i></p> <p><u>REPLACE TEXT WITH:</u></p> <p><i>“the student may be considered for expulsion pursuant to the expulsion policy outlined herein.”</i></p> <p>Original text does not sufficiently ensure Due Process and ignores existing procedures required for expulsion.</p>
<p><u>Charter School Term Renewal, Amendment, and Closure</u></p>	<p>Page 85</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“E.C. REEMS 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>E.C. REEMS 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 E.C. REEMS ACADEMY.</i> • <i>The District is authorized to revoke this charter for, among other reasons, the failure of E.C. REEMS ACADEMY to meet generally accepted accounting principles or</i>

		<p><i>Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit E.C. REEMS 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>E.C. REEMS ACADEMY 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 E.C. REEMS ACADEMY. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.</i></p> <p><i>In addition, if an allegation of waste, fraud or abuse related to E.C. REEMS ACADEMY operations is received by the District, the E.C. REEMS ACADEMY shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools."</i></p>
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Attachment II: Element B & Element C Text Revisions

Element B: Measurable Pupil Outcomes

Educational Code 47605 (b) (5) (B)

The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes’, for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.

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

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

Academic Skills

Subject	Outcome	How Determined
Language Arts	Pupils will demonstrate comprehensive reading, writing, thinking, test taking strategies, listening, speaking and presentation skills, using multiple forms of expression, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various periods and cultures.	65% of pupils, per grade, will score a 3 on a 4 point scale on written work and portfolios; students will score a B or better on quizzes and tests
Mathematics	Pupils will demonstrate abilities to reason logically and know how to apply mathematical processes and concepts in the areas of arithmetic, algebra, geometry and other mathematical subjects identified by the school and governing board.	60% of students will score a B or better on quizzes and tests; students will score a 3 on a 4 point scale on mathematics project
History/Social Studies:	Pupils will comprehend and demonstrate civic, historical, and geographical knowledge that produces an understanding of cultural dynamics, relationships, and global dependencies.	65% of students, per grade, will score a 3 on a 4 point scale on written work and portfolios; students will score a B or better on quizzes and tests
Science	Pupils will extrapolate and apply scientific research and inquiry methods to use concepts native to biology, earth sciences, ecology, and physics to everyday life as a means of supporting higher learning strategies.	65% of students, per grade, will score a 3 on a 4 point scale on written work, portfolios and projects; students will score a B or better on quizzes and tests
Foreign Language/ Spanish	Pupils will have a basic understanding of and knowledge in listening, reading, writing, and speaking a foreign language, i.e. Grades 1-3 will learn Spanish vocabulary and speak fundamental language, becoming more fluent over the three-year period. Grades 4-8 will learn composition and become proficient in conversation and comprehension.	50% of the students will pass the class with a 3.0 GPA 50% of pupils, per grade, will score a B or better on quizzes, tests and subject assessments
Technology	Pupils will demonstrate an understanding of computer, and multimedia skills designed to support learning. These skills	Students will score a 3 on a 4 point scale on portfolios;

	will enhance delivery of core skills. Pupils will learn how to use computer software such as Word, Excel, PowerPoint, FrontPage, and Publisher, to design and produce professional research papers, documents, web pages, newsletters and other media tools, and data reports. Students will learn the following skills moving from introduction and exposure to master an independent use: basic skills, navigation skills, keyboarding, responsible use, on-line safety and security, intellectual property, word processing and desktop publishing, spreadsheets, presentations, graphics, design, communication tools, problem-solving tools.	students will score 80% on tests and quizzes.
The Arts	One of the foci of E.C. Reems Academy is Art. Visual Arts, Technology and Art, (e.g. computer-aided design, architectural design, and other forms of multimedia), and music offer pupils skills that will support careers in the fields noted above, as well as other careers. Through this program, pupils will understand and demonstrate artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, and applications. "These competencies and creative skills in problem solving, communication, and management of time and resources will contribute to lifelong learning and career skills." (California State Art Standards)	Students will score a 3 on a 4 point scale on class projects; students will score 80% or better on tests and quizzes; program will grow to include acting and performance beginning 2010-2011.
Social and Life Skills Planning	Pupils will learn skills that support social development and enable them to participate in society as functioning adults. These skills are taught using the Character Education and focus on character development, conflict resolution and mediation, citizenship and leadership skills, and service and stewardship skills development. Academically, pupils demonstrate study skills, critical thinking skills, planning skills, time management skills, and process skills that will underlie, and support academic achievement throughout their adult lives.	Students will score a 3 on a 4 point scale in monthly quizzes; students will participate in conflict resolution as mediators; student counsel and school leaders demonstrating the skills acquired in character education.

Measurable Outcomes, predominant tools

Assessment Tool	Grade/s	Expected Outcomes	Year	Target - % of Student Increase towards Proficiency
Student Portfolios	Upper Elementary 4-5 6-8	Students demonstrate critical thinking; identify and solve problems creatively; increase applied knowledge and understanding of subject matter; students will develop the power to think critically, acquire technical competency; students will form a personal artistic vision	Beginning Fall 2009	First year , 30% of students will score a 3 on a 4 point rubric; each year that will increase by 12% in year 2013-2014, 78% of students will score a 3 on a 4 point scale
Progress Reports	K-8	Measure academic achievement month to month;	Monthly	55% of the students will score at or above grade level each month;

				30% of the students score Proficient on the State Test annually
Report Cards	K-8	Measure academic achievement	Tri-semester	60% of students maintain a B or above GPA; 30% of the students score Proficient on the State Test annually

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

Curriculum Alignment to Pupil Performance Standards

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

How the School supports Pupils who do not meet Pupil Outcomes

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

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

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

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

Alignment of School Outcomes and Impact on Learning

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

School-wide Performance Goals -

% students school-wide Proficient /Advanced on CST

Subject	09-10	10-11	11-12	12-13	13-14
ELA	35%	48%	60%	74%	87%
Math	33%	44%	56%	66%	76%
Science 5 th	20%	38%	50%	63%	77%
History 8 th	25%	38%	50%	63%	78%

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

Performance Goals: Writing Proficiency- scoring a 4 on a 4 point scale, grades 4 and seven

Grade	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
4	55%	65%	75%	85%	95%
7	30%	50%	70%	90%	95%

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

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

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

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

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

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

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

To better serve our students and community, E.C. Reems Academy will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such mission. E.C. Reems Academy will submit to the State Administrator and the District Board, at any time prior to expiration, a description of any changes to the above student outcomes as an amendment of the charter. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

Element C: Methods to Assess Student Progress toward Outcomes

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

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

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

Benchmarks are determined by teachers and administrators to ensure that State Content and Performance Standards are being met throughout the year. The benchmarks are aligned with the State, District, and E.C. Reems Academy standards. **We conduct benchmark reviews at the close of each month, or ten times a year, to evaluate student achievement.** There are four levels of review: We purchased two software assessment programs to track progress using predictive tools, monthly Academic Progress Reports assess and identify student achievement. Individual student interventions are identified to remediate subject materials or enhance level of study for students that excel beyond the current benchmarks. If a student does not respond to the Progress Report interventions, an SST is conducted to support the at-risk student offering and more comprehensive academic interventions. If the SST does not remediate the deficiency, then the District, conducts an IEP, to determine other academic strategies and interventions beyond those available at the school.

Articulation from grade level-to-grade level also ensures that student outcomes meet State Content and Performance Standards. This is accomplished through grade level meetings designed to define academic achievement outcome; agreement among intra-grade level teachers to assess, prioritize, teach, and evaluate the same skills to all students in the respective grade, and finally, inter grade level articulation to assure that students matriculate to the next grade level demonstrating the skills identified in the State, District and school standards.

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

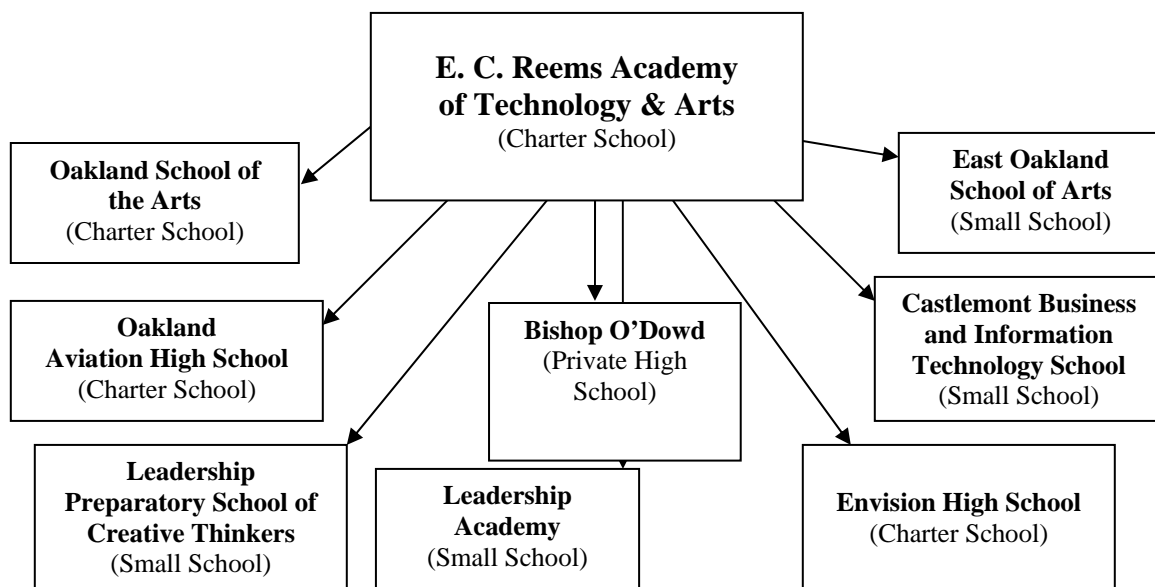
The exit outcomes include acquisition of core and non-core skills. The exit outcomes are measured using the same tools defined above. **Non-academic skills such as leadership, citizenship, conflict resolution and mediation are measured through participation in leadership capacities in and outside of class; participation in clubs and organizations; participation as liaisons and representatives of school programs; election and appointment to school offices, and ranking at District-level competitions.** **Exit outcomes address** not only the needs of mainstream students, but also **the standards and goals for special education, Limited English proficient students, and other special student populations.**

Attendance is another measurement tool. As we experience a decline in truancy the students' grades improve. Our goal is to maintain a 97% student attendance rate. **Attendance is a key factor in the development of academic achievement.** Many students transfer from district schools with low grade point averages. Accompanying low grades is high truancy rates. E.C. Reems Academy provides tools to remediate truancy concerns with parent/guardian meetings, teacher support, and attendance in the Character Education Program.

As the student begins to attend school regularly, the academic profile then becomes a viable tool to address academic deficiencies. **This process contributes to an increase in grades and the ability to master grade-level subject matter.**

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

Local High School Feeder Articulation Diagram



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

Assessment Tools Used to Measure Student Progress toward Outcomes

Assessment Tool	Grade/s	Expected Outcomes	Year	Target - % of Student Increase towards Proficiency
Children’s Progress Academic Achievement Software	K-3	Identifies the student’s zone of proximal development (ZPD). Recommends activities and intervention strategies tailored to each child’s specific needs to master the Language Arts and	Spring 2009	30% of the students score Proficient on the State Test annually

		<p>Mathematics State Content Standards.</p> <p>The child will take the assessment 3-5 times a year tracking the child's progress in Language Arts and Math.</p> <p>It helps teachers develop intervention strategies to meet the students' specific needs. It increases teachers' ability to assess student development throughout the year.</p>		
Discovery Education Predictive Assessment Software	4-8	Students can take tests that are challenging as the state test; use their own progress and be more fully engaged in the learning process; improve their performance based on testing results; can predict students proficiency, mastery and AYP performance with 80-90% accuracy.	Beginning Fall 2009	30% of the students score Proficient on the State Test annually
State Release Test Question Quizzes	2-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; and provide interventions	January 2009	30% of the students score Proficient on the State Test annually
Weekly Quizzes	K-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; provide interventions	On-going	30% of the students score Proficient on the State Test annually
End of Chapter Quizzes	K-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; provide interventions	On-going	30% of the students score Proficient on the State Test
Tests	K-8	Identify weakness; inform teaching and learning; identify areas to be re-taught; provide interventions	On-going	30% of the students score Proficient on the State Test annually
Educational Games/during and after school	K-8	Students will develop critical thinking skills while using content skills to win	Weekly	Contribute to STAR test proficiency

ATTACHMENT III: 2008 PERFORMANCE REPORT ACTION PLAN

EC Reems Academy of Technology and the Arts

Prior Year Challenges	Action Steps	Timeframe
School looped students to the next grade level and were tested on information they missed through looping.	Students being looped must complete current grade subject studies and the looped grade subject studies, i.e. language arts and math.	Annually Evidenced by course grades.
School moved from a remediation, more rote learning education model to a more constructivist model requiring higher order thinking.	Professional development sessions on this pedagogy are being given to the teachers, and students are starting to (better) understand how to comprehend what they read and learn.	2011 Evidenced by Professional Development Plans and Agendas
8th grade took algebra test rather than general math; it affected the school's overall math scores.	E.C. Reems Academy 8th graders are in year two of the 8th grade algebra program. Teacher's work with students using differentiated instruction to address individual learning needs and offer after school homework and tutoring four days a week.	Annually Evidenced by CST Math performance, classroom observations of instruction, afterschool tutoring logs
	Eighth graders that scored Below or Far Below Basic on the Algebra exam will be pulled out for additional support beginning in January.	Annually Evidenced by descriptions of support services and participation logs
Two grades, third and 4th, were affected by mid-year teacher turnovers and while the teachers were on staff, they did not have good classroom management skills and learning was therefore hindered. The 2nd grade teachers were new teachers and did not have the experience needed to move students as would teachers that are more experienced.	E.C. Reems Academy reviewed the qualifications and hiring procedures that resulted in hiring teachers with inadequate classroom management skills and adjusted to insure that there is a way to gleam classroom management abilities before hiring.	Annually Evidenced by documentation of revised hiring procedures, rubrics or other evidence indicating satisfactory performance based on revised tasks or qualification requirements in hiring process
	E.C. Reems Academy is revisiting its recruitment policy to increase the number of experienced teachers when filling vacancies.	
	E.C. Reems Academy offered Professional Training in Classroom Management during the Summer Institute to insure that all teachers understand how to apply classroom management in a real setting.	Annually

ATTACHMENT IV: CHARTER SCHOOL RENEWAL QUALITY REVIEW



Oakland Unified School District

Charter School Renewal Site Visit Report

Ernestine C. Reems Academy

**8425 Mac Arthur Avenue
Oakland, California 94605**

Principal: Lisa Blair

Dates of review: January 13 – 14, 2009

**Lead Reviewer: Renee Middleton
Team Reviewer: Hollis Pierce**

Cambridge Education (LLC)

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

School strengths
School challenges

Part 3: Main findings

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

Part 4: School Quality Criteria Summary

Part 1: The School Context

Information about the school

Ernestine C. Reems Academy is a small charter school that serves 365 students in grades kindergarten through 8 (K-8). The school's current enrollment consists of 79% African American and 21% Latino. The gender balance in the school is 70% girls as compared 30% boys.

Seventy-five (75%) percent of the students are known to be eligible for the free and reduced lunch program. There are eighteen (18) students with disabilities and 25% of students enrolled at the school have been identified as English Learners (EL). The 2008 student attendance rate average is 92%, with the 2009 mid-year rate of 96%.

While the past five years have seen the school's Academic Performance Index (API) growth, the 2008 API (695) shows a drop of 19 points from the school's 2007 API base score of 714. The school did not meet its 2008 API growth target. The school met 10 of 17 of the 2008 AYP criteria with the Hispanic students meeting the AYP criteria for mathematics proficiency. However, the school did not meet its school-wide AYP criteria overall for English language arts (ELA) and mathematics. The school ranks 3 statewide and 9 among similar schools.

Part 2: Overview

School Strengths:

- The school leadership and staff are committed to the charter's mission for the primary purpose of raising student achievement.
- The faculty and staff are diligent in strengthening the school's community.
- There is mutual respect between adults and students in the school.
- Parents appreciate the support their children receive for their personal growth and academic achievement.
- There is consistency of a standards-based curriculum delivery at each grade level.
- The emphasis on literacy and the time spent supporting students' reading and explicit writing components are strengths.
- The Board ensures that policies are implemented with respect to the diversity of the school's community.
- The school maintains a healthy budget with effective fiscal controls.

School Challenges:

- The school lacks a written strategic action plan of accountability based on explicit measures of outcomes.
- The school's instructional professional development strategies are not structured with a scope and sequence.
- There is a lack of an articulated system for the use of student performance data and teachers' own assessments to impact grading of students' work, grouping of students, and informing interventions in alignment to the school's charter petition.
- There is a variance in the opportunities provided for students' academic discourse and higher order thinking skills; there is a lack of rigor in the levels of challenge, differentiation, and pacing in lessons.
- There is limited integration of technology and art within the curriculum.
- There is a lack of whole-school communication and information strategies and systems implemented to empower and ensure that parents are able to support their children at home.

Part 3: Main Findings

Overall Evaluation:

This is a proficient school with under-developed features overall.

Is the School An Academic Success?

Ernestine C. Reems Academy is a school that implements an effective, cohesive educational program. The school has a purposeful and focused instructional program necessary for raising student achievement. Despite a couple years of positive jumps in student achievement, the school's current overall performance is still low, placing the school below state averages. In the 2008 state tests, student achievement in English/language arts (ELA) was highest in grades 6 through 8 compared to the variance from grades 2 to 5 where students are mainly performing at basic level.

Although the school shows a 19 point drop on its 2007 growth API, from 714 points to 695, students are making gains in ELA and general mathematics to outperform many Oakland Unified School District (OUSD) schools. The school made the decision in the last school year to change grade 8 general mathematics to algebra 1, resulting in the low 2008 CST outcome. The school currently ranks at 3 statewide and 9 among similar schools.

The teachers and staff care about the students and expectations for student achievement are high. There is a cohesive curriculum from grade-level to grade-level. The teachers teach to state standards, with well-planned and aligned lesson based on structured ELA and mathematics curricula. Instruction in classrooms is generally good with a few exceptions. There are some shortcomings in the monitoring and evaluation of instruction to impact student learning. The school lacks a rigorous professional development program to address the teachers' varied experiences to further personalize and improve their instructional strategies. The greatest needs for improvement are to better paced lessons, increased student engagement, and opportunities for students' higher order critical thinking.

Students' good behavior enhances their learning. There is mutual respect between adults and students. Parents are receptive to supporting the school through volunteered hours. However, few parents are engaged in the life of the school or in decision making.

Is the School an Effective, Viable Organization?

Ernestine C. Reems Academy is an effective, viable organization that has established structures and systems for the effective and smooth day-to-day running of the school. The school leadership is effective in implementing a standards-based educational program to impact student learning. The quality of instruction is mainly attributed to the effective hiring of an experienced and committed faculty and staff. The retention of staff is good with little turnover.

The Board is committed to fulfilling their roles and responsibilities. However, Board members have not been involved in evaluating the effectiveness of the leadership and the actions taken in the school. The school does not have a written and clear strategic plan that is shared explicitly with the school community. The school has a large reserve (at approximately 10-11% of its entire budget) and has had clean audits from the last two years reviewed. However, the administration has not formulated a plan to improve the school's poorly stocked library and shortage of resources, such as the limited integration of technology and art within the curriculum as stated in the school's charter petition.

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

The school leadership and staff are committed to the charter's mission for the primary purpose of raising student achievement.

The school has adhered to the educational program outlined in its charter. School policies and procedures are cohesive or consistently implemented within the terms of the charter. One change implemented in the last school year was the introduction of Algebra 1 in grade 8 which was further supported by after-school tutoring. Algebra 1 continues to be taught in the current school year to increase students' preparation for high school and beyond.

Criterion 1: Improving Student Achievement

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

This area of the school's work is underdeveloped.

The number of students achieving proficient and advanced levels in the California State Tests (CST) from 2003 to 2007 consistently increased. While the majority of students continue to score in the basic performance level, the number of students in the below basic and far below basic have consistently decreased for the same period. In 2008, the number of students decreased in the advanced and proficient levels in ELA and mathematics although a number of students scored at the upper end of the performance levels. While the school expected the first year of students' Algebra 1 test results to be low in this area, the school nevertheless, scored better than the district and as high as the state in this subject area.

Ernestine C. Reems Academy has improved the educational program outlined in its current charter focused on the California content standards. Grade 2 through 5 ELA results are attributed the effective instruction that is based on a structured program with strong emphasis on phonemic awareness, decoding skills, vocabulary development, fluency rates, recognition of high frequency words and comprehension development. The middle school ELA program has evolved over time from its 2002 'remedial' program, to a more rigorous literature and language arts program.

Trends indicate overall improvement in student performance in the CST over the past 5 years, those students who have been in the school the longest are not the higher performers over time. In 2008, student CST results in English language arts (ELA) schoolwide at 27.8% and mathematics results at 25.6% proficient and above are below both the state and district averages, whereas, schoolwide student performance in grade 8 history at 35% and in science at 42.6% proficient and above were above the district results. However, according to this data, students who have been in the school the longest have not achieved as high as those new to the school.

While the past five years have seen the school's Academic Performance Index (API) growth, the 2008 API (695) shows a drop of 19 points from the school's 2007 API base score of 714. The school did not meet its 2008 API growth target. The school met 10 of 17 of the 2008 AYP criteria with the Hispanic students meeting the AYP criteria for mathematics proficiency. However, the school did not meet its school-wide AYP criteria overall for English language arts (ELA) and mathematics. The school ranks 3 statewide and 9 among similar schools.

There is a cohesive curriculum from grade-level to grade-level and so teachers have a guide as to how to carefully scope and sequence their curriculum. Teachers work collaboratively and plan lessons by grade level in weekly meetings. Lesson planning is comprehensively aligned in each teacher's classroom curriculum for all core content standards. Instruction in classrooms is sometimes too teacher-centered with missed opportunities to further engage students. There is some variance in the quality of teachers articulating clear objectives, tapping for prior knowledge, pacing, checking for understanding and building upon student questions.

The teachers and staff care about the students yet expectations for student achievement are not consistently high. Most students behave well in class and there is mutual respect between adults and students. However, teachers do not consistently and effectively use rubrics to help students understand what is expected to achieve proficiency and mastery in their work. When students are given work that requires applications of skills, they are rarely shown exemplars of what proficient level of mastery looks like or given detailed written feedback on their work. As a result, students do not have a clear idea of the next steps in their learning. Teachers state that they would like to use English language development (ELD) strategies to further support EL students in their learning across the curriculum. Students and their parents feel that the school is a 'haven' that is safe, welcoming, and conducive of learning.

Criterion 2: Strong Leadership

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

This area of the school's work is proficient.

The school is confidently led by a committed principal who has met demanding goals of building the capacity of her staff and in raising student achievement over time. She manages the school well and ensures the smooth running of the school on a day-to-day basis. The principal provides a clear focus on purposeful instruction to impact learning. There is a shared vision among the school staff for the future of the school with diligent efforts to improve students' academic achievement. However, the school's actions are not as explicitly shared with parents to understand the work of the school.

The school leadership has set aside weekly professional development (PD) for all teachers to meet in grade levels and to plan collaboratively. As some teachers are new to the profession and are new to the school, they welcome the opportunities for improving their instructional strategies. Teachers expressed that the weekly professional development and coaching is beginning to help them manage and maximize learning throughout the school, but they lack detailed guidance for working with EL students and for improving their analysis of data.

Discussions and planning have taken place between the administrators and teaching staff regarding the identification of students' performance results and strategies for intervention. Data informs their decisions. However, the school lacks of a structured strategic whole school improvement plan to address these specific areas of need. The administration's vision for the development of the school is discussed. Yet there is the absence of a whole school plan that is explicitly written to solicit the views of the Board and other stakeholders, such as parents.

The administration often takes 'learning walks' around the school to check in on teachers and students. All teachers additionally receive an annual formal evaluation to hold them accountable for the impact of their instruction on student learning. However, classes are mainly monitored by the assistant principal to ensure that teachers get written feedback, advice, and the support they need. Teachers do not consistently receive verbal feedback on their instruction for further accountability.

The principal maintains good communication with the Board to ensure that policies are implemented fairly and consistently to be in compliance with the law and the school's own charter. Priorities have been identified by the school leadership which are shared directly with the teachers. However, there are limited structures and systems in place to ensure that the work of the school is closely monitored for its effectiveness. Although actions are discussed with the Board and staff, the school lacks a written strategic action plan of accountability based on explicit measures of outcomes. Furthermore, parents do not receive school-wide communication on a regular basis from the administration to keep them informed about the school's work and priorities.

Criterion 3: A Focus on Continuous Improvement

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

This area of the school's work is underdeveloped.

The school analyzes annual state standardized tests and reporting (STAR) data to determine how and what individual students are learning and excelling in. This data, fall assessments, and previous year grades are used to determine classroom compilations, differentiated instruction, textbook and supplemental material purchases, and staffing. Students take weekly quizzes, end of chapter tests and teacher generated tests, as well as monthly tests and annual state tests. These instruments help the administration and staff to determine understanding, application and level of proficiency for grades 2 through 8. Teachers in kindergarten and grade 1 devise their own baseline and benchmark assessments. However, there is a lack of an articulated system for the use of this student performance data to impact

grading of students' work, grouping of students, and informing interventions in alignment to the school's charter petition.

The school does not conduct interim benchmark assessments across grade-levels and subject areas to track student performance school-wide at other intervals of the school year to better inform teachers' planning and intervention strategies for individual students. In 2009, the school plans to move to comprehensive trimester tests to determine school-wide movement towards proficiency.

Students that present deficits, but do not qualify for an special services, are enrolled in language arts and mathematics pull out or push in support groups, where they receive 1-to-1 and small group tutoring during and after school. The pull-out program, 'Redial,' assists struggling and low-performing students improve in reading, comprehension and mathematics skills. Students that are above grade level, but are not Gate students, and are high performing students, are looped up to the next grade level for language arts and mathematics. The students also receive 1-to-1 tutoring and reside in the highest level of differentiated instruction in their classes. Parents appreciate the support their children receive for their personal growth and academic achievement.

Teachers are beginning to collect a variety of student achievement data, but are still developing strategies in its use to drive instructional practices. For example, teachers have collated samples of students' written work in forming a school-wide portfolio. This process has included calibrations and development of strategies for improving writing across the curriculum and grade levels. However, in terms of current student writing, there is limited use of comprehensive and school-wide rubrics to help teachers link their own assessments to plan differentiated lessons.

Teachers are diligent in their communication with parents regarding student progress. Each month teachers produce individual monthly progress reports to update parents on their children's academic progress. The students receive trimester report cards to monitor acquisition and understanding of subject matter. Thus, parents have a general sense of how their children are doing through parent conferences and report cards, though they are not aware of specific benchmarks or what the standards might mean. However, there is a lack of whole-school communication and information strategies and systems implemented to empower and ensure that parents are able to support their children at home.

The school lacks a written strategic action plan of accountability based on explicit measures of outcomes.

Criterion 4: Criterion 4: Responsible Governance

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

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

The Ernestine C. Reems Academy has a Board membership of eleven members who live and work in the community. The current members have varied experiences in business and education and with community organizations in Oakland. There is a teacher representative and one parent who sit on the Board. However, the school's student body has not appointed a student representative in alignment with its charter petition.

Board members show a commitment to having a community-based charter school in the neighborhood. The Board ensures that policies are implemented with respect to the diversity of the school's community. While there is general sense that the school principal is responsible for implementing the school program, the roles and responsibilities between the school administrator and school board of directors are not clearly delineated, so it is unclear who has ultimate accountability for making the school successful. The Board has a strong reliance on the school principal to interpret how well the school implements its academic program and how it is improving. The Board has not carried out an evaluation of the school leadership's accountability in raising student achievement and implementing school improvement.

The Board has an adopted set of bylaws and it implements timely review of all school policies. Board minutes and agendas are in order and board minutes are available upon request. The parent school site council has not yet been established this year, and it is unclear how well communication occurs between this parent site council and the school board. It is not evident that the school has a clear policy in place for resolving concerns or disputes, as it is not included in the parent handbook or other documents submitted. All required reports to the district have been submitted in accordance with timelines established.

Criterion 5: Fiscal Accountability

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

This area of the school's work is proficient.

The school maintains a healthy budget with effective fiscal controls. It is in full compliance with financial reporting and management in which it maintains yearly positive balance sheets and an annual budget projection which demonstrate its financial viability. The principal's on-site operational management and financial overview of the school are very good and the finances are secure. The financial group, EdTech, provides timely budgetary information, updates, and monitors the working budget accordingly.

The budget is well-managed to provide necessary staffing and on-costs, such as 100% benefits. However, the allocation of resources is not consistently aligned to the budget or based on explicit educational goals. For example, the current reserve of \$300K is not clearly earmarked for a specific project or identified strategically. This is a significant under-spend of the school's annual budget amounting to 10-11% reserves in 2008. This money goes unspent whilst there are clearly needs for an improved library and further technological resources to enhance student learning. Although the administration indicates that the school has plans for developing the school's educational program for the future, this is not written and shared with the Board.

The Board fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. Monthly Board meetings include a report on and discussion regarding the budget, spending and fiscal oversight of changes that may affect the operation of the school. It conducts an annual financial audit that is made public.

The school has a comprehensive set of fiscal policies governing the fiduciary responsibilities within the school. In turn, the school aligns its mission and vision with fiscal policies and procedures. Communication is maintained with the authorizers and district policies. It is clear that internal controls are deeply embedded in the principal's understanding of fiscal matters. Annual audits are available and transparent for OUSD and the public to be aware of the school's financial status. The most recent audit indicates that the school is in compliance with all of the district's required fiscal documentation.

School name: Ernestine C. Reems Academy

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

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

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

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

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

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