



TO: Board of Education

FROM: Antwan Wilson, Superintendent  
Silke Bradford, Ed.D., Director-Quality Diverse Providers

DATE: March 25, 2015

RE: Charter Renewal Request

Legislative File 15-0128

File ID No.:

Introduction Date: 1/14/15

Enactment No.: 15-0351

Enactment Date: 3/25/15

By: R

**ACTION REQUESTED:**

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

**BACKGROUND:**

**I. School Description and Key Program Elements:**

<b>Opening Year</b>	2000	<b>Grades</b>	K-8
<b>Current Term</b>	2010-2015	<b>Attendance Area</b>	Oakland Tech/Far West
<b>Renewal Date</b>	July 1, 2015	<b>Board District</b>	1
<b>New Term</b>	2015-2020		
<b>Program Improvement</b>	Yes		

The following graph illustrates that North Oakland Community Charter School (NOCCS) enrollment numbers have stayed consistent over the term of the charter (CDE Downloadable Data Files). The school currently has a waiting list of 190 students (OCS Enrollment Update 2014-15).

## Total Enrollment Over Time

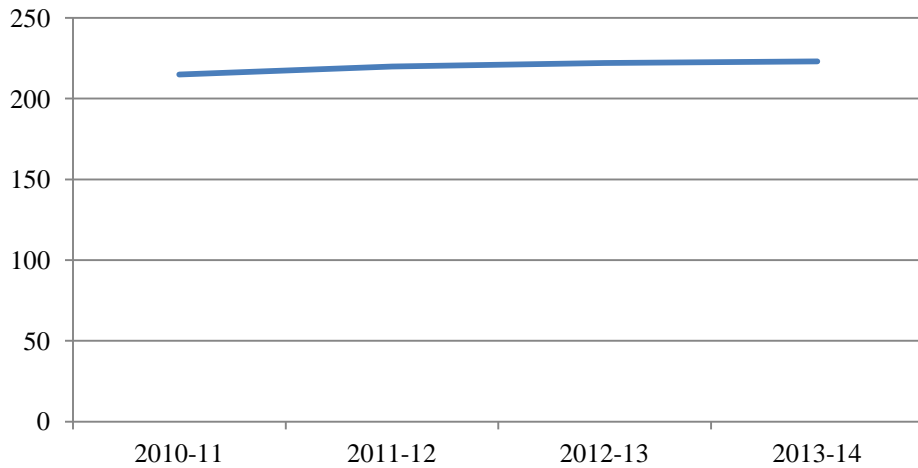


Figure 1. Source: CDE Downloadable Data Files

A comparison between NOCCS's and the District's enrollment demographics are as follows:

## Enrollment by Ethnicity, 2013-2014

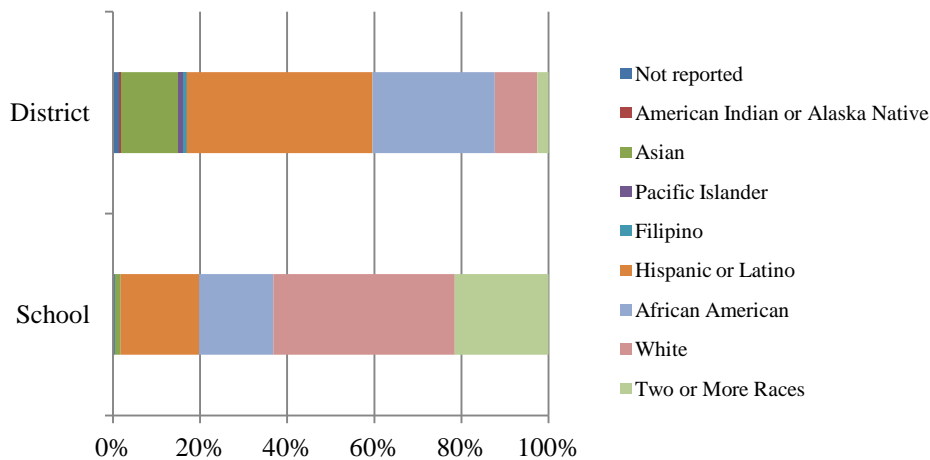


Figure 2. Source: CDE Downloadable Data Files

NOCCS's detailed demographic data overtime is represented in the chart below. It appears that in the 2011-2012 and 2012-2013 school years there were reporting errors as a majority of students' ethnicities were listed as "not reported."

Combined, African American and Hispanic students only make up 35% of students enrolled, while the district populations are closer to 71% (CDE Downloadable Data Files). NOCCS's English Learner population is also almost non-existent (0.3%) and significantly lower than the average at both district-run and district charter schools. The FRPM (Free and Reduced Price Meal) population is also consistently lower than the average at district-run and district-charter schools.

In an effort to address these imbalances, NOCCS "amended its lottery policies in order to provide a preference for students from our neighborhood by creating an additional lottery preference for students zoned to attend both Emerson and Hoover Elementary Schools" (Performance Report). This enrollment preference addition may prove to be effective in increasing diversity at NOCCS considering that Hoover Elementary had a student population that was 43.6% Hispanic and 44.0% African American and Emerson had a student population that was 17.9% Hispanic and 60.9% African American. In addition, these preference schools' FRPM were 87.3% and 82.4% respectively (CDE).

	2010-11	2011-12	2012-13	2013-14
<b>Total Enrollment</b>	215	220	222	223
<b>Gender</b>				
Male	107	105	97	106
	49.77%	47.73%	43.69%	47.53%
Female	108	115	125	117
	50.23%	52.27%	56.31%	52.47%
<b>Ethnicity</b>				
African American	51	3	0	38
	23.72%	1.36%	0.00%	17.04%
Asian/Pacific Islander	14	1	0	3
	6.51%	0.45%	0.00%	1.35%
Latino	25	34	40	40
	11.63%	15.45%	18.02%	17.94%
Other	14	172	182	49
	6.51%	78.18%	81.98%	21.97%
White	111	10	0	93
	51.63%	4.55%	0.00%	41.70%
<b>English Learners</b>	*	2	5	9
		0.91%	2.25%	4.04%
<b>FRPM</b>	38	48	41	47
	17.67%	21.82%	18.47%	21.08%

Table 1. Source: CDE Downloadable Data Files

**Program Summary:**

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

"The North Oakland Community Charter School (NOCCS) is a public school dedicated to helping children to become thoughtful, informed, and inquisitive citizens. NOCCS is a vibrant, diverse learning community driven by respect for each child's unique intelligence and history. Our school's dynamic and challenging educational approach deepens the intellectual and social capacities of each child that we serve."

**School Mission: (Excerpt from the NEW charter petition)**

"The North Oakland Community Charter School (NOCCS) is a public school dedicated to helping children to become thoughtful, informed, and inquisitive citizens. NOCCS is a vibrant, diverse learning community driven by respect for each child's unique intelligence and history. Our school's dynamic and challenging educational approach deepens the intellectual and social capacities of each child that we serve."

**Program's Distinguishing Features:**

"Guiding Principles: NOCCS is driven by ten core principles that anchor and guide our community and its work, and provide a vision to which we aspire as a learning community. These principles include: (1) respect for children and their learning; (2) high expectations; (3) a caring community of learners; (4) valuing diversity; (5) connections to the world; (6) a commitment to equity; (7) families' contributions; (8) respect for teachers and teaching; (9) creativity; and (10) teaching for understanding."

**GOVERNING LAW:**

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

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

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

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

**II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)**

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

<b>STATUTORY RENEWAL THRESHOLD</b>	<b>Y/N</b>
<b>1. API Growth Target:</b>	
Did school attain API Growth Target in prior year?	<b>NA</b>
Did school attain API Growth Target in two of last three years?	<b>Y</b>
Did school attain API Growth Target in the aggregate of the prior three years?	<b>NA</b>
<b>2. API Rank:</b>	
Is the school ranked 4 or higher on API in prior year?	<b>NA</b>
Is the school ranked 4 or higher on API in two of last three years?	<b>Y</b>
<b>3. API Similar Schools Rank:</b>	
Is the school ranked 4 or higher on API Similar Schools in prior year?	<b>NA</b>
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	<b>Y</b>
<b>4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?</b>	<b>Y</b>

## API Growth Target and AYP Criteria Performance

NOCCS did meet API growth targets between 2010-2013, though they did *not* meet AYP. Please reference Table 5 and the accompanying narrative for a detailed description of the AYP shortcomings.

	2010-11	2011-12	2012-13	Weighted Average
<b>API</b>				
Growth API	901	881	891	891
Growth Target Met?	Yes	Yes	Yes	
<b>AYP</b>				
AYP Met?	Yes	No	No	
Number of AYP Criteria Met	9 of 9	8 of 9	5 of 9	
PI Status	Not in PI	Not in PI	In PI	

Table 2. Source: CDE Downloadable Data Files

## **Growth API**

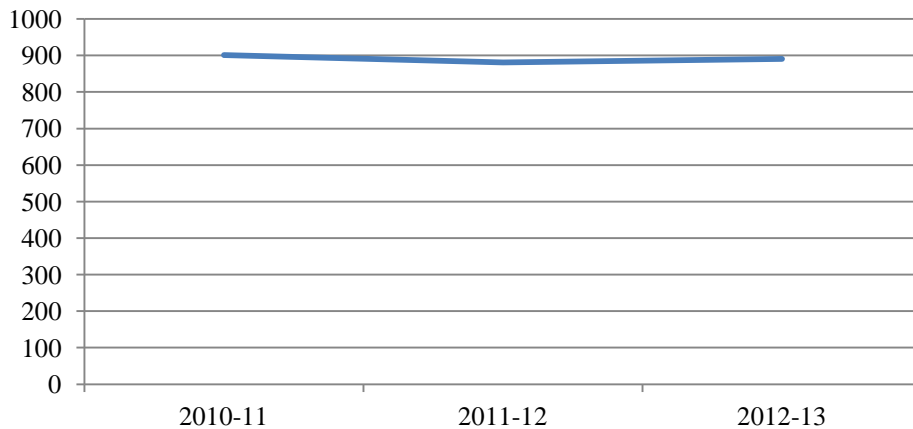


Figure 3. Source: CDE Downloadable Data Files

## API Rankings

The table below shows the most recent CDE school rankings for NOCCS. The school has maintained a consistent statewide API ranking during the charter term, but NOCCS's similar schools ranking has fluctuated over time and been consistently lower than their statewide ranking.

	Statewide Rank	Similar Schools Rank
<b>2011</b>	9	8
<b>2012</b>	8	5
<b>2013</b>	9	7

Table 3. Source: CDE Downloadable Data Files

## API Performance for District/Charter Schools Within Walking Distance

The graph below illustrates the three year weighted API performance of NOCCS (black bar) and an elementary school and K-8 in the area. NOCCS outperforms both of the schools within walking distance of the site. This list was generated by considering all schools within a one mile radius of NOCCS. The walking time as calculated by Google Maps can be seen in Table 4a, while demographic data comparisons are in Table 4b. Table 4b highlights the underrepresentation of minority groups and low socioeconomic status at NOCCS in comparison to neighborhood schools.

### Walking Distance API Comparison

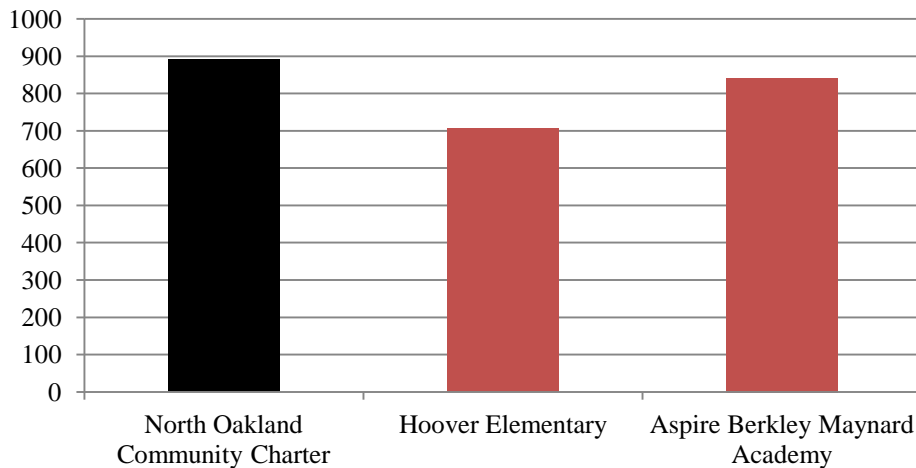


Figure 4. Source: CDE Downloadable Data Files

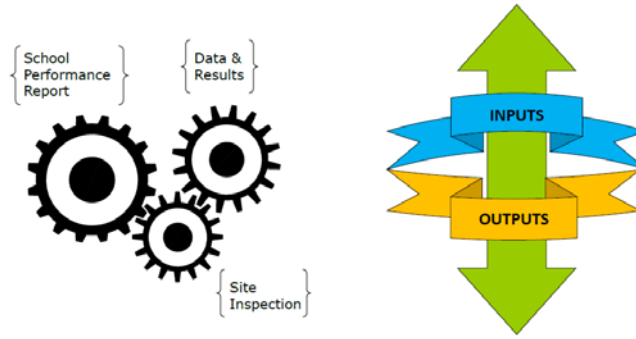
School	Distance	Walking Distance	Walking Time	API
North Oakland Community Charter	0	0	0	891
Hoover Elementary	0.690459556	0.8	18	706
Aspire Berkley Maynard Academy	0.932534364	1.2	23	842

Table 4a. Source: CDE Downloadable Data Files

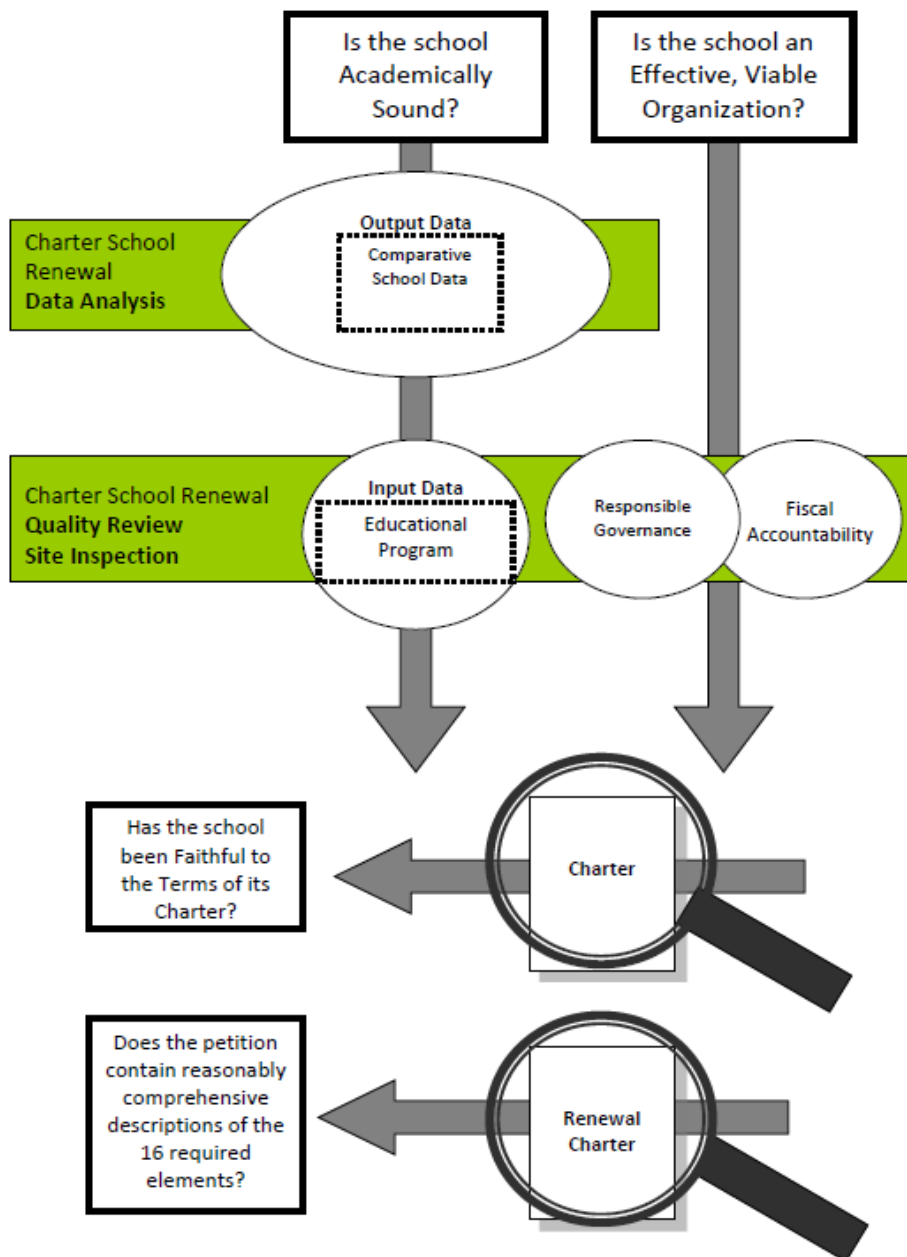
School	African American	Asian/Pacific Islander	Latino	Other	White	English Learners	FRPM
North Oakland Community Charter	17.04%	1.35%	17.94%	21.97%	41.70%	4.04%	21.08%
Hoover Elementary	43.99%	4.12%	43.64%	3.78%	4.47%	38.14%	87.29%
Aspire Berkley Maynard Academy	44.56%	1.60%	50.62%	1.78%	1.43%	22.10%	80.57%

Table 5b. Source: CDE Downloadable Data Files

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



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





**PLEASE NOTE:**

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

**Renewal Standard I: Is the school academically sound?**

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

Measurable Pupil Outcomes	Instrument	Target	2013-2014 Progress
1 70% average of 3rd-5th grade students demonstrate one year's academic growth over first 4 years (move up one band/maintain P or A)	CST	70%	2013-2014: n/a Average over four years: 84%
2 Average of 65% of 6-8th graders demonstrate one year's academic growth annually in ELA	CST	65%	2013-2014: n/a Average over four years: 87%
3 An average of 70% of NOCCS students will be classified as having P/A grade level equivalence on both narrative and expository DRA and/or LRAs annually	DRA/LRA	70%	Switched instruments, the most accurate information is provided below: - 77% of all NOCCS students scored P/A on the reading fluency sub-section of the NOCCS progress report - 73% of all NOCCS students scored P/A on the comprehension sub-section of the NOCCS progress report - 70% of all NOCCS students scored P/A on the literary analysis sub-section of the NOCCS progress report - 73% of all NOCCS students scored P/A on the overall average on all NOCCS reading subsections of the NOCCS progress report
4 An average of 80% NOCCS students will earn a rating of proficient (meets) or advanced (exceeds) on composite end of year ELA rating	ELA composite rating on NOCCS Progress Report	80%	75% of NOCCS students earned a rating of P/A on the end-year ELA rating. However, when controlling for the use of multi-age progress reports in the K-5, 81% of all NOCCS students in grades 1, 3, 5, and 6-8 earned a P/A rating on the end of year ELA rating.
5 Average of 70% NOCCS students with IEPs will meet or exceed annual individualized education plan goals related to ELA	IEP goals - ELA	70%	2013-2014: 58% Average over four years: 52%
6 Average of 70% or more 3-5th graders demonstrate one year's academic growth annually in Math	CST	70%	2013-2014: n/a Average over four years: 83%

7	Average of 65% of 6-8th graders demonstrate one year's academic growth annually in Math	CST	65%	2013-2014: n/a Average over four years: 80%
8	Average of 70% of NOCCS students score P or A on Spring and/or Composite Math Trimester Assessment	Spring Math Assessment; Composite Math Trimester Assessment	70%	Most recent data is 12-13: 73%
9	Average of 80% of NOCCS students earn rating of Proficient (meets) or Advanced (exceeds) on composite end of year math ratings	NOCCS Composite EOY Math Ratings	80%	75% NOCCS students earned a rating of P/A on the end-year math rating Average was 73% for first four years
10	Average of 70% of NOCCS students with IEPs meet or exceed annual IEP goals in math	IEP goals - math	70%	2013-2014: 29% Average over four years: 31%
11	Average of 70% of 5-8th graders score P/A in science	CST	70%	2013-2014: 54% Average over four years: 70%
12	Average of 80% of students earn P/A on composite end of year science ratings	NOCCS Composite EOY Science Ratings	80%	2013-2014: 91% Average over four years: 83%
13	80% of students earn rating of P/A on portfolio submission that demonstrates understanding and/or use of inquiry process and/or science content or process understanding goals	NOCCS Portfolio Rubric	80%	
14	Average of 70% of 8th graders score P/A in social studies	CST	70%	2013-2014: n/a Average over four years: 76%
15	Average of 80% of students earn P/A on composite end of year social studies ratings	NOCCS Composite EOY Social Studies Ratings	80%	2013-2014: 90% Average over four years: 81%
16	80% of students earn rating of P/A on portfolio submission that demonstrates understanding of social studies content and process understanding goals	NOCCS Portfolio Rubric	80%	

17	80% of students earn rating of P (meets)/A (exceeds) on end of year work habits ratings	NOCCS EOY Work Habits Ratings	80%	2013-2014: 80% Average over four years: 77%
18	80% of students earn rating of P (meets)/A (exceeds) on end of year life-long learner habits ratings	NOCCS EOY Life-Long Learner Habits Ratings	80%	2013-2014: 84% Average over four years: 78%
19	80% of students earn rating of P (meets)/A (exceeds) on end of year community ratings	NOCCS EOY Community Ratings	80%	2013-2014: 87% Average over four years: 83%
20	Maintain or exceed 94% annual attendance rate	Attendance Rate	94%	2013-2014: 96% Average over four years: 96%
21	Meet annual API targets a minimum of 3 out of the first 4 years of term	API	3 of first 4 years	Met all four years.
22	Demonstrate AYP as defined by NCLB a minimum of 3 out of the first 4 years of charter term	AYP	3 of first 4 years	Met in 2010-2011, but not in 2011-2012 or 2012-2013. 2013-2014 is n/a.

MPO Summary	Total
Met	12
Substantial Progress	3
Not Met	4
No Data	3

#### Substantial Progress Thresholds

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

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

## 2013 STAR Testing Performance Disaggregated By Student Demographics

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

2013	ELA				Math			
School Groups	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria
Schoolwide	169	130	76.9%	No	167	121	72.5%	No
Black or African American	36	26	72.2%	--	36	17	47.2%	--
Hispanic or Latino	29	21	72.4%	--	28	19	67.9%	--
White	81	68	84.0%	No	80	66	82.5%	No
Two or More Races	11	7	63.6%	--	11	9	81.8%	--
Socioeconomically Disadvantaged	35	23	65.7%	--	35	16	45.7%	--
Students with Disabilities	30	17	56.7%	--	30	15	50.0%	--

Table 6. Source: CDE Downloadable Data Files

NOCCS is “currently in the process of crafting a new five year strategic plan” and listed both ELA and Math as focus areas:

- "Implementing a consistent, vertically aligned mathematics program that results in deep understanding, the demonstration of mastery, and high levels of engagement for all students- with a particular focus on our African American, Hispanic-Latina, Economically Disadvantaged, and Special Education Students.
- Implementing a consistent, vertically aligned English Language arts program that results in deep understanding, the demonstration of mastery, and high levels of engagement for all students- with a particular focus on our African American, Hispanic-Latina, Economically Disadvantaged, and Special Education Students." (Performance Report)

## CST At or Above Proficient 2013

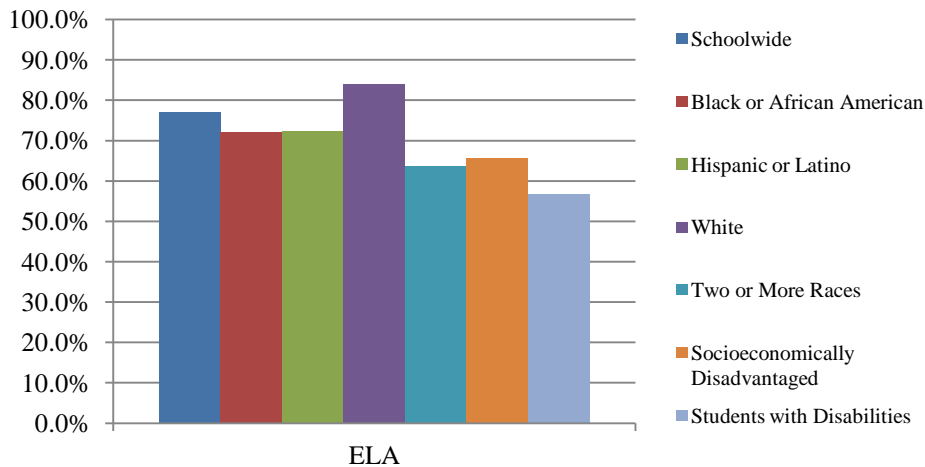


Figure 5. Source: CDE Downloadable Data Files

## CST At or Above Proficient 2013

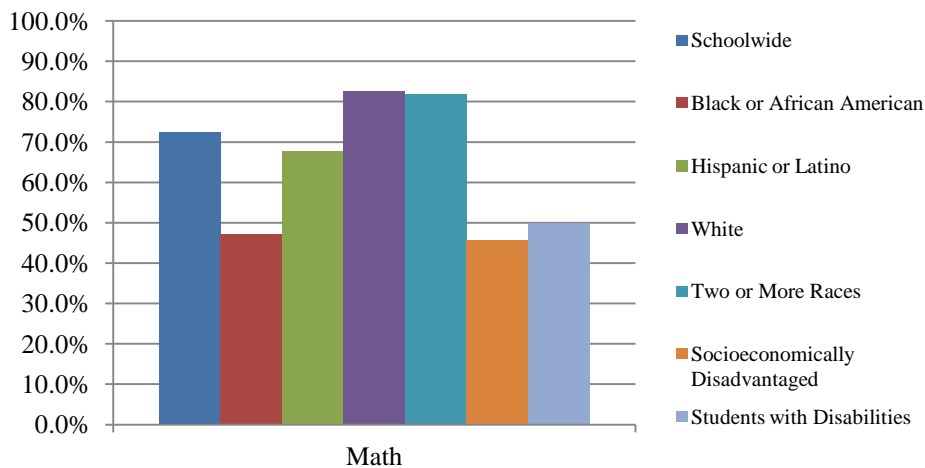


Figure 6. Source: CDE Downloadable Data Files

NOCCS noted that "Student achievement in mathematics, particularly with regard to African American, Hispanic-Latino, and Economically Disadvantaged, and Special Education students, is very clearly an area where we must improve and focus as a school. In particular, while the overall percentage of students scoring proficient or advanced on the CST over the past four years of testing is 77% (including 80% in K-5 and 72% in the 6-8), the percentage has been on a downward trajectory each year overall. This downward trend is particularly evident in the K-5 program- both in terms of the overall average and among all key subgroups of African American, Hispanic-Latina, Economically Disadvantaged, and Special Education students. In addition, we see a much larger achievement gaps for these key sub groups in mathematics as compared to their academic achievement in English Language Arts" (Performance Report). This achievement gap can be seen in the bar graph above (Figure 6).

## CST Performance Over Time

The graph below shows that NOCCS has consistently had 70%+ of students perform at or above proficient in both ELA and Math. Math has tailed off slightly more than ELA, as discussed in the narrative below.

### CST At or Above Proficient Over Time

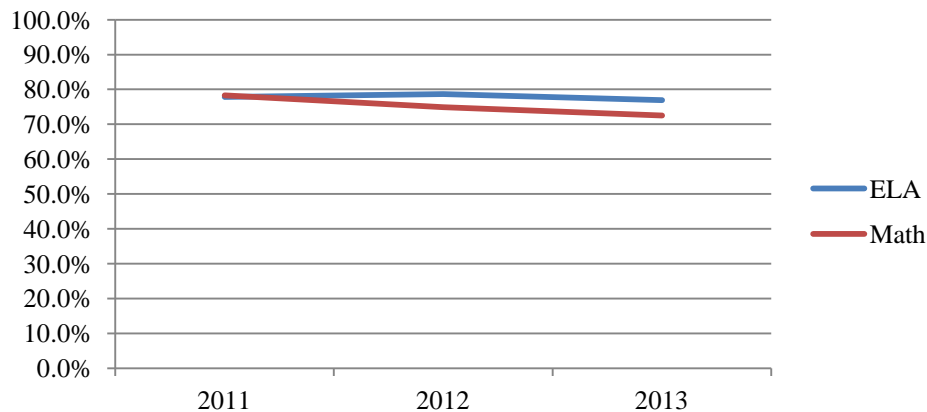


Figure 7. Source: CDE Downloadable Data Files

NOCCS outlined a number of reasons for their decline in Math as well as actions to address this decline and the achievement gaps:

- "From 2008- 2011, our school-wide priority was focused on mathematics. In this time, we saw an overall increase in our mathematics scores from previous years due to a combination of reform efforts including the provision of professional development and coaching for teachers, a focus on the use of interim assessment data to drive instruction, differentiation, and interventions, the subject matter background and competency of our staff, and the provision of intervention programming for students.
- In 2012- 2014, we turned our focus to address issues and trends we were seeing with our ELA program thus transferring much of our PD resources to a different area. We also faced very challenging budgetary climate that forced us to change the structure and staffing of our math intervention program, we began to prepare for the initiation of the Common Core, and moved away from some of our internally developed (CST-aligned) assessments and data analysis practices, and several key staff with particularly strong mathematics subject-matter competence/training left the school.
- In addition, prior to our 2014-2015 Common Core mathematics adoption, we lacked a sufficient, vertically aligned curriculum in our K-5 program. While we had such a program in our 6-8, it was not Common Core aligned. We have focused over the past two years (2013- present) on identifying, piloting, and now implementing a new Common Core aligned curriculum and scope and sequence for both K-5 and 6-8 which we believe will help us to build a more solid and aligned curricular infrastructure for students and staff.
- As we have enhanced and upgraded our Teaching for Understanding units, we have focused primarily on integrating these units with Common Core ELA standards. This has provided additional time of task, practice, and application of reading and writing content and skills, while mathematics and science integration has been less of a focus, priority, and strength.

We have begun to take action on addressing this priority, including:

- As described above, we have identified, piloted, and are now implementing a new Common Core aligned curriculum in our K-5. In our 6-8 program, we have also built an articulated 6-8 Common Core

scope and sequence that utilizes a technology-based Common Core curriculum along with a variety of application focused problem-based challenges.

- We are in the process of identifying and acquiring a common-core aligned mathematics trimester/interim assessments and data system that will enable us to track and analyze student achievement and progress in math- at all levels of the organization- throughout the school year. We have made the capability of tracking and analyzing this data- in the aggregate, by key subgroups, and by class/teacher- key criteria in our selection process.
- We have revised our student progress reports to align with the Common Core standards and revised our data systems so that we can also track and analyze data in the aggregate, by key subgroups, and by class/teacher.
- We have hired a mathematics coach and are providing all teachers with weekly mathematics coaching and monthly professional development.
- We have made some key staffing changes at both the K-5 and 6-8 level with an eye on building and improving our mathematics program in this new charter term and the Common Core era.

In addition, in the coming charter term we will:

- Integrate Science-Technology-Engineering-Art-Math (STEAM) themes/topics, practices, resources, and projects into our K-8 Teaching for Understanding scope and sequence and units.
- Investigate, develop, and implement intervention programs, strategies, and resources to support students to make accelerated progress.
- As stated in questions above, we will improve our data collection, analysis, and reporting systems and processes- at every level of the organization- in order to share support, accountability, and responsibility for focusing on and achieving this goal.

We also recognize that in order to address the achievement gap that is particularly pronounced in mathematics, but that also exists in other areas in our school, we must take additional steps in every facet of our school, from curriculum, instruction, and school climate and to talent development, professional support and development, and data systems in order to achieve our vision of eliminating the achievement gap and ensuring a high expectations and excellent results for all students who select NOCCS as their public school of choice in North Oakland. As such, strategies and mindsets focused on equity and excellence must and will be reflected in and integrated within every facet of our plan and work for the next five years and beyond. Therefore, in addition to the specific work around mathematics curriculum, instruction, assessment, professional development/support, and data systems listed above, we will also implement other measures to further shift our mindset, practices, and systems in service to "our commitment" envisioned and described in question 2 above. Some of these include:

- Developing and implementing professional development, coaching, tools, and support for staff related to the mindsets, skills, and practices of culturally competent and responsive practitioners
- Evaluating and significantly improving our systems, resources, tools, and structures for tiered interventions and supports for students, particularly students with special abilities and needs and students in need of significant acceleration
- Improving our on-going assessment and data systems to provide us with the information we need to identify and then provide responsive and effective targeted supports and resources for students
- Deepening our work related to school climate and culture in order to ensure a learning environment and school culture Ensuring that our school culture and climate is one in which all children and youth feel safe, valued, supported, connected, empowered, and respected." (Performance Report)

## API Comparison Schools Data (Performance Over Time)

Two sets of comparison schools were selected to accommodate NOCCS's K-8 grade configuration; a set of K-5 schools and a set of 6-8 schools. Schools marked with one asterisk serve K-8. The comparison school sets were created by selecting schools with similar free and reduced meal populations. NOCCS' FRPM population is uncharacteristically low for both district-run and district-charter schools. Typically four schools are selected that have a lower percentage and four are selected that have a higher percentage. This was not possible for the set of 6-8 schools due to the lack of schools with a lower FRPM population than NOCCS. Alternative education and continuation schools were excluded from consideration.

K-5 Schools		
School	% FRPM	API
Chabot Elementary	9.32%	938
Thornhill Elementary	10.10%	946
Montclair Elementary	12.04%	954
Joaquin Miller Elementary	16.82%	908
North Oakland Community Charter	21.08%	891
Redwood Heights Elementary	24.73%	854
Kaiser Elementary	31.39%	856
Peralta Elementary	33.43%	942
Glenview Elementary	36.77%	872

Table 7. Source: CDE Downloadable Data Files

6-8 Schools		
School	% FRPM	API
Hillcrest Elementary*	4.05%	958
North Oakland Community Charter	21.08%	891
Montera Middle	51.22%	789
Conservatory of Vocal/Instrumental Arts*	54.98%	873
Claremont Middle	61.61%	713
Edna Brewer Middle	70.01%	773

Table 8. Source: CDE Downloadable Data Files

The chart below provides an overview of the API scores of NOCCS and the comparison school set over time, with the last column representing the weighted average API score from 2010-2013. NOCCS's average API score is lower than five of the eight K-5 comparison schools, but higher than all but one of the 6-8 comparison schools.

K-5 Schools Growth API				
School	2010-2011	2011-2012	2012-2013	Weighted Average
Montclair Elementary	972	971	954	965
Thornhill Elementary	--	--	946	948
Chabot Elementary	940	952	938	943
Peralta Elementary	937	951	942	943
Joaquin Miller Elementary	920	922	908	916
North Oakland Community Charter	901	881	891	891
Redwood Heights Elementary	913	905	854	889
Glenview Elementary	887	872	872	877
Kaiser Elementary	885	845	856	862



Table 9. Source: CDE Downloadable Data Files

6-8 Schools Growth API				
School	2010-2011	2011-2012	2012-2013	Weighted Average
Hillcrest Elementary*	972	966	958	965
North Oakland Community Charter	901	881	891	891
Conservatory of Vocal/Instrumental Arts*	868	892	873	878
Montera Middle	809	809	789	802
Edna Brewer Middle	812	811	773	799
Claremont Middle	720	679	713	705

Table 10. Source: CDE Downloadable Data Files

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

K-5 Schools % Proficient or Advanced ELA				
School	2010-2011	2011-2012	2012-2013	Average
Montclair Elementary	85.2%	89.1%	85.9%	86.7%
Thornhill Elementary	88.5%	86.5%	87.8%	87.6%
Chabot Elementary	91.9%	92.4%	89.5%	91.3%
Peralta Elementary	82.4%	83.5%	76.8%	80.9%
Joaquin Miller Elementary	77.8%	78.7%	76.9%	77.8%
North Oakland Community Charter	80.0%	81.4%	71.0%	77.5%
Redwood Heights Elementary	72.2%	68.8%	65.4%	68.8%
Glenview Elementary	83.2%	90.4%	81.7%	85.1%
Kaiser Elementary	70.7%	71.6%	70.4%	70.9%

Table 11. Source: CDE Downloadable Data Files

K-5 Schools % Proficient or Advanced Math				
School	2010-2011	2011-2012	2012-2013	Average
Montclair Elementary	94.5%	91.7%	90.5%	92.2%
Thornhill Elementary	92.3%	90.1%	91.5%	91.3%
Peralta Elementary	87.4%	88.9%	89.7%	88.7%
Chabot Elementary	87.9%	87.1%	88.0%	87.7%
Joaquin Miller Elementary	86.3%	83.4%	82.4%	84.0%
Redwood Heights Elementary	81.9%	78.2%	72.6%	77.6%
Glenview Elementary	82.1%	74.8%	75.0%	77.3%
North Oakland Community Charter	78.3%	74.9%	72.5%	75.2%
Kaiser Elementary	77.8%	65.3%	69.8%	71.0%

Table 12. Source: CDE Downloadable Data Files

6-8 Schools % Proficient or Advanced ELA				
School	2010-2011	2011-2012	2012-2013	Average
Hillcrest Elementary*	92.9%	91.2%	90.2%	91.4%
North Oakland Community Charter	77.8%	78.7%	76.9%	77.8%
Conservatory of Vocal/Instrumental Arts*	66.3%	74.7%	75.1%	72.0%
Montera Middle	60.5%	63.3%	58.7%	60.8%
Edna Brewer Middle	60.3%	60.9%	57.7%	59.6%
Claremont Middle	45.7%	43.0%	46.1%	44.9%

Table 13. Source: CDE Downloadable Data Files

6-8 Schools % Proficient or Advanced Math				
School	2010-2011	2011-2012	2012-2013	Average
Hillcrest Elementary*	91.7%	92.9%	89.0%	91.2%
North Oakland Community Charter	77.8%	78.7%	76.9%	77.8%
Conservatory of Vocal/Instrumental Arts*	73.1%	78.6%	71.8%	74.5%
Edna Brewer Middle	54.4%	57.8%	36.4%	49.5%
Montera Middle	48.9%	48.5%	40.9%	46.1%
Claremont Middle	31.8%	25.8%	27.6%	28.4%

Table 14. Source: CDE Downloadable Data Files

**Financial Reporting Data:**

NOCCS's ADA and enrollment has remained steady (slight increases) over the charter term and they are in good financial standing.

**North Oakland Community Charter School**

2/24/15

FY	P1 ADA	Cumulative Attendance %	P1 Enrollment in December	EFB per Audit - June 30	
2010-11	208.41	96.71%	214	\$	370,753.00
2011-12	212.90	96.46%	219	\$	372,360.00
2012-13	214.63	96.04%	221	\$	374,844.00
2013-14	217.02	96.49%	224	* \$	417,264.00
2014-15	218.56	96.76%	226	** \$	398,344.00

Data based on 3rd statistical, ending 11/14/14

**Note:**

- \* Projected EFB based on 13/14 unaudited actuals; audit report not available until December 15, 2014
- \*\* Projected EFB based on 14/15 budget adoption data reported in June 2014

## **Renewal Approval Summary**

The quality of the school’s educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on 12/02/14 and 12/03/14 by the Office of Charter Schools Staff. See Attachment I for the school’s comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

### **Strengths:**

- Strong stakeholder engagement
- Common Core preparation/implementation
- Strong mission, vision, and guiding principles

### **Challenges:**

- Increasing the number of students of color, English Learners, and socioeconomically disadvantaged
- Eliminating the achievement gap experienced by African American, Hispanic-Latino, Economically Disadvantaged, and Special Education students
- Lack of assessment data platform

### **Renewal Standard I:**

Based on an analysis of North Oakland Community Charter School’ performance outcomes, an evaluation of its educational program over the past four years, and improvement plans contained in the “Performance Report” (Appendix I of petition) the school is deemed **academically sound** for the purposes of renewal.

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

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

The effectiveness and viability of North Oakland Community Charter School has been evaluated, in part, through a two-day Site Inspection conducted on 12/02/14 and 12/03/14 by the Office of Charter Schools Staff. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

### **Strengths:**

- Executive Director and Board provides effective support to the school in the following areas:
  - Governance
  - Fiscal Management/Budgeting
  - Human Resources/Staffing
  - Annual Survey of Parents

### **Challenges:**

- None

## **IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION**

An evaluation by staff of North Oakland Community Charter School Fiscal Accountability and Governance over its recent charter term included:

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

### **Renewal Standard II:**

Based on this analysis, North Oakland Community Charter School is deemed an effective, viable organization for the purposes of charter renewal.

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

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

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

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

#### **Renewal Standard III:**

Based on review of the school's records and performance, **North Oakland Community Charter School** is deemed to have been **faithful to the terms of its charter.**

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

**SIXTEEN ELEMENTS TABLE**

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

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

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

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

**Renewal Standard IV:**

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

## Renewal Charter Term

Below is a summary of the plans presented in the new petition and performance report for North Oakland Community Charter School.

### New Program Elements

- "Additionally, we reorganized our administrative team in order to improve and expand our overall organizational effectiveness and capacity as well as increase staff support and development." (Performance Report)
- "NOCCS is making strong progress in our readiness to take on and thrive in the Common Core era. We have researched, piloted, selected, and are in the process of implementing new common-core-aligned mathematics and ELA curriculum in our K-5 and 6-8 programs. We have also integrated the Common Core reading and writing standards into our existing Teaching for Understanding curriculum and assessments." (Performance Report)
- "In addition, we have invested in and continue to prioritize our technology infrastructure including adding personnel to support technology, upgrading our bandwidth, updating our computer lab, upgrading and standardizing classroom-based technology resources, and increasing computing systems and devices for students." (Performance Report)

### Plans for Improvement

NOCCS identified "four main priority areas for our organizational growth and development over the next half decade" in its performance report:

#### "[1] Our Commitment

As an organization, NOCCS is fully committed to supporting an equitable culture and the conditions that lead to excellence for all students. As such, over the next five years we will focus on:

- Eliminating the achievement gap that currently exists between African American, Hispanic-Latina, Economically Disadvantaged, and Special Education Students and their peers.
- Ensuring that our school culture and climate is one in which all children and youth feel safe, valued, supported, connected, empowered, and respected.
- Ensuring that our school culture and climate fosters an environment where all adults feel safe, valued, supported, connected, empowered, and respected.

#### [2] Our Students

As an organization, NOCCS will deepen, refine, and inject innovation into its curriculum and provide equitable instruction and supports so that all students can continuously develop, joyfully realize, and powerfully evidence their growth and ability to think critically and creatively, communicate powerfully, engage in community, and embody scholarship. As such, we will focus on:

- Implementing a consistent, vertically aligned mathematics program that results in deep understanding, the demonstration of mastery, and high levels of engagement for all students- with a particular focus on our African American, Hispanic-Latina, Economically Disadvantaged, and Special Education Students.
- Implementing a consistent, vertically aligned English Language arts program that results in deep understanding, the demonstration of mastery, and high levels of engagement for all students- with a particular focus on our African American, Hispanic-Latina, Economically Disadvantaged, and Special Education Students.
- Refining, documenting, and further innovating our Teaching for Understanding curriculum to incorporate the Common Core Standards, Next Generation Science Standards, and STEAM.



- Deepening and innovating our REAL/ Peacemaking, Advisory, and CAL Curricula and Programming so that all students are supported with the skills, mindsets, and understanding to powerfully communicate and positively engage in community.
- Improving our internal/formative assessment and data systems and practices in order to provide rapid, responsive, and reliable supports- at all levels of the organization- that will enable all learners to master Common Core content, and demonstrate readiness for high school and college through a graduate profile portfolio.
- Creating and refining systems, structures, resources, and practices that prioritize and lead to equitable and effective supports, accelerated growth, and high achievement for all learners, particularly student who have been historically underserved by our educational system.

### [3] Our Talent

As an organization, NOCCS is committed to attracting, training, supporting, and retaining a highly skilled, talented, diverse, and committed staff by sustaining a supportive, collaborative, resource rich environment to grow, advance, and thrive throughout their careers as leaders and educators. As such, we will focus on:

- Increasing compensation and other forms of support that enable our staff to effectively and sustainably serve and meet the needs of our students
- Partnering with leading organizations and institutions to articulate and build an effective educator pipeline that inducts, trains, supports, and provides new opportunities for aspiring, new, developing, and veteran teachers and leaders throughout their careers
- Fostering a culture of feedback and further building tools and systems that enable data-driven reflection, feedback, improvement, and innovation at all levels of the organization

### [4] Our Impact

As a member of the Longfellow/Santa Fe and Oakland Public School Community, NOCCS is committed to defining and playing an important leadership role in the movement to provide each family in our community and city with multiple high quality public school options. As such, we will focus on:

- Continuing to increase our capacity to provide a high quality option to students in our local neighborhood, especially and specifically families that currently reside within a one mile radius of NOCCS' current location at 1000 42nd Street and include the Santa Fe/Longfellow Neighborhoods (OUSD's Emerson, Hoover, Sankofa, and Claremont Zones).
- Collaborating with and within our various communities in order to understand and define our role, contribution, and strategy in ensuring that all students and families in our local neighborhood and city have access to high quality public school options within the next generation.
- Improving our assessment and data systems in order to continuously improve- at all levels of the organization- our service to students, families and our community and to provide effective evidence of the effectiveness and impact of our school, organization, and model in serving a diverse student population."

### Revised Measurable Pupil Outcomes (MPOs)

The revised MPOs are in alignment with state priorities (LCFF) and the introduction of the new statewide standardized testing measurements (SBAC). We advise that NOCCS adopt the collective MPOs that working groups of charter leaders created during the 2014-15 school year.

### **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 **North Oakland Community Charter School, as revised per Attachment II**, because the charter school has sufficiently **met** the standards and expectations set forth in the OUSD Charter Renewal Standards, as well as the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals.

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

This report recommends that the Oakland Unified School District Board of Education **approve** the charter renewal petition for **North Oakland Community Charter School** for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2015 and expire on June 30, 2020. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

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

This report recommends that the Board of Education approve the **North Oakland Community Charter School** 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, which if renewal is granted the petitioner opts to receive funding directly from the state.

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

**ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA**  
**ATTACHMENT II: CHARTER TEXT REVISIONS**

## ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

### Making Consistent Judgments

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

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

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

**Criteria 1: Improving Student Achievement**

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

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
1.1	<b>Demonstrates high expectations for student achievement</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• "As such, strategies and mindsets focused on equity and excellence must and will be reflected in and integrated within every facet of our plan and work for the next five years and beyond." (Performance Report)</li> </ul>
1.2	<b>Provides a challenging and coherent curriculum for each individual student</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Achievement gap for African American students has not been remedied</li> <li>• A curriculum "rooted in Teaching for Understanding and the workshop methodology" (Performance Report)</li> </ul>
1.3	<b>Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• 9 out of 10 classrooms had posted objectives (Classroom Observations)</li> <li>• 5 out of the 10 classrooms had 5 or more students not engaged in the lesson (Classroom Observations)</li> <li>• 7 out of 10 classrooms had worksheets related to the lesson for students to follow along; only 4 classrooms had something other than a worksheet/journal to engage students (Classroom Observation)</li> </ul>
1.4	<b>Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• 2 Chromebook carts and a computer lab managed by a tech calendar Each teacher will receive an iPad and Apple TV</li> <li>• All teachers have projectors, but not at all have document cameras</li> </ul>

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
			(Teacher Focus Group)
1.5	<b>Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• <b>6 out of 10 classrooms demonstrated less than effective behavioral expectations (Classroom Observations)</b></li> <li>• <b>Teacher-Student interaction characterized by positivity and respect (Classroom Observations)</b></li> </ul>
1.6	<b>Productively engages parental and community involvement as a part of the school's student support system</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Multiple community partnerships: Phat Beets, Destiny Arts, Play Works, and the Longfellow and Santa Fe Community groups (Site Leader Focus Group)</b></li> <li>• <b>During the Parent Focus Group, parents mentioned that they felt involved in the process of resolving student conflict</b></li> </ul>
1.7	<b>Shares its vision among the school community and demonstrates its mission in daily action and practice</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Parents mentioned liking specific aspects of the school's vision such as social justice / peacemaking (Parent Focus Group)</b></li> <li>• <b>Vision of school culture is emphasized in the classroom, professional learning community, and the parent/family community (Performance Report)</b></li> </ul>
1.8	<b>Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Teachers hold office hours for parents/students</b></li> <li>• <b>Student conferences three times a year</b></li> <li>• <b>Different grade level combinations have different newsletters or websites Email frequently</b></li> </ul> <b>(Parent Focus Group)</b>

## **Criteria 2: Strong Leadership**

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

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.1	<b>Effectively communicates and engages stakeholders in the vision mission of the school</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Sets goals during mid-year staff retreat (Site Leader Focus Group)</li> <li>• Parents and Teachers expressed satisfaction with communication from Site Leadership</li> </ul>
2.2	<b>Consistently puts into practice the educational program outlined in its charter.</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Some evidence of Teaching for Understanding in the classroom (Classroom Observations)</li> </ul>
2.3	<b>Generates and sustains a school culture conducive to staff professional growth</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• PD- three Wednesdays per month</li> <li>• Stipends to pursue personal PD</li> <li>• Summer PD opportunity at Teacher's College at Columbia (Teacher Focus Group)</li> </ul>
2.4	<b>Actively monitors and evaluates the success of the school’s program</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Implementing a 5 year strategic plan</li> <li>• Does not have a data platform, but does use excel extensively</li> </ul>
2.5	<b>Provides regular, public reports on the school’s progress towards achieving its goals to the school community and to the school’s authorizer</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Timely communication with the Office of Charter Schools</li> <li>• Parents expressed satisfaction with the communication from the Site Leader (Parent Focus Group)</li> </ul>
2.6	<b>Treats all individuals with fairness, dignity and respect</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Students and staff seemed positive/happy to be at NOCCS</li> <li>• Parents expressed great satisfaction with the positive culture at NOCCS</li> </ul>
2.7	<b>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</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Participation in charter events/groups in Oakland</li> </ul>

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.8	<b>Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success</b>	<b>5</b>	
2.9	<b>Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• <b>Achievement gaps experienced by African American, Hispanic-Latino, Economically Disadvantaged, and Special Education students (Performance Report)</b></li> </ul>
2.10	<b>Engages community involvement in the school</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Multiple community partnerships: Phat Beets, Destiny Arts, Play Works, and the Longfellow and Santa Fe Community groups (Site Leader Focus Group)</b></li> </ul>

### **Criteria 3: A Focus on Continuous Improvement**

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

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
3.1	<b>Uses information sources, data collection and data analysis strategies for self-examination and improvement</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• <b>Currently uses Excel to track data</b></li> <li>• <b>Looking into Data Director or Schoolzilla (Site Leader Focus Group)</b></li> </ul>
3.2	<b>Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• <b>DRA and LRA</b></li> <li>• <b>Internally developed CA standards based interim assessment - stopped in 2013 because of transition to common core</b></li> <li>• <b>No data platform (Site Leader Focus Group)</b></li> </ul>
3.3	<b>Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• <b>At the teacher-level - still using former summative teacher evaluations but revamping with Marzano evaluation</b></li> <li>• <b>Collect data and review at mid-year staff retreat; set goals for 1 to 3 years based on this analysis (Site Leader Focus Group)</b></li> </ul>

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
<b>3.4</b>	<b>Uses student assessment results to improve curriculum and instruction</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• <b>See 3.2</b></li> </ul>
<b>3.5</b>	<b>Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• <b>Teachers satisfied with resource allocation (Teacher Focus Group)</b></li> <li>• <b>Lack of data platform</b></li> </ul>



#### **Criteria 4: Responsible Governance**

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

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.1	<b>Ensure that policies and practices are implemented in a fair and consistent manner</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Students and families are clear on how to seek support for specific issues/areas of concern</b></li> </ul>
4.2	<b>Monitor the trends, issues and potential changes in the environment in which charter schools operate</b>	<b>5</b>	
4.3	<b>Seek input from impacted stakeholders</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Annual Survey (Site Leader Focus Group)</b></li> <li>• <b>Public comment at beginning of Board Meetings</b></li> <li>• <b>Hold working groups for specific things such as the strategic plan</b></li> <li>• <b>Very clear about how communication occurs between board and parents to make sure equitable; part of board member training</b></li> </ul> <b>(Governing Board Focus Group)</b>
4.4	<b>Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• <b>Lack of diversity related to Race/SES/ELs</b></li> </ul>
4.5	<b>Actively engage the school’s authorizer in monitoring the school’s educational program and its fiscal status</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Submits all reports in a timely manner</b></li> </ul>
4.6	<b>Establishes and maintains a safe environment for students, staff, and community stakeholders</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• <b>All stakeholders express feeling safe and having multiple staff persons to address any problems that may arise</b></li> </ul>
4.7	<b>Consistently engages in timely reporting or required information to the District, the County, and the State</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Fulfills all audit requirements by deadlines</b></li> </ul>
4.8	<b>Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Board has hiring/firing rights only over the Director (Governing Board Focus Group)</b></li> </ul>

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
			<ul style="list-style-type: none"> <li>• Director has hiring/firing rights over staff</li> </ul>
4.9	Maintains effective and active control of the charter school	5	<ul style="list-style-type: none"> <li>• Board is attuned to finance and performance of school</li> </ul>
4.10	Abstains from any decision involving a potential or actual conflicts of interest	5	<ul style="list-style-type: none"> <li>• Clear policy; no evidence of conflicts</li> </ul>
4.11	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plan, and as defined by statute and regulation	3	<ul style="list-style-type: none"> <li>• See 4.4</li> </ul>
4.12	Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations	5	<ul style="list-style-type: none"> <li>• Board is provided periodic updates regarding school performance</li> <li>• Monthly executive committee meeting</li> <li>• Leaders are evaluated on goals that include school performance measures</li> <li>• (Governing Board Focus Group)</li> </ul>
4.13	Implements an accountability process for the school's academic results and operates with a clear set of goals for the school, and has developed a set of tools for understanding progress towards meeting those goals	3	<ul style="list-style-type: none"> <li>• Use of excel for data tracking does not allow for robust assessment system</li> <li>• Data dashboard available at every Board Meeting</li> <li>• (Governing Board Focus Group)</li> </ul>
4.14	Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.	5	<ul style="list-style-type: none"> <li>• Parents feel valued and consulted on what problems they need remedied</li> <li>• (Parent Focus Group)</li> </ul>

**Criteria 5: Fiscal Accountability**

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

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>
<b>5.1</b>	<b>Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability</b>	<b>5</b>
<b>5.2</b>	<b>Conducts an annual financial audit which is made public</b>	<b>5</b>
<b>5.3</b>	<b>Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely</b>	<b>5</b>
<b>5.4</b>	<b>Ensures financial resources are directly related to the school's purpose: student achievement of learning goals</b>	<b>5</b>
<b>5.5</b>	<b>Managing cash flow</b>	<b>5</b>
<b>5.6</b>	<b>Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget.</b>	<b>5</b>

**Oakland Unified School District  
Office of Charter Schools  
CHARTER TEXT REVISIONS –  
NORTH OAKLAND COMMUNITY CHARTER SCHOOL**

**APPENDIX I - REQUIRED CHARTER TEXT REVISIONS:** The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools a revised charter (red-line and final copy) to include all revisions outlined below in one hard copy and one electronic copy in *WORD* format on a CD or via email of no later than **5:00 PM on WEDNESDAY, APRIL 15, 2015**. **Please see the Required Text Revisions one-page document for full instructions.**

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

		<p><i>achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:”</i></p> <p><i>[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].</i></p>
<u>Measurable Pupil Outcome</u>	Page ( )	<p><u><i>“By June 30, 2016, and annually thereafter: “NORTH OAKLAND COMMUNITY CHARTER SCHOOL shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):</i></u></p> <ul style="list-style-type: none"> <li>• <i>A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.</i></li> <li>• <i>Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.”</i></li> </ul>
<u>Measurable Pupil Outcome</u>	Page ( )	<p><i>By September 1, 2015, NORTH OAKLAND COMMUNITY CHARTER SCHOOL shall also provide updated Measurable Pupil Outcomes that align with goals and actions established pursuant to the Local Control Accountability Plan requirements, based on the template provided by the State Board of Education.</i></p>

<u>Measurable Pupil Outcome</u>	Page ( )	<p><i>“Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:</i></p> <ul style="list-style-type: none"> <li>• <i>The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.</i></li> <li>• <i>The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.</i></li> <li>• <i>The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”</i></li> </ul>
<u>Measurable Pupil Outcome</u>	Page ( )	<b><i>Adoption of the Collective MPOs in the Spring of 2015 will be fulfilled.</i></b>
<u>Governance</u>	Page ( )	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“NORTH OAKLAND COMMUNITY CHARTER SCHOOL will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.”</i></p>
<u>Student Admissions Policies and Procedures</u>	Page ( )	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“NORTH OAKLAND COMMUNITY CHARTER SCHOOL will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).</i></p> <p><i>As part of the Fall Information Update, NORTH OAKLAND COMMUNITY CHARTER SCHOOL will notify the District in writing of the application deadline and proposed lottery date.</i></p>

		<i>NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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>Student Admissions Policies and Procedures</u>		<u>Add the following text and remove any text to the contrary:</u> <b><i>“Any and all modifications to the enrollment preferences and procedures described in the petition require formal approval by the authorizer as this will be considered a material revision of the charter petition.”</i></b>
<u>Public Records</u>	Page ( )	<u>Add the following text and remove any text to the contrary:</u>  <i>“NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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 NORTH OAKLAND COMMUNITY CHARTER SCHOOL to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at NORTH OAKLAND COMMUNITY CHARTER SCHOOL and of the District. NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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 NORTH OAKLAND COMMUNITY CHARTER SCHOOL does not have that NORTH OAKLAND COMMUNITY CHARTER SCHOOL needs in order to meet its obligations, the District shall provide the same to NORTH OAKLAND COMMUNITY CHARTER SCHOOL in a reasonably timely manner upon request.”</i>
<u>Reporting and Accountability</u>	Page ( )	<u>Add the following text and remove any text to the contrary:</u>  <i>“If NORTH OAKLAND COMMUNITY CHARTER SCHOOL does not test (i.e., STAR) with the District, NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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>  <i>Test results for the prior year, if not provided directly to the</i>

		<i>District by the State, will be provided by the charter school to the District no later than September 1 of each year.”</i>
<u>External Reporting</u>	Page ( )	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“NORTH OAKLAND COMMUNITY CHARTER SCHOOL will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.”</i></p>
<u>Governance Structure of the School</u>	Pages ( )	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“NORTH OAKLAND COMMUNITY CHARTER SCHOOL, 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 such inquiries. NORTH OAKLAND COMMUNITY CHARTER SCHOOL acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of, NORTH OAKLAND COMMUNITY CHARTER SCHOOL it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by NORTH OAKLAND COMMUNITY CHARTER SCHOOL by law or charter provisions.”</i></p>
<u>Governance Structure</u>	Page ( )	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Members of NORTH OAKLAND COMMUNITY CHARTER SCHOOL ‘s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.</i></p> <p><i>NORTH OAKLAND COMMUNITY CHARTER SCHOOL and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”</i></p>
<u>Addressing Parent Complaints</u>	Page ( )	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>NORTH OAKLAND COMMUNITY CHARTER SCHOOL will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. NORTH OAKLAND COMMUNITY</i></p>



		<p><i>CHARTER SCHOOL 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>NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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 NORTH OAKLAND COMMUNITY CHARTER SCHOOL alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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>NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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>NORTH OAKLAND COMMUNITY CHARTER SCHOOL will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.”</i></p>
<p><u>Health and Safety Procedures</u></p>	<p>Page( )</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“NORTH OAKLAND COMMUNITY CHARTER SCHOOL shall occupy facilities that comply with the Asbestos</i></p>

		<p><i>requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.”</i></p>
<p><u>Dispute Resolutions Procedures</u></p>	<p>Page ( )</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The staff and Governing Board members of NORTH OAKLAND COMMUNITY CHARTER SCHOOL agree to attempt to resolve all disputes between the District and NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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 , NORTH OAKLAND COMMUNITY CHARTER SCHOOL, 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. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with <a href="#">Education Code section 47607(c)</a>, the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:</i></p> <p><i>To Charter School, c/o School Director: NORTH OAKLAND COMMUNITY CHARTER SCHOOL</i></p>

		<p><i>To Director, Office of Charter Schools: Educational Center at Tilden 4551 Steele Street, Room 9 Oakland, California 94619</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. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed...</i></p> <p><i>(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law</i></p>
<p><u>Suspension and Expulsion</u></p>	<p>Pages ( )</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“NORTH OAKLAND COMMUNITY CHARTER SCHOOL shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves NORTH OAKLAND COMMUNITY CHARTER SCHOOL without graduating or completing the school year for any reason.</i></p>

		<p><i>The school district notified shall be determined by the pupil's last known address. NORTH OAKLAND COMMUNITY CHARTER SCHOOL shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."</i></p> <p><i>"NORTH OAKLAND COMMUNITY CHARTER SCHOOL shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the Charter School under its disciplinary procedure, as an "expulsion" under the Education Code."</i></p>
<p><u>Suspension and Expulsion: Due Process for Students with Disabilities</u></p>	<p>Pages ( )</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"In the case of a special education student, or a student who receives 504 accommodations, NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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>Independent Fiscal Audits</u></p>	<p>Page ( )</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"To the extent that NORTH OAKLAND COMMUNITY CHARTER SCHOOL is a recipient of federal funds, including federal Title I, Part A funds, NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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. NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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</i></p>

		<p><i>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"> <li>• <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></li> <li>• <i>Develop jointly with, and distribute to, parents of participating children, a school-parent compact.</i></li> <li>• <i>Hold an annual Title I meeting for parents of participating Title I students.</i></li> <li>• <i>Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.</i></li> </ul> <p><i>NORTH OAKLAND COMMUNITY CHARTER SCHOOL also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”</i></p>
<p><u>Facilities</u></p>	<p>Page ( )</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If NORTH OAKLAND COMMUNITY CHARTER SCHOOL fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If NORTH OAKLAND COMMUNITY CHARTER SCHOOL moves or expands to another facility during the term of this charter, NORTH OAKLAND COMMUNITY CHARTER SCHOOL shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. NORTH OAKLAND COMMUNITY CHARTER SCHOOL shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or</i></p>

		<i>equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”</i>
<u>District Fee for Oversight</u>	Page ( )	<u>Add the following text and remove any text to the contrary:</u>  <i>“The District may charge for the actual costs of supervisory oversight of NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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 NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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>
<u>Miscellaneous Charter-Related Issues</u>	Page ( )	<u>Add the following text and remove any text to the contrary:</u>  <i>“NORTH OAKLAND COMMUNITY CHARTER SCHOOL must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools...”</i>
<u>Miscellaneous Charter-Related Issues</u>	Page ( )	<u>Add the following text and remove any text to the contrary:</u>  <i>“The District may revoke the charter of NORTH OAKLAND COMMUNITY CHARTER SCHOOL in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.</i>
<u>Impact on Charter Authorizer</u>	Page ( )	<u>Add the following text and remove any text to the contrary:</u>  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;  <ul style="list-style-type: none"> <li>○ September 1 – Final Unaudited Financial Report for Prior Year</li> <li>○ December 1 – Final Audited Financial Report for Prior Year</li> <li>○ December 1 – First Interim Financial Report for Current Year</li> <li>○ March 1 – Second Interim Financial Report for Current Year</li> </ul>

		<p>o June 15 – Preliminary Budget for Subsequent Year</p>
<p><u>Impact on Charter Authorizer</u></p>	<p>Page ( )</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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"> <li>• <i>NORTH OAKLAND COMMUNITY CHARTER SCHOOL is subject to District oversight.</i></li> <li>• <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 NORTH OAKLAND COMMUNITY CHARTER SCHOOL</i></li> <li>• <i>The District is authorized to revoke this charter for, among other reasons, the failure of NORTH OAKLAND COMMUNITY CHARTER SCHOOL to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.</i></li> </ul> <p><i>Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit NORTH OAKLAND COMMUNITY CHARTER SCHOOL 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"> <li>• <i>Compliance with terms and conditions prescribed in the charter,</i></li> <li>• <i>Internal controls, both financial and operational in nature,</i></li> <li>• <i>The accuracy, recording and/or reporting of school financial information,</i></li> <li>• <i>The school’s debt structure,</i></li> <li>• <i>Governance policies, procedures and history,</i></li> <li>• <i>The recording and reporting of attendance data,</i></li> <li>• <i>The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,</i></li> <li>• <i>Compliance with safety plans and procedures, and</i></li> <li>• <i>Compliance with applicable grant requirements.</i></li> </ul> <p><i>NORTH OAKLAND COMMUNITY CHARTER SCHOOL</i></p>

		<p><i>shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to NORTH OAKLAND COMMUNITY CHARTER SCHOOL. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.</i></p> <p><i>In addition, if an allegation of waste, fraud or abuse related to NORTH OAKLAND COMMUNITY CHARTER SCHOOL operations is received by the District, the NORTH OAKLAND COMMUNITY CHARTER SCHOOL shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by NORTH OAKLAND COMMUNITY CHARTER SCHOOL by law or charter provisions.”</i></p>
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