

File ID Number: 09-3480

Introduction Date: 12/16/09

Enactment Number: _____

Enactment Date: _____

By: _____

RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT

Resolution No. 0910-0180

Approval of Education for Change at Cox Academy Petition and Charter (Renewal)

WHEREAS, Charter Law sets forth that a charter may be revoked if it is determined that the school has:
Failed to meet or pursue any of the pupil outcomes identified in the charter Education Code §47607(c)(2); and

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

1. The school presents an “unsound educational program”
2. The school operators are “demonstrably unlikely” to successfully implement their program
3. The school program set forth in the charter petition does not contain “reasonably comprehensive” descriptions of the program; and

WHEREAS, *staff has not concluded that the school presents an unsound educational program, nor that the school operators are demonstrably unlikely to successfully implement their program, nor that the program set forth by the school in its charter does not contain reasonably comprehensive descriptions; and*

WHEREAS, a Recommendation of Non-Renewal at this time would ignore evidence of clear gains made by the charter school to date in both moving student achievement and developing organizational viability; and clear evidence of the capacity of the school to further those gains in a subsequent charter term; and

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

WHEREAS, the following summary provides evidence of progress to date made by the charter school pursuant to the District charter school quality standards and criteria set forth for charter renewal, as well as evidence towards the likelihood of further improvement; and

Improving Student Achievement

- As a whole, the school moved student achievement 110 API points over the first term from 2006 to 2009.
- The school has raised ELA CST proficiency from 13% to 24% and math CST proficiency from 18% to 40% over the first term from 2006 to 2009.
- The school has in the past two years retained over 90% of its teachers resulting in a strong collaborative culture and a widely held commitment to student achievement on the part of teachers that is clearly evident.
- The school has in its most recent years developed a visibly calm, positive, instructionally-focused school environment.

- Parents in the school report by and large that the school is having a positive impact on their children academically; as well as expressing satisfaction in the school's support for their children.

Strong Leadership

- The school has, in its current year, obtained two Star-like leaders in its principal and assistant principal who were hired as an experienced leadership team to improve the school's over-all under-performance.
- The school has invested in its parents' engagement, including opening and staffing a parent center, actively recruiting parent involvement across ethnicities within the school with a focus on African American families, and acquiring a Business Systems Manager that oversees the student information system in an effort to effectively provide relevant data on student performance to parents and the school community.
- The school has added a Mental Health Clinician to support students' more discreet social and emotional needs in partnership with the East Bay Agency for Children.
- The Home Office and governing board have strengthened their direct support for the school as well as articulated short and long term support with clear outcomes likely to further improve the school's over-all performance.

Continuous Improvement

- The governing board has developed critical essential questions and the framework for a long-term strategic plan towards the school's over-all improvement. [SEE ATTACHMENT IV]
- The school engages in systematic, frequent and in-depth data analysis of student performance with professional development that is driven by student outcomes.
- The school has a newly created technology lab and Technology Manager with a commitment to fully develop the technology component of its charter and advantage the lab to support parents as well as students.
- The school has begun use of an innovative tool to evaluate the continuum of teacher quality through a *Skill and Will Analysis* which looks at teachers across a spectrum of will and skill relative to the implementation of the school's instructional program. The tool's services to guide the support and development of teachers.
- The school has demonstrated meaningful growth in student achievement as evidenced by its most recent STAR CST performance for 2009.

Responsible Governance

- As stated above; the governing board has developed critical essential questions and the framework for a long-term strategic plan towards the school's over-all improvement.
- The school has developed an action plan which details the organization's efforts to ensure effective oversight and accountability at all levels, including the board, home office management, site administration, classroom and community.
- The governing board has begun recruitment efforts to acquire additional members who possess attributes that would further the organization including; community-based Oakland leader, high performing charter management organization experience, legal expertise, parent body representative.

Financial Accountability

- The school has maintained consistently clean financial audits to date, with all exceptions effectively resolved.
- The school sets forth a projected five year budget that draws down on the school's currently large reserve to support efforts to further improve the quality of the school's educational program.

WHEREAS, conditional approval, set forth here, establishes clear benchmarks for performance that must be achieved by the charter school during the next charter term in order to ensure a faithfulness to the terms of the charter; to support efforts towards future charter renewal; and to avoid possible revocation of this charter pursuant to charter law; and

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

NOW, THEREFORE, BE IT RESOLVED, the Board of Education of the Oakland Unified School District approves the Education for Change at Cox Academy Petition and Charter for a term of five years, effective July 1, 2010, subject to the following terms and conditions: including text revisions included in the staff report attached hereto, as Attachment “A”, and incorporated herein by reference as though fully set forth:

The District will monitor the ongoing progress of EFC at Cox Academy with respect to the school’s stated Pupil Outcomes. The District will complete a formal evaluation of the extent to which the school has attained the specific outcomes listed below in Table I not later than October 31, 2012 (two years into the subsequent charter term). Should it be determined that the stated targets have not been met by EFC at Cox Academy at that time, a Notice of Violation may be issued by the Board of Education pursuant to Education Code §47607(c)(2) (*Failed to meet or pursue any of the pupil outcomes identified in the charter*).

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

TABLE I: CONDITIONS

	PUPIL OUTCOME	INSTRUMENT	TARGET
1	Students will exceed the average performance levels of students in schools with similar demographics in the district in English-Language Arts and Mathematics as measured by the CST.	<p>To be determined based on a comparison of the school-wide percentage of Proficient/Advanced performance on the ELA and math sections of the CST testing cycle for 2011 and 2012 or the aggregate of the two testing cycles.</p> <p>The following list of schools will serve as the comparison group of schools (<i>determined based on FRL status</i>):</p> <ul style="list-style-type: none"> ○ Franklin Elementary ○ Think College Now ○ ACORN Woodland Elementary ○ Fruitvale Elementary ○ International Community ○ Greenleaf Elementary ○ Horace Mann Elementary ○ Bridges Academy ○ Brookfield Elementary ○ Sankofa Academy ○ Esperanza Elementary ○ Hoover Elementary ○ Rise Community ○ EnCompass Academy ○ New Highland Academy ○ Lafayette Elementary ○ PLACE @ Prescott ○ Korematsu Discovery Academy ○ Reach Academy 	Achieve a minimum of 1.0% proficiency level above the calculated school-wide average CST performance of comparison schools in BOTH English Language Arts and mathematics

		<ul style="list-style-type: none"> ○ East Oakland Pride Elementary ○ Community United ○ Global Family 	
2	Cox will reduce the school-wide percentage of students who are performing Below Basic and Far Below Basic on the STAR assessments by fifteen percent a year.	Evidenced by performance on each CST testing cycle 2011 and 2012 or the aggregate of the two testing cycles, to include English Language Arts, mathematics, and science.	Reduce the percentage of students performing in the Below Basic and Far Below Basic level by a minimum of no less than 15.0%.
3	Cox will increase the number of students school-wide who are performing proficient or advanced on the STAR assessment by thirteen percent a year on average.	Evidenced by performance on each CST testing cycle 2011 and 2012 or the aggregate of the two testing cycles, to include English Language Arts, mathematics, and science.	Increase the number of students who are performing proficient or advanced on the by not less than 13.0%
4	Ninety-five percent of parents will grade the school either an A or a B as reported on the annual parent surveys.	Evidenced by a minimum of 60% return rate annually for surveys administered during the 2010-11 and 2011-12 school years. Insufficient return rates will deem the outcome NOT to have been met.	A minimum of 95.0% of parent responses grade the school an A or B.
5	Clear and convincing evidence that all <i>Short Term</i> and <i>Long Term</i> action steps enumerated within ATTACHMENT V: CEO-Home Office have been achieved and sustained, any deviations from which will nonetheless be represented by clear and convincing evidence of <i>sound education practices</i> .	Evidenced by a corroborated report to be provided by the school to the district not later than September 1, 2012 within which the school provides an articulation of and evidence of the status of the actions steps set forth in this outcome.	Clear and Convincing Evidence of all action steps having been achieved and sustained.
6	Clear and convincing evidence that all <i>Goals</i> enumerated within ATTACHMENT VI: Site Leadership have been achieved and sustained, any deviations from which will nonetheless be represented by clear and convincing evidence of <i>sound education practices</i> .	Evidenced by a corroborated report to be provided by the school to the district not later than September 1, 2012 within which the school provides an articulation of and evidence of the status of the actions steps set forth in this outcome.	Clear and Convincing Evidence of all action steps having been achieved and sustained.

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District this 10th day of March, 2010; by the following vote, to wit:

AYES:

NOES:

ABSTAINED:

ABSENT:

CERTIFICATION

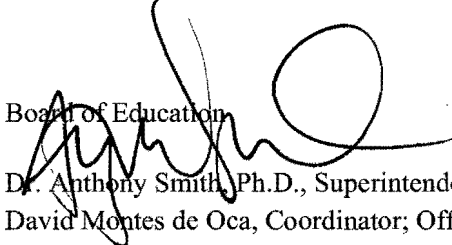
I, Edgar Rakestraw, Secretary of the Board of Education of the Oakland Unified School District, Alameda County, State of California, do hereby certify that the foregoing Resolution was duly approved and adopted by the Board of Education of said District at a meeting thereof held on the 10th day of March, 2010 with a copy of such Resolution being on file in the Administrative Office of said District.

Edgar Rakestraw, Jr.
Secretary, Board of Education

Attachment "A"



OAKLAND UNIFIED SCHOOL DISTRICT
 Office of the Superintendent
 1025 Second Avenue, Room 301
 Oakland, CA 94606
 Phone (510) 879-8200
 Fax (510) 879-8800

TO: Board of Education
 FROM:  Dr. Anthony Smith, Ph.D., Superintendent
 David Montes de Oca, Coordinator; Office of Charter Schools
 DATE: March 10, 2010
 RE: Education for Change at Cox Academy
 Charter Renewal Request

Legislative File
 File ID No.: 09-3480
 Introduction Date: 12/16/2009
 Enactment No.: _____
 Enactment Date: _____
 By: _____

ACTION REQUESTED:

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

BACKGROUND:

I. School Description and Key Program Elements:

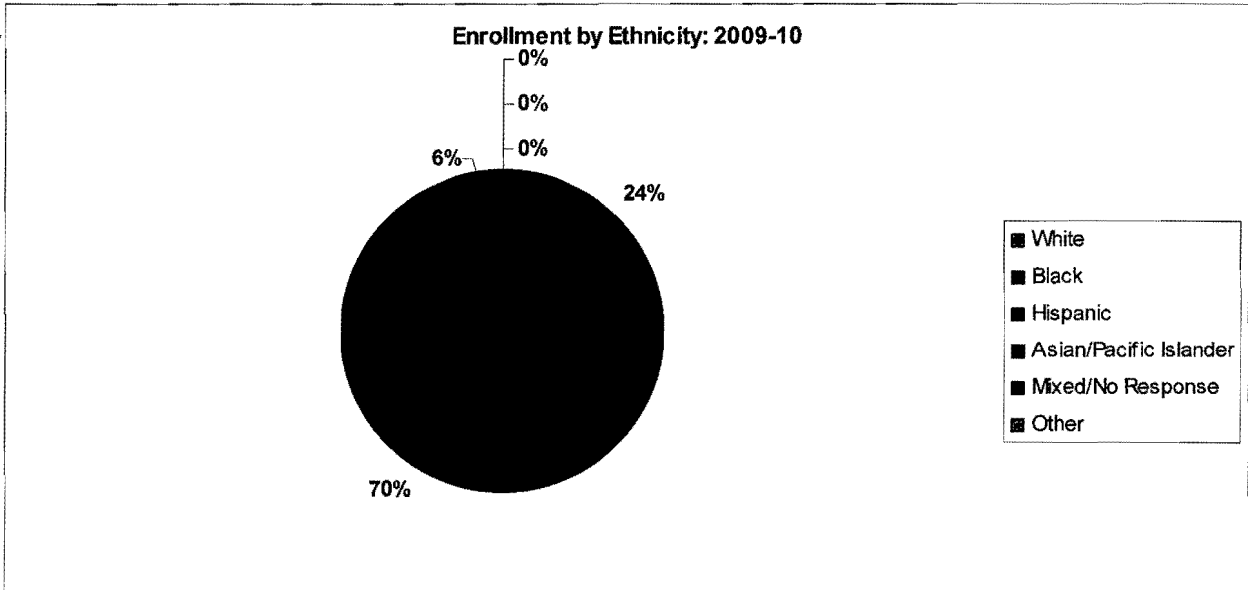
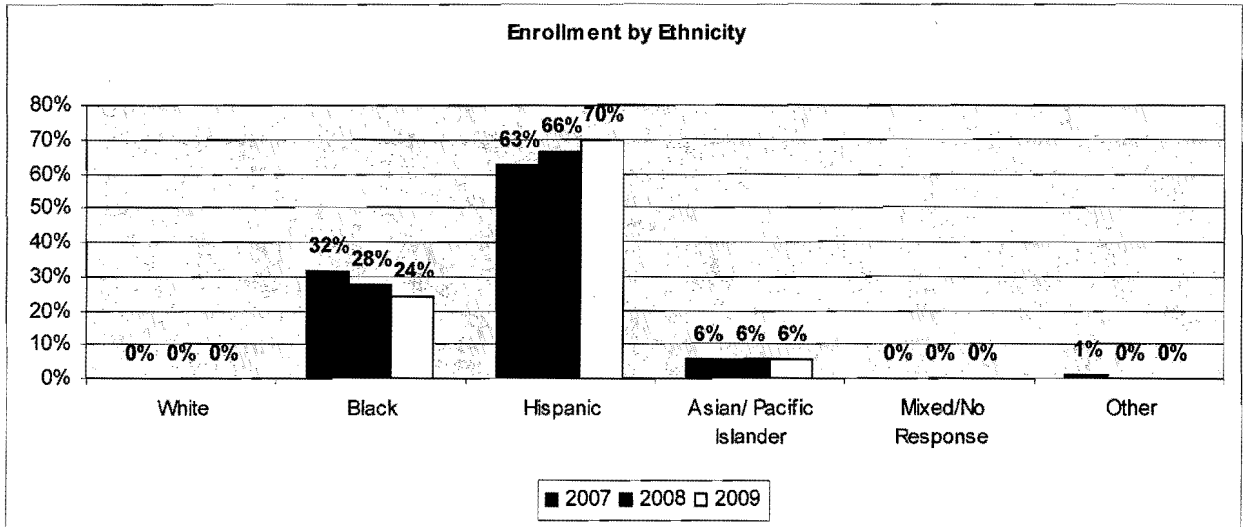
Opening Year	2005	Grades	K-5
Term Approval	6/8/2005	Attendance Area	Castlemont
Renewal Date	6/30/2010	Board District	7
Term	FIRST	Funding	Direct-Funded

The following table describes their enrollment growth and projection:

YEAR	2005-06	2006-07	2007-08	2008-09	2009-10
GRADES	K-5	K-5	K-5	K-5	K-5
ENROLL	676	612	552	515	516

See Pages 9-11 for details on Approval Conditions.

The school's enrollment demographics* are as follows:



	2008-09	2009-10
Poverty Level *	98.64%	99.61%
Special Education	6%	6%
English Language Learners	67%	50%

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

“Cox Academy will maintain current enrollment projected through Fiscal Year 2014-2015 with very little fluctuation (EFC 5-year Budget Assumptions Narrative).”

Program Summary:

Education for Change (EFC) is a nonprofit public benefit corporation founded in 2005 by experienced educators. As a Charter School Management Organization, EFC operates three schools in Oakland, California: Education for Change at Cox Elementary, World Academy, and Achieve Academy. Education for Change at Cox Elementary (Cox Elementary) is Oakland's only conversion charter school. As such, Cox Elementary serves primarily families residing in and around the Cox Elementary neighborhood formerly served by the Cox Elementary school operated by the district.

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

School Mission:

Education for Change will provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement. We believe that high quality instruction, and its continuous refinement, will lead to success for our students.

Program's Distinguishing Features:

Cox Elementary's education program will include the following features:

1. EFC uses the Caring School Community (CSC) program from the Developmental Studies Center in Oakland as a resource to work toward developing skills in the classroom, across the grades in the school, and with families. Currently, teachers use class meeting lessons and the CSC lessons to build unity and guide students in setting norms and goals, creating plans, and making decisions.
2. EFC has established the 6 Ps as the fundamental expectations of EFC students are citizens for our community. The 6 Ps encapsulate expected social skills and work habits. The 6 Ps are: Be Prompt, Be Polite, Be Proud, Be Productive, Be Prepared, Be Positive.
3. EFC implements a core curriculum using Open Court Reading and Saxon Mathematics. Additionally, science and social studies are offered as integrated components of the Open Court curriculum where themes will traverse subject areas. EFC supports this curriculum with supplemental arts through a partnership with the Museum of Children's Art.
4. Instructional strategies:
 - Whole-class, small group and individualized instruction
 - Cooperative learning
 - Peer tutoring
 - Computer activities
 - Educational excursions
 - Multi-sensory instruction such as songs and dances
 - Phonetic-based instruction
 - Balanced literacy
 - Research and inquiry projects.

New charter petition enrollment target:

“Cox Academy will maintain current enrollment projected through Fiscal Year 2014-2015 with very little fluctuation.”

GOVERNING LAW:

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

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

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

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

II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

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

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

STANDARDS AND CRITERIA

OUSD Charter Renewal Standards

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

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

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

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

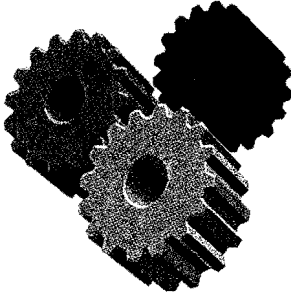
Staff, in its evaluation of charter schools for purposes of renewal, is also guided by the legislature’s intent to create schools that:

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

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

I. Authorizer Evaluation

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



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

II. Charter School Performance Reporting

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

III. Third-Party Independent Audit

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

Pursuant to CA Education Code section 47605 we ask;

I. IS THE SCHOOL AN ACADEMIC SUCCESS?

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

Criteria 1: Improving Student Achievement

Criteria 2: Strong Leadership

Criteria 3: A Focus on Continuous Improvement

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

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

Criteria 4: Responsible Governance

Criteria 5: Fiscal Accountability

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

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

In addition;

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

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

PLEASE NOTE:

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

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

CONDITIONAL APPROVAL RATIONALE

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

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

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

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

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

WHY A CONDITIONAL APPROVAL?

- A Recommendation of Non-Renewal at this time would ignore evidence of clear gains made by the charter school to date in both moving student achievement and developing organizational viability; and clear evidence of the capacity of the school to further those gains in a subsequent charter term.
- A Recommendation of Unconditional Renewal at this time would ignore evidence of past performance that, when compared to other public school options available to families has been below average; and deficiencies in oversight and effective management of the school during the prior charter term. Additionally it would undermine the legal intent of charter law to move from a rule-based to a performance-based accountability system.

SUMMARY OF EVIDENCE IN SUPPORT OF CONDITIONAL APPROVAL RECOMMENDATION:

Improving Student Achievement

- As a whole, the school moved student achievement 110 API points over the first term from 2006 to 2009.
- The school has raised ELA CST proficiency from 13% to 24% and math CST proficiency from 18% to 40% over the first term from 2006 to 2009.
- The school has in the past two years retained over 90% of its teachers resulting in a strong collaborative culture and a widely held commitment to student achievement on the part of teachers that is clearly evident.
- The school has in its most recent years developed a visibly calm, positive, instructionally-focused school environment.
- Parents in the school report by and large that the school is having a positive impact on their children academically; as well as expressing satisfaction in the school's support for their children.

Strong Leadership

- The school has, in its current year, obtained two Star-like¹ leaders in its principal and assistant principal who were hired as an experienced leadership team to improve the school's over-all under-performance.
- The school has invested in its parents' engagement, including opening and staffing a parent center, actively recruiting parent involvement across ethnicities within the school with a focus on African American families, and acquiring a Business Systems Manager that oversees the student information system in an effort to effectively provide relevant data on student performance to parents and the school community.
- The school has added a Mental Health Clinician to support students' more discreet social and emotional needs in partnership with the East Bay Agency for Children.
- The Home Office and governing board have strengthened their direct support for the school as well as articulated short and long term support with clear outcomes likely to further improve the school's over-all performance.

Continuous Improvement

- The governing board has developed critical essential questions and the framework for a long-term strategic plan towards the school's over-all improvement. [SEE ATTACHMENT IV]
- The school engages in systematic, frequent and in-depth data analysis of student performance with professional development that is driven by student outcomes.

¹ Refers to the Haberman Star Urban Administrator evaluation system and is used here anecdotally to reflect qualities in the school's new leadership observed by staff, to include a commitment to all students, effectively moving from theory to practice, and relationship to parents and community, among others.

- The school has a newly created technology lab and Technology Manager with a commitment to fully develop the technology component of its charter and advantage the lab to support parents as well as students.
- The school has begun use of an innovative tool to evaluate the continuum of teacher quality through a *Skill and Will Analysis* which looks at teachers across a spectrum of will and skill relative to the implementation of the school's instructional program. The tools services to guide the support and development of teachers.
- The school has demonstrated meaningful growth in student achievement as evidenced by its most recent STAR CST performance for 2009.

Responsible Governance

- As stated above; the governing board has developed critical essential questions and the framework for a long-term strategic plan towards the school's over-all improvement. [SEE ATTACHMENT IV]
- The school has developed an action plan which details the organizations efforts to ensure effective oversight and accountability at all levels, including the board, home office management, site administration, classroom and community. [SEE ATTACHMENTS V & VI]
- The governing board has begun recruitment efforts to acquire additional members who possess attributes that would further the organization including; community-based Oakland leader, high performing charter management organization experience, legal expertise, parent body representative.

Financial Accountability

- The school has maintained consistently clean financial audits to date, with all exceptions effectively resolved.
- The school sets forth a projected five year budget that draws down on the schools currently large reserve to support efforts to further improve the quality of the school's educational program.

CONDITIONS TO BE ESTABLISHED AS TERMS OF THE CHARTER

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

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

The district will monitor the ongoing progress of Cox Elementary with respect to the school’s stated Pupil Outcomes. The district will complete a formal evaluation of the extent to which the school has attained the specific outcomes listed below in Table I not later than October 31, 2012 (two years into the subsequent charter term). Should it be determined that the stated targets have not been met by Cox Elementary at that time, a Notice of Violation may be issued by the Board of Education pursuant to Education Code §47607(c)(2) *Failed to meet or pursue any of the pupil outcomes identified in the charter.*

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

TABLE I: CONDITIONS

	PUPIL OUTCOME	INSTRUMENT	TARGET
1	Students will exceed the average performance levels of students in schools with similar demographics in the district in English-Language Arts and Mathematics as measured by the CST.	<p>To be determined based on a comparison of the school-wide percentage of Proficient/Advanced performance on the ELA and math sections of the CST testing cycle for 2011 and 2012 or the aggregate of the two testing cycles.</p> <p>The following list of schools will serve as the comparison group of schools (<i>determined based on FRL status</i>):</p> <ul style="list-style-type: none"> ○ Franklin Elementary ○ Think College Now ○ ACORN Woodland Elementary ○ Fruitvale Elementary ○ International Community ○ Greenleaf Elementary ○ Horace Mann Elementary ○ Bridges Academy ○ Brookfield Elementary ○ Sankofa Academy ○ Esperanza Elementary ○ Hoover Elementary ○ Rise Community ○ EnCompass Academy ○ New Highland Academy ○ Lafayette Elementary ○ PLACE @ Prescott ○ Korematsu Discovery Academy ○ Reach Academy ○ East Oakland Pride Elementary ○ Community United ○ Global Family 	Achieve a minimum of 1.0% proficiency level above the calculated school-wide average CST performance of comparison schools in BOTH English Language Arts and mathematics

2	Cox will reduce the school-wide percentage of students who are performing Below Basic and Far Below Basic on the STAR assessments by fifteen percent a year.	Evidenced by performance on each CST testing cycle 2011 and 2012 or the aggregate of the two testing cycles, to include English Language Arts, mathematics, and science.	Reduce the percentage of students performing in the Below Basic and Far Below Basic level by a minimum of no less than 15.0%.
3	Cox will increase the number of students school-wide who are performing proficient or advanced on the STAR assessment by thirteen percent a year on average.	Evidenced by performance on each CST testing cycle 2011 and 2012 or the aggregate of the two testing cycles, to include English Language Arts, mathematics, and science.	Increase the number of students who are performing proficient or advanced on the by not less than 13.0%
4	Ninety-five percent of parents will grade the school either an A or a B as reported on the annual parent surveys.	Evidenced by a minimum of 60% return rate annually for surveys administered during the 2010-11 and 2011-12 school years. Insufficient return rates will deem the outcome NOT to have been met.	A minimum of 95.0% of parent responses grade the school an A or B.
5	Clear and convincing evidence that all <i>Short Term</i> and <i>Long Term</i> action steps enumerated within ATTACHMENT V: CEO-Home Office have been achieved and sustained, any deviations from which will nonetheless be represented by clear and convincing evidence of <i>sound education practices</i> .	Evidenced by a corroborated report to be provided by the school to the district not later than September 1, 2012 within which the school provides an articulation of and evidence of the status of the actions steps set forth in this outcome.	Clear and Convincing Evidence of all action steps having been achieved and sustained.
6	Clear and convincing evidence that all <i>Goals</i> enumerated within ATTACHMENT VI: Site Leadership have been achieved and sustained, any deviations from which will nonetheless be represented by clear and convincing evidence of <i>sound education practices</i> .	Evidenced by a corroborated report to be provided by the school to the district not later than September 1, 2012 within which the school provides an articulation of and evidence of the status of the actions steps set forth in this outcome.	Clear and Convincing Evidence of all action steps having been achieved and sustained.

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

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

CHARTER SCHOOL ACCOUNTABILITY : PUBLIC SCHOOL ACCOUNTABILITY

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

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

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

In few places has this been evidenced more fully than with Cox Elementary charter school.

Over the past two years, in alignment with the obvious increase in rigor, expectations, and consistency in practice of the district through the Office of Charter Schools, Education for Change has implemented a concerted effort to address the outstanding needs of Cox Elementary. Outlined above is a summary of those efforts.

The considerable time and energy afforded and thoughtful development of actionable strategies for school improvement implemented by Cox Elementary over the past two years have emerged as testimony to the self-generative model of accountability the Office of Charter Schools has aspired to achieve in all schools as a result of its work.

SEE ATTACHMENT IV, V, and VI.

ACADEMIC SUCCESS?

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

III. MEASURABLE PUPIL OUTCOMES

Cox Elementary opened in 2005. In 2006 the school API performance score was 555. As of 2009, the school API performance score was 665. Over the prior four years, the school has grown their API by 110 points.

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

MET or SUBSTANTIAL PROGRESS MADE

Measurable Pupil Outcomes	Instrument	Target	Progress
Exceed the average performance levels of students in schools with similar demographics in the District in English-Language Arts and Math as measured by the CST and benchmark assessment scores.	CST scores in ELA and math	Exceed that average performance levels of students with similar demographics	See Progress Below
Maintain progress towards benchmarks of proficiency in all academic subjects as defined by the CA Core Content Standards.	Reading Lions Open Court Reading benchmark assessments Saxon Math benchmark assessments	Progress towards proficiency	See Attachment III
Demonstrate continual improvement on the STAR, including the CST	CST scores	Continual improvement	See Progress Below
a minimum of one year's growth for each year of instruction on the CELDT.		One year's growth	See Progress Below
Student attendance will exceed OUSD's norm.	Attendance Report	Exceed OUSD norm	<u>Attendance Rate</u> 2006 - 93.45% 2007 - 93.50% 2008 - 94.65% 2009 - 95.08% OUSD reported rate is 93.79%.
Student and Parent/Guardian school satisfaction surveys will exceed a 3.5 average on a 5-pt scale (where 0 = Did Not Meet Expectations and 5	Parent/Guardian survey	exceed a 3.5 average on a 5-pt scale	95% rate 4+ - School is doing a good job teaching my child 82% rate 4+ School is safe 87% rate 4+ school is a caring,

= Exceeds Expects.)			<p>nurturing place</p> <p>96% rate 4+ as a parent I feel comfortable</p> <p>90% rate 4+ over-all grade of principal</p> <p>89% rate 4+ the school over-all</p>
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SOME PROGRESS ACHIEVED

Measurable Pupil Outcomes	Instrument	Target	Progress
Meet or exceed the Schools' annual Academic Performance Index (API) growth target.	API	Meet or exceed	<p>2006 – API: 555</p> <p>2009 – API: 665</p> <p>API target <u>met</u> previous 2 of 3 years</p> <p>Total growth of 110 points</p>
Meet or exceed Adequate Yearly Progress (AYP) goals.	AYP	Meet or exceed	<p>AYP</p> <p><u>Annual Measurable Objectives</u></p> <p>2006 – AMO's: 48%</p> <p>2009 – AMO's: 90%</p> <p>AYP <u>not met</u> 2006 thru 2009</p> <p>Increase of 32% AMO's</p>

UNKNOWN

Measurable Pupil Outcomes	Instrument	Target	Progress
At least 90% of daily homework assignments will be completed and handed in.	Homework completion	90%	Specific progress not reported

Measurable Pupil Outcomes for 2010-2015

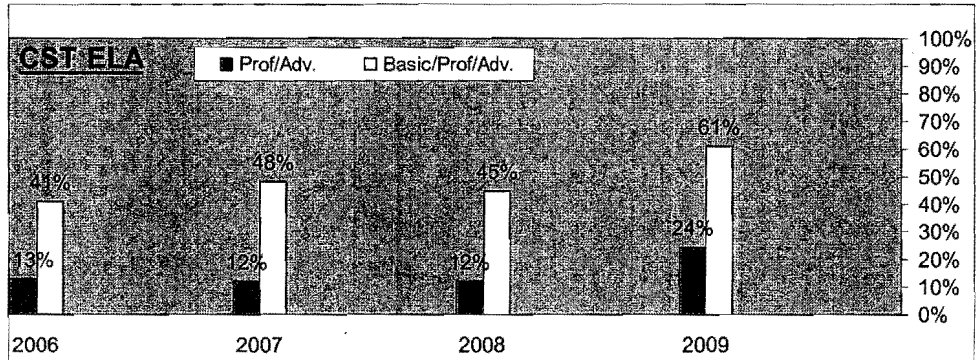
The measurable Pupil Outcomes set forth in the charter petition for the next charter term represent an improvement to the measurability of the pupil outcomes set forth in the charter petition. In addition, these outcomes also present meaningful measures of student learning that have the potential to inform the district's over-all repertoire for assessing student learning. **Attachment I: Text Revisions includes further refinement of the outcomes set forth below to ensure proper measurability for purposes of effectively evaluating progress towards attainment.**

- Students will exceed the average performance levels of students in schools with similar demographics in the district in English-Language Arts and Mathematics as measured by the CST.
- Cox will reduce the percent of students who are performing Below Basic and Far Below Basic on the STAR assessments by fifteen percent a year on average over five years.
- Cox will increase the number of students who are performing proficient or advanced on the STAR assessment by thirteen percent a year on average over five years.
- Students will maintain progress toward benchmarks of proficiency in all academic subjects as defined by the California Core Content Standards.
- Students will demonstrate continual improvement on the STAR, including the CST, as well as a minimum of one year's growth on CELDT for each year of instruction.
- The school will meet the API requirements for renewal.
- The school will meet or exceed Adequate Yearly Progress goals.
- Students will be effective and confident communicators, able to write and speak with clarity, accuracy, and precision.
- Students will be critical thinkers and problem solvers.
- At least ninety percent of daily homework will be completed and handed in.
- Student attendance will consistently reach 95 percent.
- Ninety-five percent of parents will grade the school either an A or a B as reported on the annual parent surveys.
- At least ninety percent of the parents will report that they agree or strongly agree that Cox is a safe school environment as reported on the annual parent surveys.

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

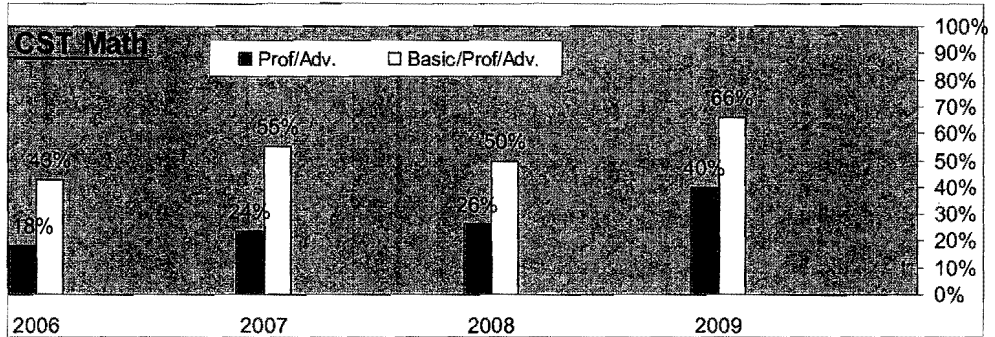
CST English Language Arts (Performance Over Time)

YEAR	P/A	B/P/A
2006	13%	41%
2007	12%	48%
2008	12%	45%
2009	24%	61%



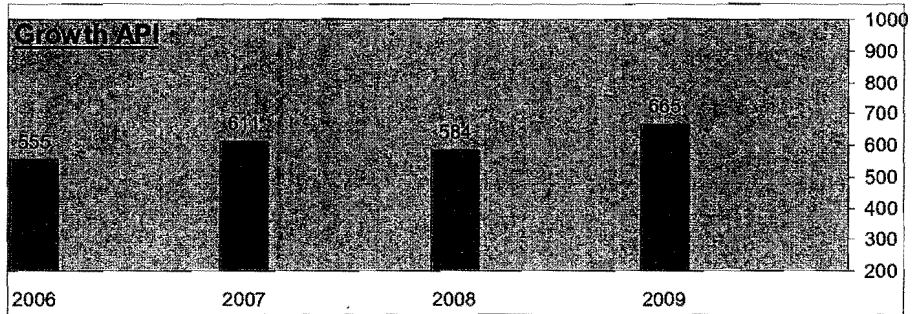
CST Mathematics (Performance Over Time)

YEAR	P/A	B/P/A
2006	18%	43%
2007	24%	55%
2008	26%	50%
2009	40%	66%



API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2006	555	1	1
2007	611	1	1
2008	584	1	1
2009	665	Pend	Pend

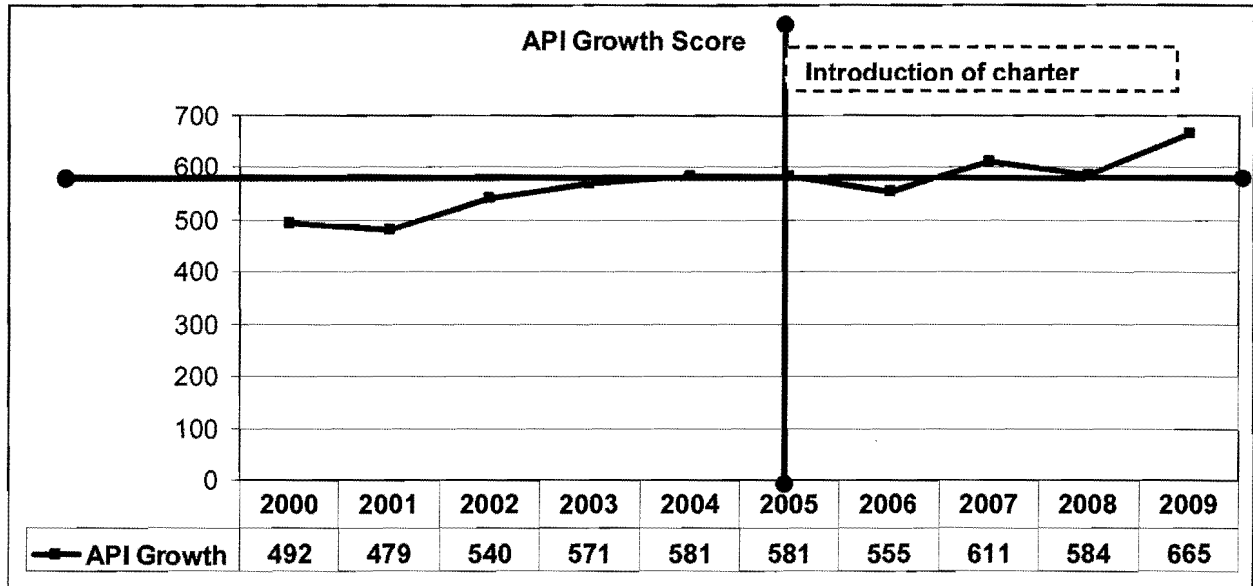


2006	2007	2008	2009	GROWTH
555	611	584	665	110 pts

AYP (Performance Over Time)

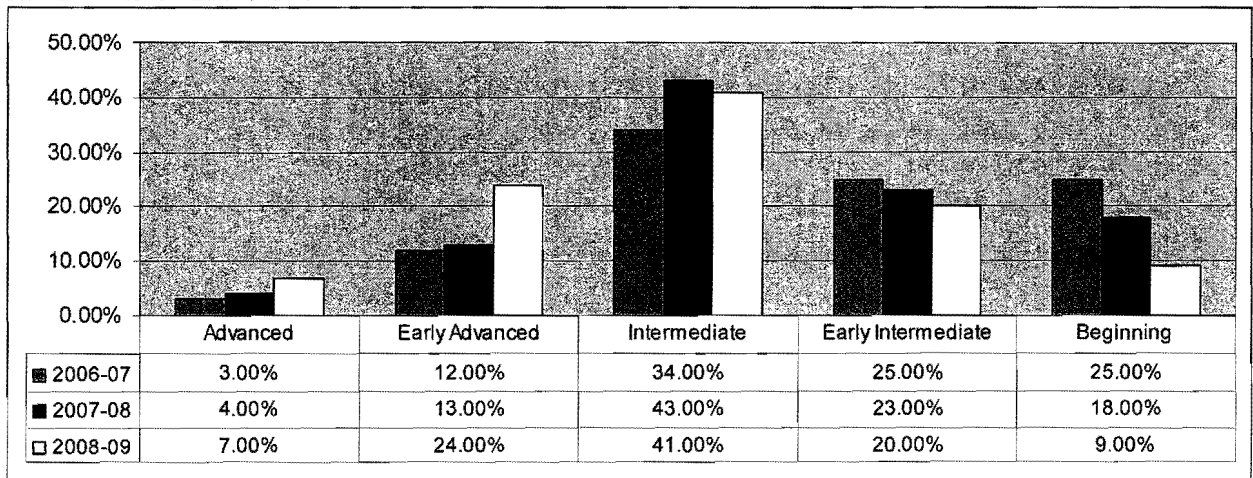
	2006	2007	2008	2009
AYP Met?	NO	NO	NO	NO
AMO's	48%	76%	48%	90%

Cox Elementary: API Growth Score Performance Over-Time



Analysis of the API performance of the school over the past 10 years reveals an upward trend prior to charter conversion, but a plateau nonetheless below 600. The term following conversion reveals starts and stops that ultimately resulted in a 79 point gain in 2009 achieving an API of 665.

CELDT Performance Over-Time



Student progress as measured by **CELDT** demonstrates a reduction in Beginning and Early Intermediate, as well as evidence of growth in Intermediate, Early Advanced, and Advanced. Progress has been incremental.

Over-all Analysis of School-wide Performance

- Cox Elementary opened in 2005. In **2006** the school API performance score was **555**. As of **2009**, the school API performance score was **665**. Over the prior four years, the school has grown their API by **110** points.
- Cox Elementary has demonstrated **up and down trends in its growth in student CST performance** in both English Language Arts and mathematics over the past four years;
- From **2006 to 2009** the school increased proficient and advanced levels by **11%** in ELA over a four year period.
- From **2006 to 2009** the school increased proficient and advanced levels by **22%** in Math over a four year period.
- Cox Elementary has **improved** its API score in **two** of the prior four years.
- The school has not met its AYP targets for four of the past four years. The school has raise the attainment of its Annual Measurable Outcomes from **48% to 90%**.

V. COMPARISON ANALYSIS

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

- **Similar Grades Served: K-5**
- **Similar Socio-Economic (25% <>)**

API - 2009

Order rank based on 2009 API Score

SCHOOL	GRADES	2006	2007	2008	2009	FR 08
Berkley Maynard Academy (BMA)	K-5	645	730	769	817	74.23%
Achieve Academy (EFC-UE)	4-5	N/A	740	735	788	97.78%
Millsmont Academy	K-5	643	687	692	783	63.44%
Monarch Academy	K-5	713	791	776	774	94.03%
World Academy (EFC-EOCC)	K-3	636	643	682	759	95.91%
Civicorps Elementary School (EBCC)	K-4	722	696	698	757	74.15%
Cox Elementary (EFC at Cox)	K-5	555	611	584	665	95.49%

API - 2008

Order rank based on 2008 API Score

SCHOOL	GRADES	2006	2007	2008	2009	FR 08
Monarch Academy	K-5	713	791	776	774	94.03%
Berkley Maynard Academy (BMA)	K-5	645	730	769	817	74.23%
Achieve Academy (EFC-UE)	4-5	N/A	740	735	788	97.78%
Civicorps Elementary School (EBCC)	K-4	722	696	698	757	74.15%
Millsmont Academy	K-5	643	687	692	783	63.44%
World Academy (EFC-EOCC)	K-3	636	643	682	759	95.91%
Cox Elementary (EFC at Cox)	K-5	555	611	584	665	95.49%

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

➤ **Similar Grades Served: K-5**

CST - 2009

Order rank based on 2009 CST % Proficient/Advanced

CST ELA SCORES OVER-TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		ELA 06	ELA 07	ELA 08	ELA 09
Berkley Maynard Academy (BMA)	K-8	23%	42%	45%	57%
Millsmont Academy	K-5	12%	26%	38%	47%
Monarch Academy	K-5	29%	46%	37%	47%
Achieve Academy (EFC-UE)	4-5	N/A	27%	30%	45%
Civicorps Elementary School (EBCC)	K-4	36%	25%	30%	39%
World Academy (EFC-EOCC)	K-3	18%	18%	21%	35%
Cox Elementary (EFC at Cox)	K-5	13%	12%	12%	24%

Order rank based on 2009 CST % Proficient/Advanced

CST MATH SCORES OVER-TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		Math 06	Math 07	Math 08	Math 09
Berkley Maynard Academy (BMA)	K-8	28%	50%	60%	68%
Monarch Academy	K-5	51%	73%	75%	67%
Achieve Academy (EFC-UE)	4-5	N/A	43%	47%	66%
Millsmont Academy	K-5	32%	40%	51%	66%
World Academy (EFC-EOCC)	K-3	29%	39%	46%	65%
Civicorps Elementary School (EBCC)	K-4	39%	36%	34%	42%
Cox Elementary (EFC at Cox)	K-5	18%	24%	26%	40%

CST - 2008

Order rank based on 2008 CST % Proficient/Advanced

CST ELA SCORES OVER-TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		ELA 06	ELA 07	ELA 08	ELA 09
Berkley Maynard Academy (BMA)	K-8	23%	42%	45%	57%
Millsmont Academy	K-5	12%	26%	38%	47%
Monarch Academy	K-5	29%	46%	37%	47%
Achieve Academy (EFC-UE)	4-5	N/A	27%	30%	45%
Civicorps Elementary School (EBCC)	K-4	36%	25%	30%	39%
World Academy (EFC-EOCC)	K-3	18%	18%	21%	35%
Cox Elementary (EFC at Cox)	K-5	13%	12%	12%	24%

Order rank based on 2008 CST % Proficient/Advanced

CST MATH SCORES OVER-TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		Math 06	Math 07	Math 08	Math 09
Berkley Maynard Academy (BMA)	K-8	28%	50%	60%	68%
Monarch Academy	K-5	51%	73%	75%	67%
Millsmont Academy	K-5	32%	40%	51%	66%
Achieve Academy (EFC-UE)	4-5	N/A	43%	47%	66%
World Academy (EFC-EOCC)	K-3	29%	39%	46%	65%
Civicorps Elementary School (EBCC)	K-4	39%	36%	34%	42%
Cox Elementary (EFC at Cox)	K-5	18%	24%	26%	40%

Comparison Sub-Group ANALYSIS: Oakland Charter Schools

- The school is **75 API points (665) below the median** performance (741) of Oakland charter schools in **2009** serving both similar grades and a demographically similar population based on student socio-economic status.
- The school is **96 API points (584) below the median** performance (680) of Oakland charter schools in **2008** serving both similar grades and a demographically similar population based on student socio-economic status.

ELA

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

MATH

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

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

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

API – 2009

Order rank based on 2009 API Score

SCHOOL	LEVEL	2007	2008	2009	Met AYP?
Think College Now	K-5	789	781	848	Yes
Franklin Elementary	K-5	768	835	814	No
ACORN Woodland Elementary	K-5	688	774	782	Yes
Greenleaf Elementary	K-5	B	718	777	Yes
Horace Mann Elementary	K-5	697	716	761	Yes
International Community	K-5	680	730	746	Yes
Fruitvale Elementary	K-5	726	744	739	No
EnCompass Academy Elementary	K-5	731	649	733	Yes
Bridges Academy	K-5	662	701	730	Yes
Sankofa Academy	K-5	535	691	718	Yes
Brookfield Elementary	K-5	684	692	707	No
Esperanza Elementary	K-5	615	665	704	Yes
New Highland Academy	K-5	567	629	687	Yes
Hoover Elementary	K-5	646	659	672	No
Cox Elementary (EFC at Cox)	K-5	611	584	665	No
Lafayette Elementary	K-5	669	629	664	No
Melrose Leadership Academy	K-5	619	642	658	No
East Oakland Pride Elementary	K-5	B	550	657	Yes
Preparatory Literary Academy of Cultural	K-5	671	623	652	Yes
Rise Community	K-5	629	653	646	No
Fred T. Korematsu Discovery Academy	K-5	568	589	641	No
Reach Academy	K-5	488	568	596	No
Global Family	K-5	B	515	582	No
Community United Elementary	K-5	B	550	577	Yes

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

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

API – 2008

Order rank based on 2009 API Score

SCHOOL	LEVEL	2007	2008	2009	Met AYP?
Franklin Elementary	K-5	768	835	814	No
Think College Now	K-5	789	781	848	Yes
ACORN Woodland Elementary	K-5	688	774	782	Yes
Fruitvale Elementary	K-5	726	744	739	No
International Community	K-5	680	730	746	Yes
Greenleaf Elementary	K-5	B	718	777	Yes
Horace Mann Elementary	K-5	697	716	761	Yes
Bridges Academy	K-5	662	701	730	Yes
Brookfield Elementary	K-5	684	692	707	No
Sankofa Academy	K-5	535	691	718	Yes
Esperanza Elementary	K-5	615	665	704	Yes
Hoover Elementary	K-5	646	659	672	No
Rise Community	K-5	629	653	646	No
EnCompass Academy Elementary	K-5	731	649	733	Yes
Melrose Leadership Academy	K-5	619	642	658	No
New Highland Academy	K-5	567	629	687	Yes
Lafayette Elementary	K-5	669	629	664	No
Preparatory Literary Academy of Cultural	K-5	671	623	652	Yes
Fred T. Korematsu Discovery Academy	K-5	568	589	641	No
Cox Elementary (EFC at Cox)	K-5	611	584	665	No
Reach Academy	K-5	488	568	596	No
East Oakland Pride Elementary	K-5	B	550	657	Yes
Community United Elementary	K-5	B	550	577	Yes
Global Family	K-5	B	515	582	No

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

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

CST ELA – 2009

Order rank based on 2009 CST % Proficient/Advanced

ELA

SCHOOL	LEVEL	ELA 08	ELA 09
Think College Now	K-5	54%	66%
Franklin Elementary	K-5	58%	50%
ACORN Woodland Elementary	K-5	45%	49%
Greenleaf Elementary	K-5	27%	42%
International Community	K-5	29%	40%
Sankofa Academy	K-5	26%	40%
EnCompass Academy Elementary	K-5	24%	39%
Fruitvale Elementary	K-5	40%	39%
Horace Mann Elementary	K-5	29%	36%
Brookfield Elementary	K-5	27%	33%
Bridges Academy	K-5	19%	30%
Preparatory Literary Academy of Cultural	K-5	21%	30%
Melrose Leadership Academy	K-5	24%	28%
Cox Elementary (EFC at Cox)	K-5	12%	24%
New Highland Academy	K-5	14%	23%
Hoover Elementary	K-5	17%	23%
Esperanza Elementary	K-5	14%	22%
East Oakland Pride Elementary	K-5	5%	22%
Community United Elementary	K-5	10%	22%
Lafayette Elementary	K-5	17%	20%
Reach Academy	K-5	16%	19%
Rise Community	K-5	26%	18%
Fred T. Korematsu Discovery Academy	K-5	13%	17%
Global Family	K-5	7%	8%

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

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

CST Math – 2009

Order rank based on 2009 CST % Proficient/Advanced

Math

SCHOOL	LEVEL	MATH 08	MATH 09
Think College Now	K-5	63%	81%
ACORN Woodland Elementary	K-5	64%	70%
Franklin Elementary	K-5	73%	67%
Greenleaf Elementary	K-5	50%	66%
Horace Mann Elementary	K-5	56%	60%
Bridges Academy	K-5	49%	59%
Sankofa Academy	K-5	43%	56%
International Community	K-5	47%	54%
Fruitvale Elementary	K-5	46%	51%
Esperanza Elementary	K-5	45%	50%
East Oakland Pride Elementary	K-5	33%	48%
Brookfield Elementary	K-5	45%	47%
Hoover Elementary	K-5	38%	47%
New Highland Academy	K-5	33%	47%
EnCompass Academy Elementary	K-5	36%	46%
Lafayette Elementary	K-5	37%	41%
Cox Elementary (EFC at Cox)	K-5	26%	40%
Fred T. Korematsu Discovery Academy	K-5	19%	39%
Rise Community	K-5	33%	34%
Preparatory Literary Academy of Cultural	K-5	30%	33%
Global Family	K-5	18%	31%
Reach Academy	K-5	25%	28%
Community United Elementary	K-5	20%	27%
Melrose Leadership Academy	K-5	23%	20%

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

➤ **Similar Grades Served: K-5**

CST - 2008

Order rank based on 2008 CST % Proficient/Advanced

ELA

SCHOOL	LEVEL	ELA 08	ELA 09
Franklin Elementary	K-5	58%	50%
Think College Now	K-5	54%	66%
ACORN Woodland Elementary	K-5	45%	49%
Fruitvale Elementary	K-5	40%	39%
International Community	K-5	29%	40%
Horace Mann Elementary	K-5	29%	36%
Greenleaf Elementary	K-5	27%	42%
Brookfield Elementary	K-5	27%	33%
Sankofa Academy	K-5	26%	40%
Rise Community	K-5	26%	18%
EnCompass Academy Elementary	K-5	24%	39%
Melrose Leadership Academy	K-5	24%	28%
Preparatory Literary Academy of Cultural	K-5	21%	30%
Bridges Academy	K-5	19%	30%
Hoover Elementary	K-5	17%	23%
Lafayette Elementary	K-5	17%	20%
Reach Academy	K-5	16%	19%
New Highland Academy	K-5	14%	23%
Esperanza Elementary	K-5	14%	22%
Fred T. Korematsu Discovery Academy	K-5	13%	17%
Cox Elementary (EFC at Cox)	K-5	12%	24%
Community United Elementary	K-5	10%	22%
Global Family	K-5	7%	8%
East Oakland Pride Elementary	K-5	5%	22%

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

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

CST Math – 2008

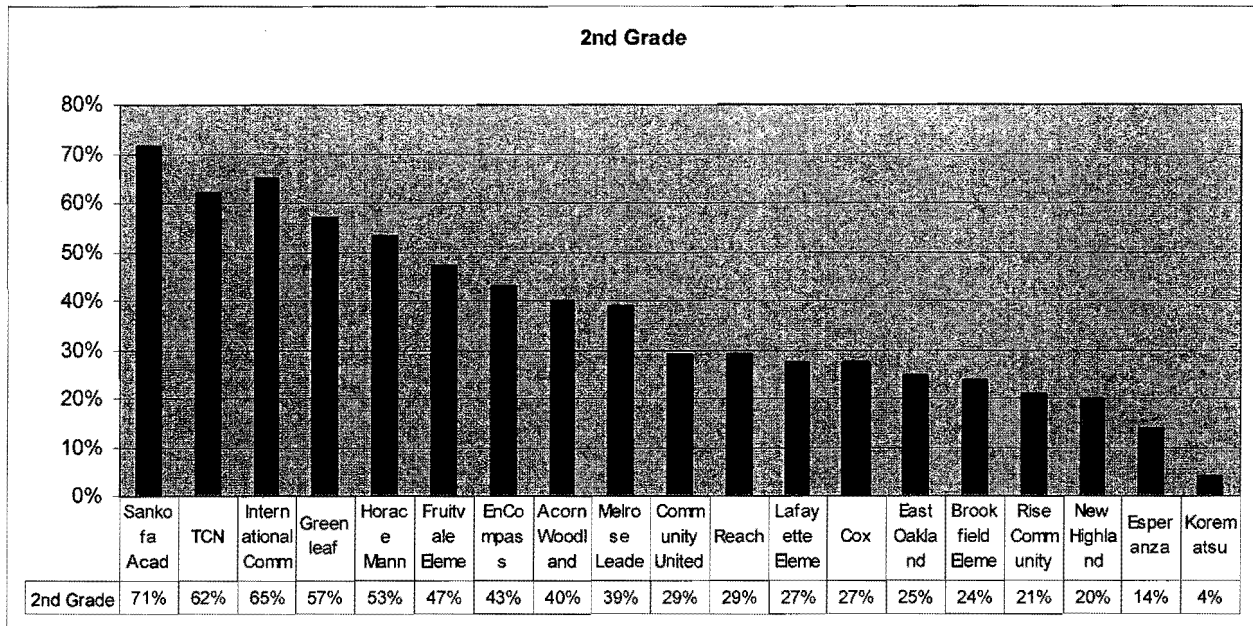
Order rank based on 2008 CST % Proficient/Advanced

Math

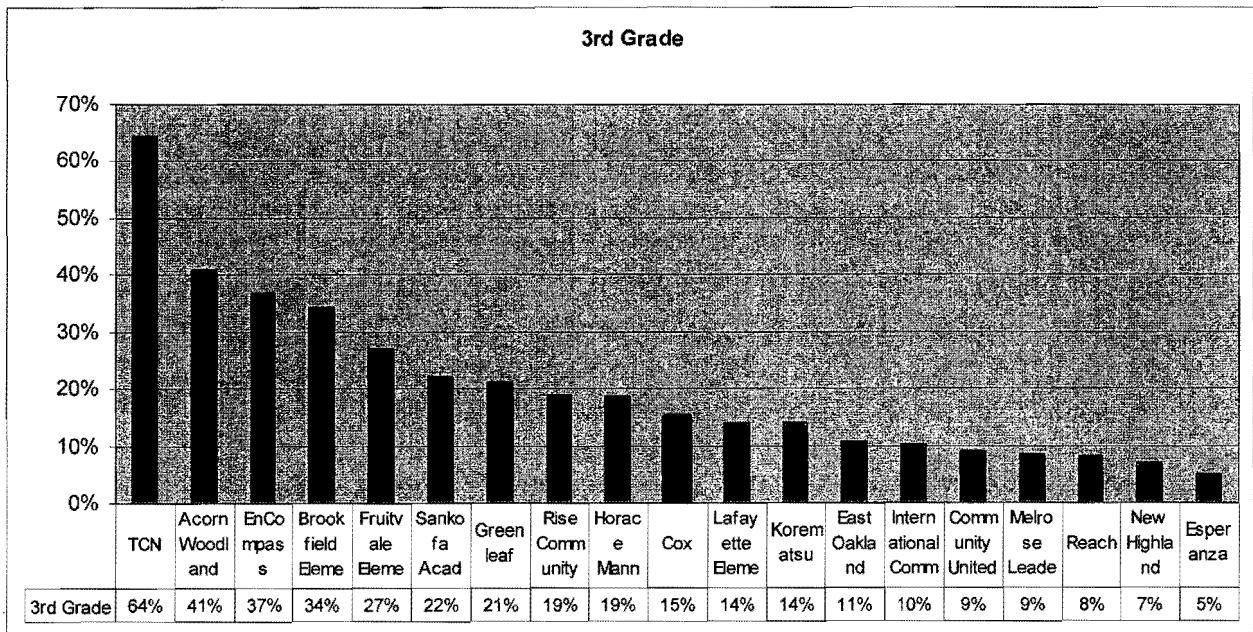
SCHOOL	LEVEL	MATH 08	MATH 09
Franklin Elementary	K-5	73%	67%
ACORN Woodland Elementary	K-5	64%	70%
Think College Now	K-5	63%	81%
Horace Mann Elementary	K-5	56%	60%
Greenleaf Elementary	K-5	50%	66%
Bridges Academy	K-5	49%	59%
International Community	K-5	47%	54%
Fruitvale Elementary	K-5	46%	51%
Esperanza Elementary	K-5	45%	50%
Brookfield Elementary	K-5	45%	47%
Sankofa Academy	K-5	43%	56%
Hoover Elementary	K-5	38%	47%
Lafayette Elementary	K-5	37%	41%
EnCompass Academy Elementary	K-5	36%	46%
East Oakland Pride Elementary	K-5	33%	48%
New Highland Academy	K-5	33%	47%
Rise Community	K-5	33%	34%
Preparatory Literary Academy of Cultural	K-5	30%	33%
Cox Elementary (EFC at Cox)	K-5	26%	40%
Reach Academy	K-5	25%	28%
Melrose Leadership Academy	K-5	23%	20%
Community United Elementary	K-5	20%	27%
Fred T. Korematsu Discovery Academy	K-5	19%	39%
Global Family	K-5	18%	31%

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

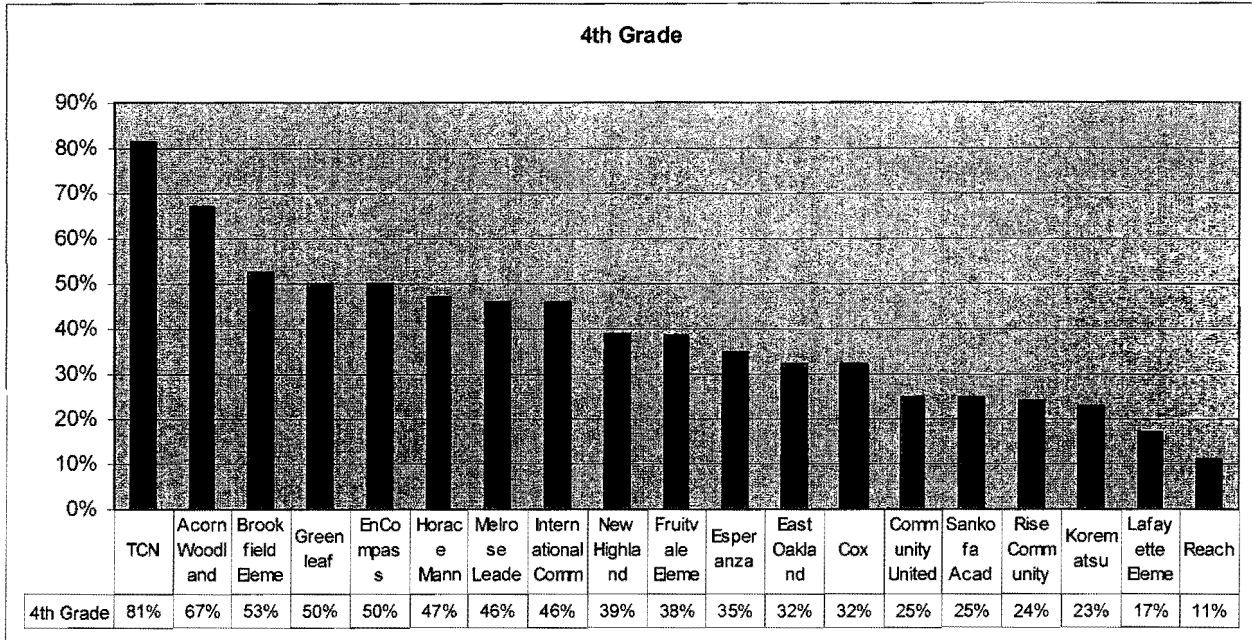
➤ **Similar Grades Served: K-5, Similar Socio-Economic Status**



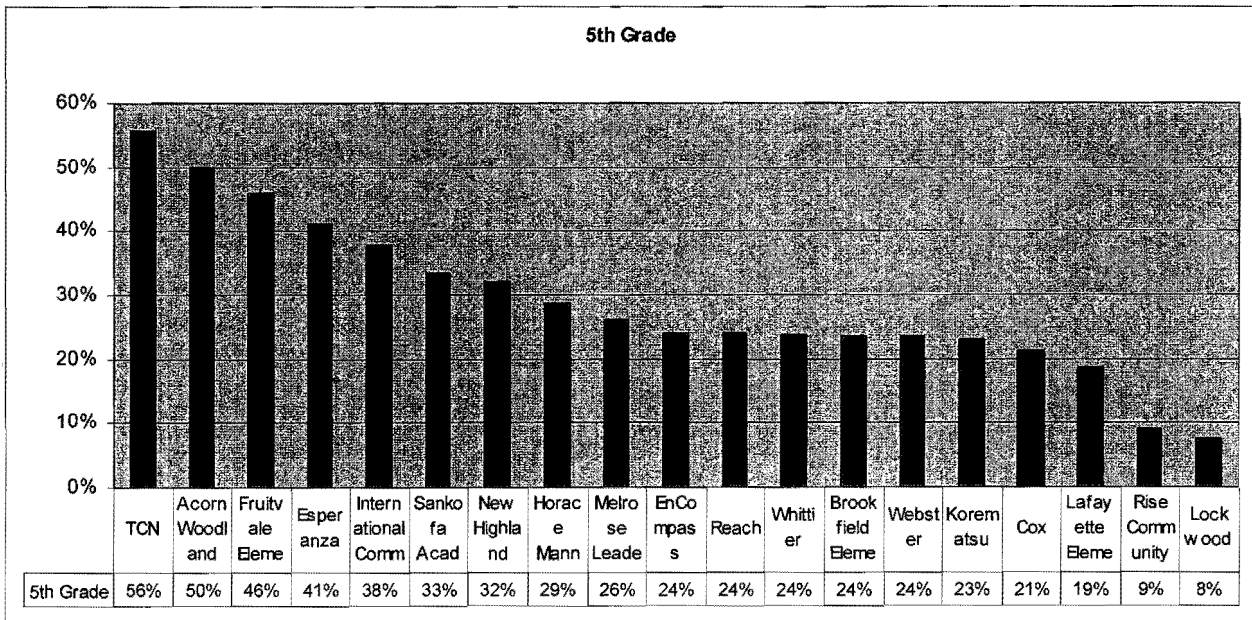
*OUSD Average 2nd Grade ELA Proficient/Advanced 2009: 50%



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



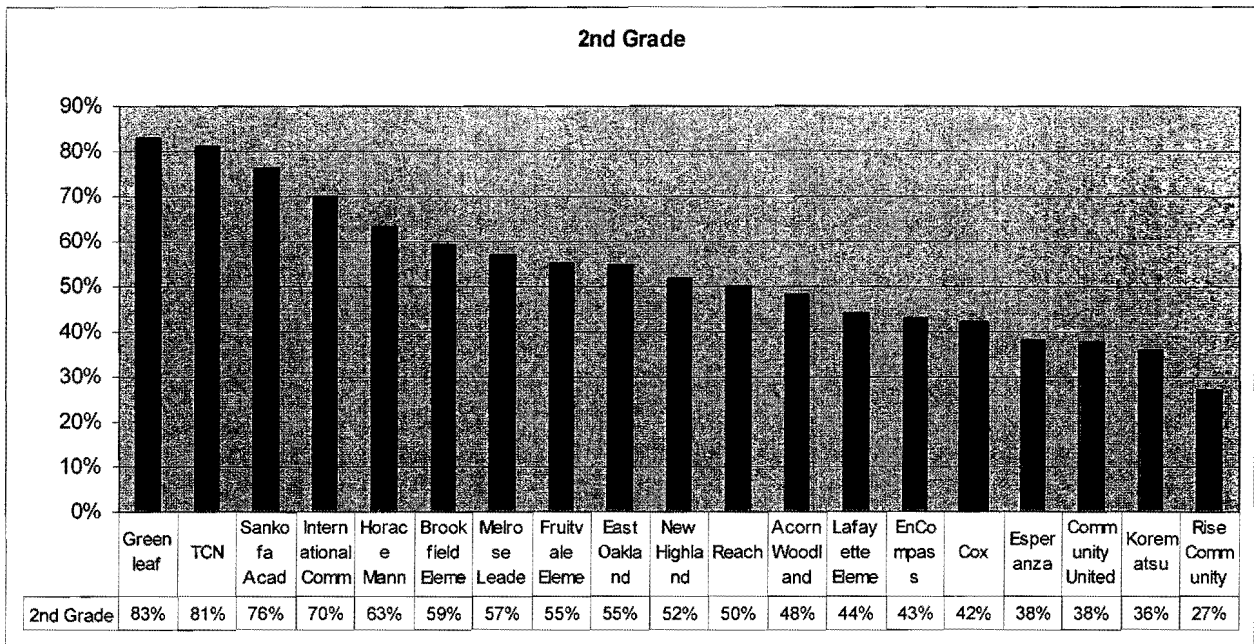
*OUSD Average 4th Grade ELA Proficient/Advanced 2009: 61%



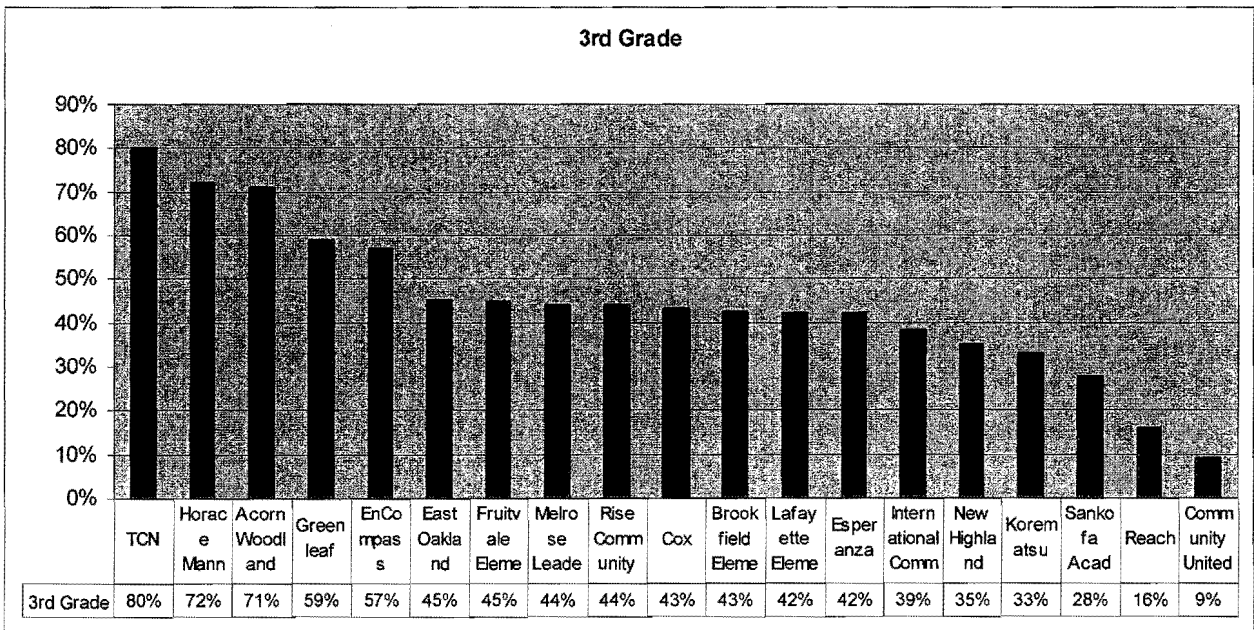
*OUSD Average 5th Grade ELA Proficient/Advanced 2009: 45%

E. Comparison Sub-Group: OUSD District Schools: CST Math – Grade Level 2009

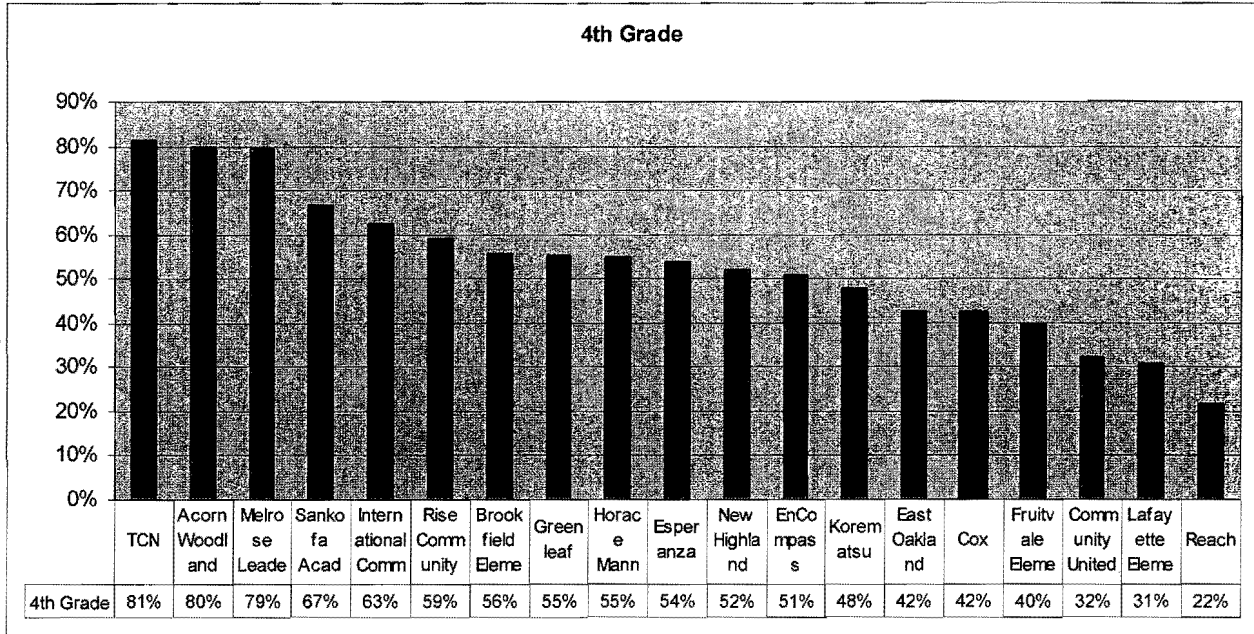
➤ Similar Grades Served: K-5, Similar Socio-Economic Status



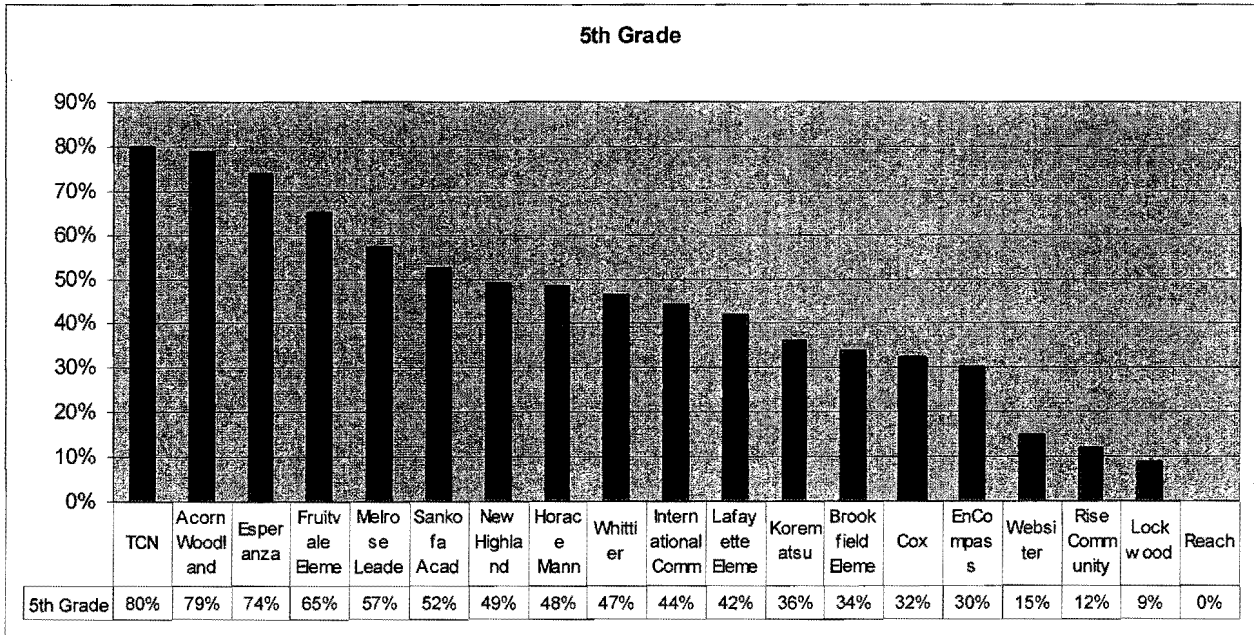
*OUSD Average 2nd Grade Math Proficient/Advanced 2009: **61%**



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



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



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

Comparison Sub-Group ANALYSIS: OUSD District Schools

- The school's API is **below the median** performance of Oakland district schools in **2009** serving both similar grades and a demographically similar population based on student socio-economic status.
- The school's API is **below the median** performance of Oakland district schools in **2008** serving both similar grades and a demographically similar population based on student socio-economic status.

ELA

- Cox Elementary is **below the median** performance of Oakland district schools in **2009** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- Cox Elementary is **below the average** performance of Oakland district schools in **2009** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- Cox Elementary is **below the median** performance of Oakland district schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.
- Cox Elementary is **below the average** performance of Oakland district schools in **2008** serving similar grade levels and a similar demographic population based student socio-economic status in **English Language Arts**.

MATH

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

EDUCATIONAL PROGRAM: CHARTER SCHOOL RENEWAL QUALITY REVIEW

The quality of the school's educational program has been evaluated through a three-day Site Inspection conducted on **October 14, 15, 16, 2009** by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on **October 15 and 16, 2009**.

Strengths [based on school self-study prior to Site Inspection]:

- Sixty-four percent of the English Language Learners at Cox achieved one or more years' growth as measured by the CELDT.
- The number of students who improve and become advanced and early advanced has significantly increased over time.
- Cox Elementary has consistently decreased the number of students performing far below basic in each significant subgroup and increased the overall number of students performing at proficient and advanced in both math and ELA.
- Education for Change at Cox Elementary uses a full inclusion model for serving special education students. All students with disabilities participate in the core and noncore classes with their nondisabled peers.
- Partnerships substantially enhance the programs at Education for Change at Cox Elementary as the school programs are designed for intensive academic rigor, effective intervention and growth. These partnerships offer well rounded activities and support that compliment the academic program at Cox.

Challenges [based on school self-study prior to Site Inspection]:

- Across all subject areas, EFC also plans to invest in building teacher leadership as a means to improve teachers' knowledge and practice.
- From its inception, EFC has placed a priority on building strong professional learning communities as foundation for improving instructional practice. Teachers regularly engage in collaborative planning both with their grade level and with coaches EFC has shifted to practice-based professional development, a model of support based on helping teachers directly in their practice over an extended period of time.
- In reviewing the data (student achievement data, observational data and teacher reported data) EFC determined that the ELD curriculum previously selected was not resulting in the growth expected. As a result, a committee of teachers, along with Home Office and administrative input, selected the Language for Learning, Language for Thinking and Language for Writing curriculum as EFC's new ELD program. We expect the implementation of this curriculum will render at least a year's growth on the CELDT for all students.
- While scores have improved, Cox wants to accelerate academic gains in English Language Arts and Math to ensure that students leave elementary school prepared and poised to continue their success all the way to college.

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

Strengths:

- In a relatively short time the new administration has had a positive impact on improving school culture, and in promoting a safe learning environment for students.
- The administration collects and analyzes a wide range of data in order to understand its strengths and the challenges facing the school.
- The strong sense of teamwork and collaboration between all members of staff has led to a more consistent and stable workforce.
- The school has good links with parents and effectively supports the academic, social, and emotional needs of students and their families.
- Students enjoy school and are positive about their learning.
- Planned professional development gives teachers opportunities to improve their practice and develop their teaching skills.

Challenges:

- In spite of an increase in student achievement, the school is still underperforming when compared to surrounding schools.
- The lack of a clear understanding of the under achievement of different subgroups within the school, particularly Black Americans, hampers the school's efforts in planning to meet the needs of these students.
- There is little evidence to indicate that lessons are differentiated in order to meet the learning needs of lower and higher achieving students.
- There is inconsistency in teachers' use of higher ordering questioning skills that promote critical thinking.
- Breadth and balance in the curriculum is limited and most students do not have access to visual or performing arts in line with the original Charter agreement.

Third Party Review Evaluation (SEE Attachment VII for detailed analysis of each criterion.)

Criteria 1: Improving Student Achievement

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

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

The Cox Academy made some progress in 2009 on the California State tests, improving the API score from 587 to 665. However, this falls below State average and the results of many other schools in the local area. The school has not set out clear measurable goals or developed an action plan with performance indicators, to address how it will continue to improve student achievement and close the achievement gap for all students in English language arts. Additionally, the administration has not yet developed strategies to address the significant under achievement of African American students. Student achievement in math has improved noticeably with more than percent of students gaining proficiency in 2008/2009 test results. This improvement has been attributed to the new math program introduced in 2007 which staff and students agree has a positive impact on developing students mathematical skills and concepts. In spite of gains in students' achievement in grade 2 English language arts, many of the grade 3 students failed to make proficiency or to maintain their proficiency levels from the previous year. In all grades, African Americans performed considerably lower than other groups in the school population.

The CMO, school leaders and teachers recognize the importance of high expectations and as a result have adopted a very structured curriculum program in both English and math that is sequenced grade by grade. The success of the new math program is evident in the improved scores. The English program is effective for teaching decoding, writing and spelling skills in the early years or those just beginning to read. However, it lacks the potential to develop students as independent learners or critical thinkers once they have mastered these skills. There is limited access to a wide range of rich reading material or for students to make choices in their learning. The rigid structure of the program also limits the teachers' ability to use differentiation effectively in the classroom to meet the needs of different learners and cater for different learning styles. Because of the emphasis on teacher directed activities, students have little opportunity to collaborate with their peers or to be actively engaged in their learning. In some grade 4 and 5 classes, where teachers do not adhere so closely to the program script, there is evidence of students working in groups and developing their skills through discussion and presentations.

The school runs an extended day program that provides small group intervention classes for under achieving students through grades two to five. The school is currently developing an enrichment program and offers students opportunities to participate in art, technology and other activities, however spaces are limited. School leaders recognize the need to make this program available to all students as requested by parents and students who are particularly very enthusiastic about developing their computer skills.

Under the new leadership, the school is developing a better sense of community by reaching out to parents and listening to their views and concerns. Generally, students feel safe and cared for. New discipline polices are applied fairly and consistently based on the school's positive behavior program. As a result, parents and students agree the school is a calmer, more positive environment this year. Students behave well and enjoy coming to school. Attendance figures at 95 percent are inline with State and district. The learning environment is clean and functional and promotes students' health and well-being. The new principal and assistant principal are vey visible around the school and parents find this adds to the community atmosphere of the school. A high level of respect and support makes the school a welcoming place.

Criteria 2: Strong Leadership

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

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

The new leadership / administration team have already had a positive impact on the culture of the school in a relatively short time. Their initial priority was to develop processes and procedures to enable the school to function effectively. This they have achieved successfully and as result the school runs very smoothly and is a safe place. Their high expectations of behavior and the new behavior policy and character development focus have been instrumental in creating a positive respectful learning environment where students can flourish. Their focus on student achievement and analysis of test data shows that they have a clear understanding of the school's strengths and weaknesses. However, it is early days and while they have been spending time gathering information and observing teaching and learning throughout the school, they have yet to develop strategies and action to address areas of under achievement. The school is well organized and has good procedures and policies in place to ensure it runs smoothly and safely. There is open communication and collaboration among staff and the leadership team. Staff value the support they receive from the leadership team and agree that it makes their role much easier when prompt actions are taken to address their concerns. The school treats stakeholders with dignity and respect.

The school communicates effectively with parents enabling them to support their children's learning through regular progress reports and parent meetings. Parents particularly appreciate the workshops that help them gain a better understanding of the work of the school. However, there are too few opportunities for parents to participate in the school's and EFC's strategic planning and decision-making.

Criteria 3: A Focus on Continuous Improvement

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

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

The school administration effectively collects and analyzes a wide range of data in order to improve outcomes for students and begin to evaluate its practice. As a result, they know the strengths and understand what has to be done to bring about school improvement and raise student achievement. However, they have yet to develop to effective action plans and strategies to address these areas of improvement in a timely way. For example, the program to support the needs of English language learners has yet to be implemented. Teachers assess and review students' progress regularly through the year, by interim benchmark assessments in English and Math and additional class assessments. School leadership monitors these interim assessments and adjusts provision accordingly.

As a result, of the data analysis, EFC has identified two priorities that all schools in the organization are currently focusing on to improve student achievement: student engagement and reading fluency. Data is not yet available to indicate the success of this focus on students' fluency levels. In addition, the professional development strategies designed to improve student engagement are undeveloped and demonstrate a lack of understanding as to what really engages students in their learning. As a result, there is little evidence of impact on student achievement.

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

The effectiveness and viability of the school has been evaluated through a three-day Site Inspection conducted on **October 14, 15, 16, 2009** by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on **October 15 and 16, 2009**.

Strengths [based on school self-study prior to Site Inspection]:

- Community members make up the membership of the EFC Board. The Board members have appropriate backgrounds from education, non-profit, community, and business organizations.
- Dine and Delve was established after the first year of EFC's existence so that all staff could have an opportunity to understand the mission and vision of EFC and to share ideas with the CEO. By its name, dining on a meal while talking about issues makes for a more comfortable conversation after a long workday.
- Parents are key members of the EFC community and their concerns are shared through contact with administrators and teachers, the Parent Leadership Council, grade level meetings and surveys.

Challenges [based on school self-study prior to Site Inspection]:

- EFC is committed to supporting classified employees and increasing their ability to support student success. In particular, EFC wants to ensure the highest level of performance of its three office managers and its two Business Operations Managers.

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

Strengths:

- Financial audits indicate that the organization uses funds appropriately.

Challenges:

- Parents do not have an active voice in the strategic management or decision making process of the school's CMO or leadership team.
- The Charter Management Organization does not involve the school community in decision-making and has yet to develop a long-term strategic plan to secure the future improvement of the school.

- o **Third Party Review evaluation** (SEE Attachment VII for detailed analysis of each criterion.)

Criteria 4: Responsible Governance

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

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

The new school's administration is in the early days of understanding and following the policies regarding the bylaws of charter school governance. The CMO Home Office effectively provides support in these areas of management. However, policies are not always available or easily accessible to stakeholders or the public. Board representation is limited and there are currently few opportunities for board members to take part in professional development, seek information regarding charter operations, or keep up to date with trends and issues in that effect charter schools.

EFC board meetings are not widely publicized. There are teacher representatives on the board but the board does not provide regular opportunities for students or their parents to participate or become involved in the school decision-making. As a result, parents are unaware of the role of the CMO in the management of the school or how to contact them. The board rarely communicates directly with parents. The school is beginning to hold parent leadership meetings where it actively seeks parents' views and carries out regular surveys.

The school consistently adheres to clear policies regarding the diversity of students and staff population, equal opportunities, and harassment issues. The school has clear open enrollment procedures that are consistent with the school's charter. There is effective two-way communication between the EFC CMO and the school. As result, CMO Home Office actively engages in monitoring the school's educational program and fiscal status. The school indicates that it receives a high level of support from the CMO in areas of fiscal management, professional development and academic support. However, this is generally global throughout the whole organization rather than differentiated to meet the school's individual need.

SEE ATTACHMENT IV and ATTACHMENT V for details regarding conditions pertaining to the school's governance.

Criteria 5: Fiscal Accountability

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

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

In the absence of any long-term strategic plan, the school projects its budget on a yearly basis. As a result, the sustainability and financial stability of the CMO, and hence the school, are unknown quantities. Annual reviews of expenditure are shared with those in the organization who make budget decisions. The principal is able to indentify major operating costs and plans expenditure over the year for staffing costs, resources and building needs.

The school receives an annual audit that confirms that the school finances are managed in accordance with generally accepted accounting principles and practice. However, there is no evidence to suggest that the organization makes these annual audits available or accessible to members of the school community or

stakeholders.

Fiscal policies are not readily accessible. However, the school has a general understanding of policies and procedures but they are generally vague and uncertain as to how these work in practice. Much of the planning, monitoring and reviewing of the budget is carried out by the home office financial director. The principal ensures that the financial resources are directly related to the school's purpose of improving students' achievement. The school prioritizes funds to provide and maintain a clean safe learning environment. Adequate materials and equipment are available to support student learning. Evidence suggests that most financial decisions are based on well-identified school wide needs and priorities. For example, the school's purchase of computers and the setting up of a computer suite is in response to an identified need for students to have greater access to technology as part of their learning experience.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of Cox Elementary's Fiscal Accountability and Governance following over their recent charter term included:

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

Staff has determined that a clear and immediate area of growth for the school and organization is in the governance of the school, particularly at the board level.

ATTACHMENT IV: EFC Accountability Measures and Workplan for 2010-2015 Strategic Plan

This document reflects the work to date by the governing board in response to the over-all evaluation conducted by staff. This document reflects a strong effort on the part of the governing body to identify key levers in support of improving the oversight responsibilities and accountability of the governing board.

As a condition of this charter, the school must provide the following:

- A completed strategic plan by August 1, 2010, which reflects the key area set forth in the workplan attached here.

ATTACHMENT V & VI: EFC Accountability – CEO and Home Office / Site Leadership

This document reflects specific actions that are both occurring and planned which represent key strategies to ensure increased transparency and accountability on the part of the governance and leadership structure of the school organization.

- SEE Conditional Approval Recommendations for details regarding the application of the action plan items set forth in these attachments.

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 Cox Elementary has adhered to its proposed educational program, pursued its measurable pupil outcomes as stated in its charter, and has been compliant in its regulatory elements under its charter term.

RECOMMENDATION:

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

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

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

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

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

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

Attachment I: Charter Text Revisions

Attachment II: Charter School Renewal Quality Standards

Attachment III: Benchmark Assessments

Attachment IV: EFC Accountability Measures and Workplan for 2010-2015 Strategic Plan

Attachment V: EFC Accountability – CEO and Home Office

Attachment VI: Site Leadership

Attachment VII: Charter School Renewal Quality Review

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

Charter Text	Text Reference	Required Revision
<p><u>Measurable Pupil Outcomes</u></p>		<p><u>Revise text as follows:</u></p> <ul style="list-style-type: none"> • Cox Academy will meet the terms of the Measurable Pupil Outcomes set forth as conditions of the charter renewal approval recommendation. • Students will exceed the average performance levels of students in schools with similar demographics in the district in English-Language Arts and Mathematics as measured by the CST. <u>To be determined based on a comparison of the school-wide percentage of Proficient/Advanced performance on the ELA and math sections of the CST testing cycle for 2011 and 2012 or the aggregate of the two testing cycles. Achieve a minimum of 1.0% proficiency level above the calculated average CST performance in BOTH English Language Arts and mathematics.</u> • Cox will reduce the percent of students who are performing Below Basic and Far Below Basic on the STAR assessments by fifteen percent a year on average over five <u>the first four years of the charter term</u>. • Cox will increase the number of students who are performing proficient or advanced on the STAR assessment by thirteen percent a year on average over five <u>the first four years of the charter term</u>. • Students will maintain progress toward benchmarks of proficiency in all academic subjects as defined by the California Core Content Standards

		<p><u>as defined by performance on each final benchmark assessment administered annually by the school in the areas of English language arts and mathematics, to achieve a rate of 50% of students demonstrating progress towards or maintaining proficiency annually when compared to either the fall benchmark assessment or the final benchmark administered in the prior year.</u></p> <ul style="list-style-type: none"> • Students will demonstrate continual improvement on the STAR, including the CST, as well as a minimum of one year's growth on CELDT for each year of instruction to be defined as <u>95% of students improving performance by at least one performance level on the CELDT until student is determined to be eligible for Reclassification.</u> <p>[stricken text is redundant]</p> <ul style="list-style-type: none"> • The school will meet the API requirements for renewal <u>as set forth in AB1137.</u> • The school will meet or exceed Adequate Yearly Progress goals. • Students will be effective and confident communicators, able to write and speak with clarity, accuracy, and precision <u>to be measured objectively in a manner to be determined by the school not later than June 30, 2011.</u> • Students will be critical thinkers and problem solvers <u>to be measured objectively in a manner to be determined by the school not later than June 30, 2011.</u> • At least ninety percent of daily
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		<p style="text-align: center;"><u>as evidenced by teacher records to be collected and compiled annually for purposes of reporting on progress towards attainment of this pupil outcome.</u></p> <ul style="list-style-type: none"> • Student attendance will consistently reach 95 percent <u>average daily attendance annually.</u> • Ninety-five percent of parents will grade the school either an A or a B as reported on the annual parent surveys. • At least ninety percent of the parents will report that they agree or strongly agree that Cox is a safe school environment as reported on the annual parent surveys.
<u>Governance</u>		<p><u>Add the following text:</u></p> <p><i>“COX ELEMENTARY 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>		<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>By October 1 of each year, COX ELEMENTARY will notify the District in writing of the application deadline and proposed lottery date. COX ELEMENTARY will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.”</i></p>
<u>Public Records</u>		<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“COX ELEMENTARY acknowledges that pursuant to Article XVI section 8.5(e) of the</i></p>

		<p><i>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 COX ELEMENTARY to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at COX ELEMENTARY and of the District. COX ELEMENTARY 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 COX ELEMENTARY does not have that COX ELEMENTARY needs in order to meet its obligations, the District shall provide the same to COX ELEMENTARY in a reasonably timely manner upon request.”</i></p>
<p><u>VII. Reporting and Accountability</u></p>		<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If COX ELEMENTARY does not test (i.e., STAR) with the District, COX ELEMENTARY hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.</i></p> <p><i>Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”</i></p>
<p><u>External Reporting</u></p>		<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“COX ELEMENTARY will maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.”</i></p>
<p><u>Section IV: Governance Structure of the School</u></p>		<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“COX ELEMENTARY, in accordance with</i></p>

		<p><i>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. COX ELEMENTARY acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of COX ELEMENTARY, 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 COX ELEMENTARY by law or charter provisions."</i></p>
<p><u>Section IV: Governance Structure</u></p>		<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"Members of COX ELEMENTARY'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>COX ELEMENTARY and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school."</i></p>
<p><u>Addressing Parent Complaints</u></p>		<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>COX ELEMENTARY will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. COX ELEMENTARY will not, at any time, refer complaints to the District.</i></p> <p><i>The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final</i></p>

		<p><i>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>COX ELEMENTARY will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with COX ELEMENTARY alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. COX ELEMENTARY 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>COX ELEMENTARY will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.</i></p> <p><i>COX ELEMENTARY will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional 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><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"COX ELEMENTARY shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency</i></p>

	<p><i>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><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The staff and Governing Board members of COX ELEMENTARY agree to attempt to resolve all disputes between the District and COX ELEMENTARY regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.</i></p> <p><i>Any controversy or claim arising out of or relating to the charter agreement between the District and COX ELEMENTARY, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.</i></p> <p><i>(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be 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: COX ELEMENTARY</i></p>

To Coordinator, Office of Charter Schools:
Office of Charter Schools
Oakland Unified School District
1025 Second Avenue, Room 206
Oakland, California 94606

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

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

		<p><i>(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law</i></p>
<p><u>Suspension and Expulsion: Due Process for Students with Disabilities</u></p>		<p><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, COX ELEMENTARY 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><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“To the extent that COX ELEMENTARY is a recipient of federal funds, including federal Title I, Part A funds, COX ELEMENTARY 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. COX ELEMENTARY agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate</i></p>

	<p><i>credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:</i></p> <ul style="list-style-type: none"> • <i>Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.</i> • <i>Develop jointly with, and distribute to, parents of participating children, a school-parent compact.</i> • <i>Hold an annual Title I meeting for parents of participating Title I students.</i> • <i>Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.</i> <p><i>COX ELEMENTARY also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”</i></p>
<p><u>Facilities</u></p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If COX ELEMENTARY fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If COX ELEMENTARY moves or expands to another facility during the term of this charter, COX</i></p>

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

		<p><i>statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.</i></p>
<p><u>Impact on Charter Authorizer</u></p>		<p><u>Add the following text and remove any text to the contrary:</u></p> <p>In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;</p> <ul style="list-style-type: none"> ○ September 1 – Final Unaudited Financial Report for Prior Year ○ December 1 – Final Audited Financial Report for Prior Year ○ December 1 – First Interim Financial Report for Current Year ○ March 1 – Second Interim Financial Report for Current Year ○ June 15 – Preliminary Budget for Subsequent Year
<p><u>Impact on Charter Authorizer</u></p>		<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“COX ELEMENTARY agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:</i></p> <ul style="list-style-type: none"> • <i>COX ELEMENTARY is subject to District oversight.</i> • <i>The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of COX ELEMENTARY.</i> • <i>The District is authorized to revoke this charter for, among other reasons, the failure of COX ELEMENTARY to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.</i>

	<p><i>Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit COX ELEMENTARY books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:</i></p> <ul style="list-style-type: none"> • <i>Compliance with terms and conditions prescribed in the charter,</i> • <i>Internal controls, both financial and operational in nature,</i> • <i>The accuracy, recording and/or reporting of school financial information,</i> • <i>The school's debt structure,</i> • <i>Governance policies, procedures and history,</i> • <i>The recording and reporting of attendance data,</i> • <i>The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,</i> • <i>Compliance with safety plans and procedures, and</i> • <i>Compliance with applicable grant requirements.</i> <p><i>COX ELEMENTARY shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to COX ELEMENTARY. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.</i></p> <p><i>In addition, if an allegation of waste, fraud or abuse related to COX ELEMENTARY operations is received by the District, the COX ELEMENTARY 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 COX ELEMENTARY by law or charter provisions"</i></p>
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ATTACHMENT II: CHARTER SCHOOL RENEWAL QUALITY STANDARDS

Oakland Unified School District Site Review Evaluation Criteria for Charter Renewal

Is the School an Academic Success?

Criteria 1: Improving Student Achievement

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

A quality charter school . . .

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

Criteria 2: Strong Leadership

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

A quality charter school leader . . .

- Effectively communicates and engages stakeholders in the vision and mission of the school
- Consistently puts into practice the educational program outlined in its charter
- Generates and sustains a school culture conducive to student learning and staff professional growth
- Actively monitors and evaluates the success of the school's program
- Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer
- Treats all individuals with fairness, dignity and respect
- Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues, and potential changes in the environment in which charter schools operate
- Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success
- Abstains from any decision involving a potential or actual conflict of interest
- Respects diversity and implements practices that are inclusive of all types of learners consistent with the

school charter

- Engages community involvement in the school

Criteria 3: A Focus on Continuous Improvement

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

A quality charter school . . .

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

Is the School an Effective, Viable Organization?

Criteria 4: Responsible Governance

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

A quality charter school board and administration . . .

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

Criteria 5: Fiscal Accountability

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

A quality charter school . . .

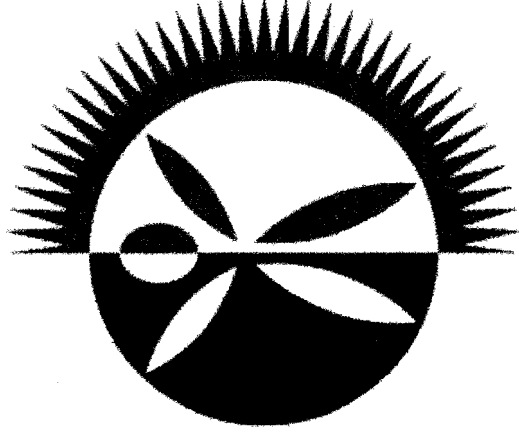
- Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability
- Conducts an annual financial audit which is made public
- Establishes clear fiscal policies to ensure that public funds are used appropriately and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

NOCCS

ATTACHMENT III: BENCHMARK ASSESSMENTS

Comparative Growth Analysis: All Schools

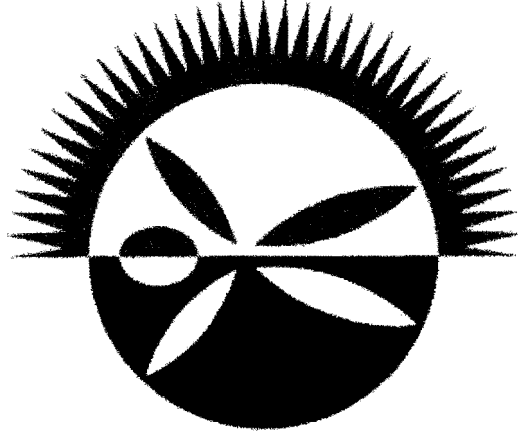
English Language Arts



Education for Change

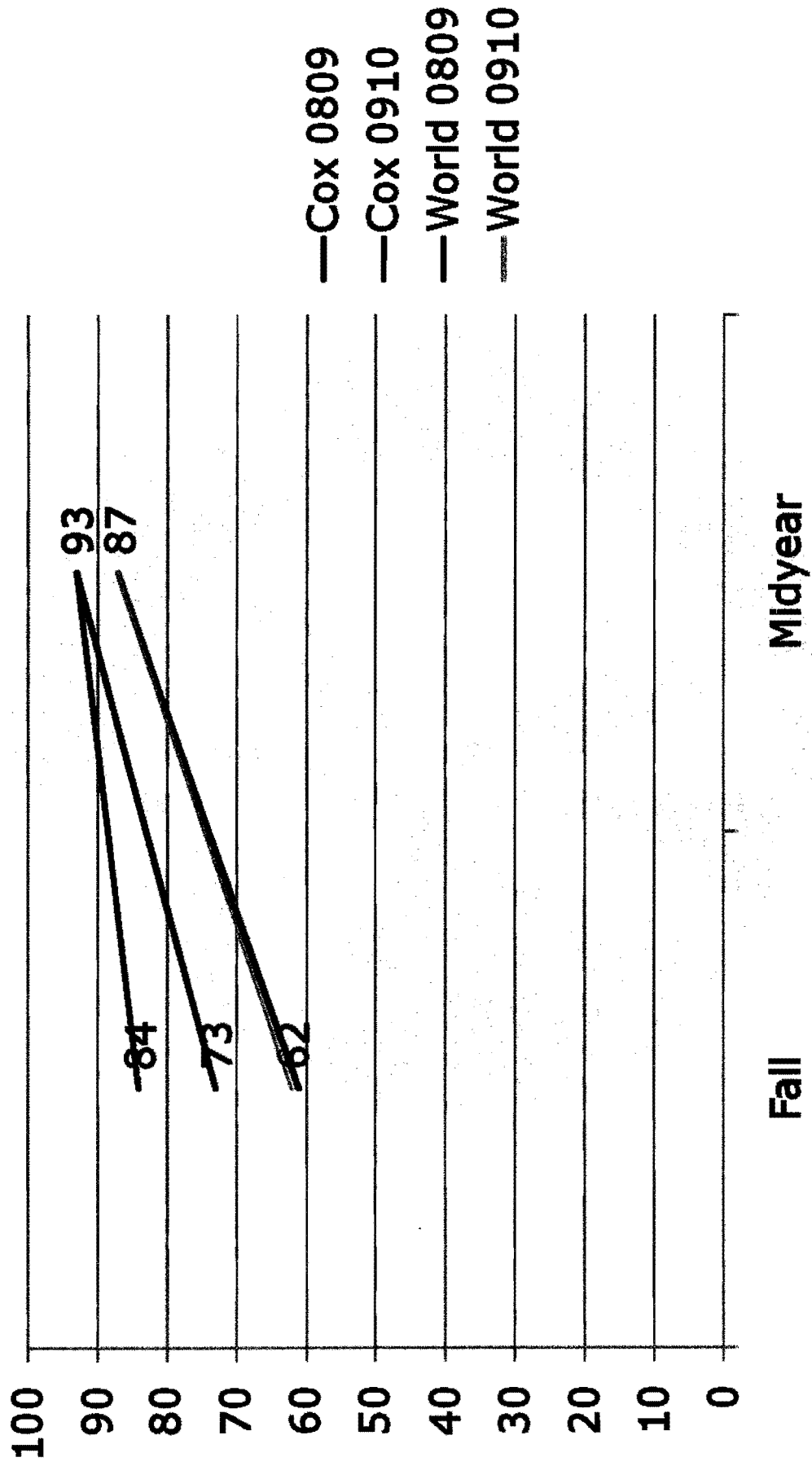
Kindergarten

Fall and Midyear benchmarks

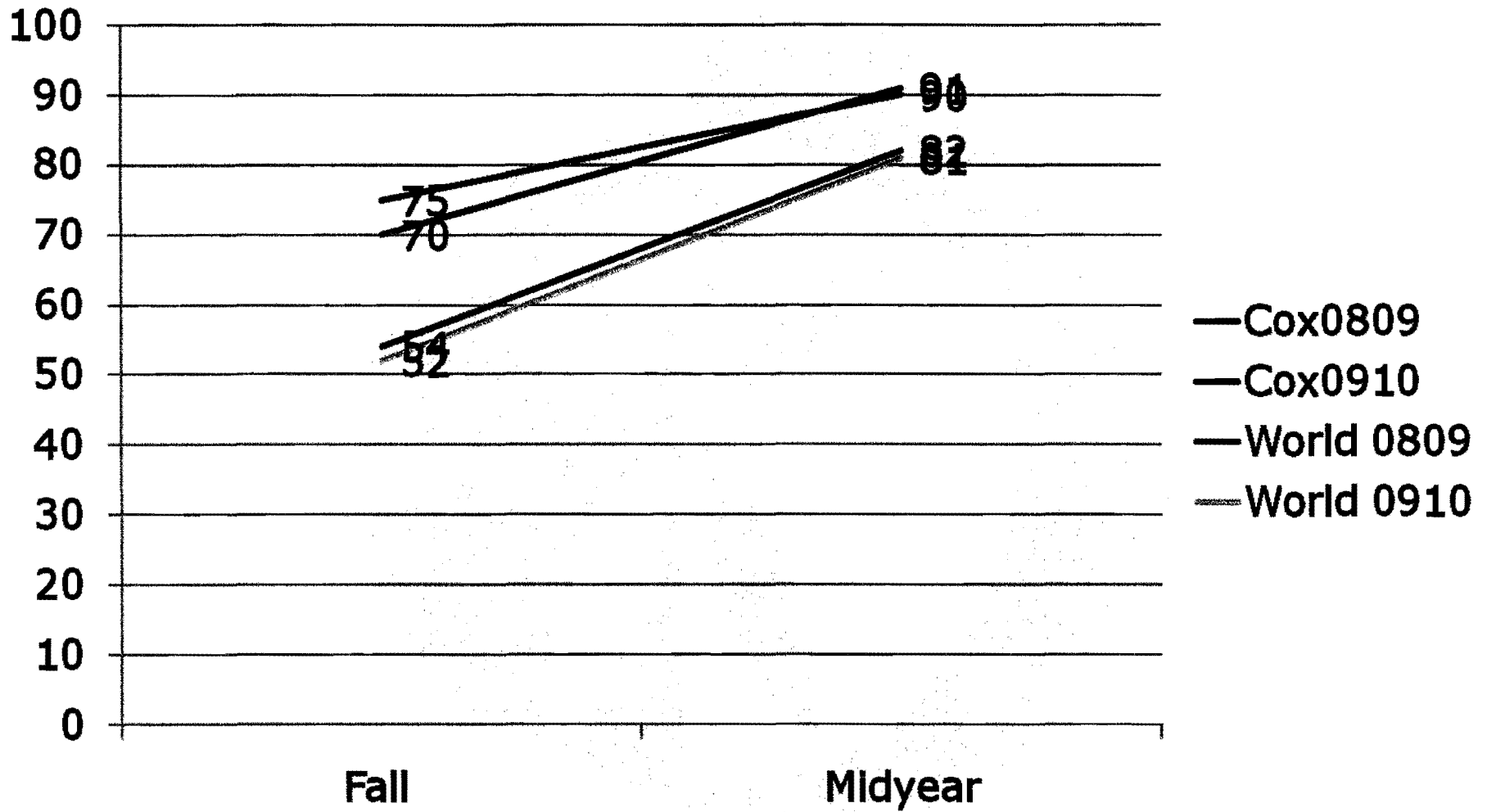


Education for Change

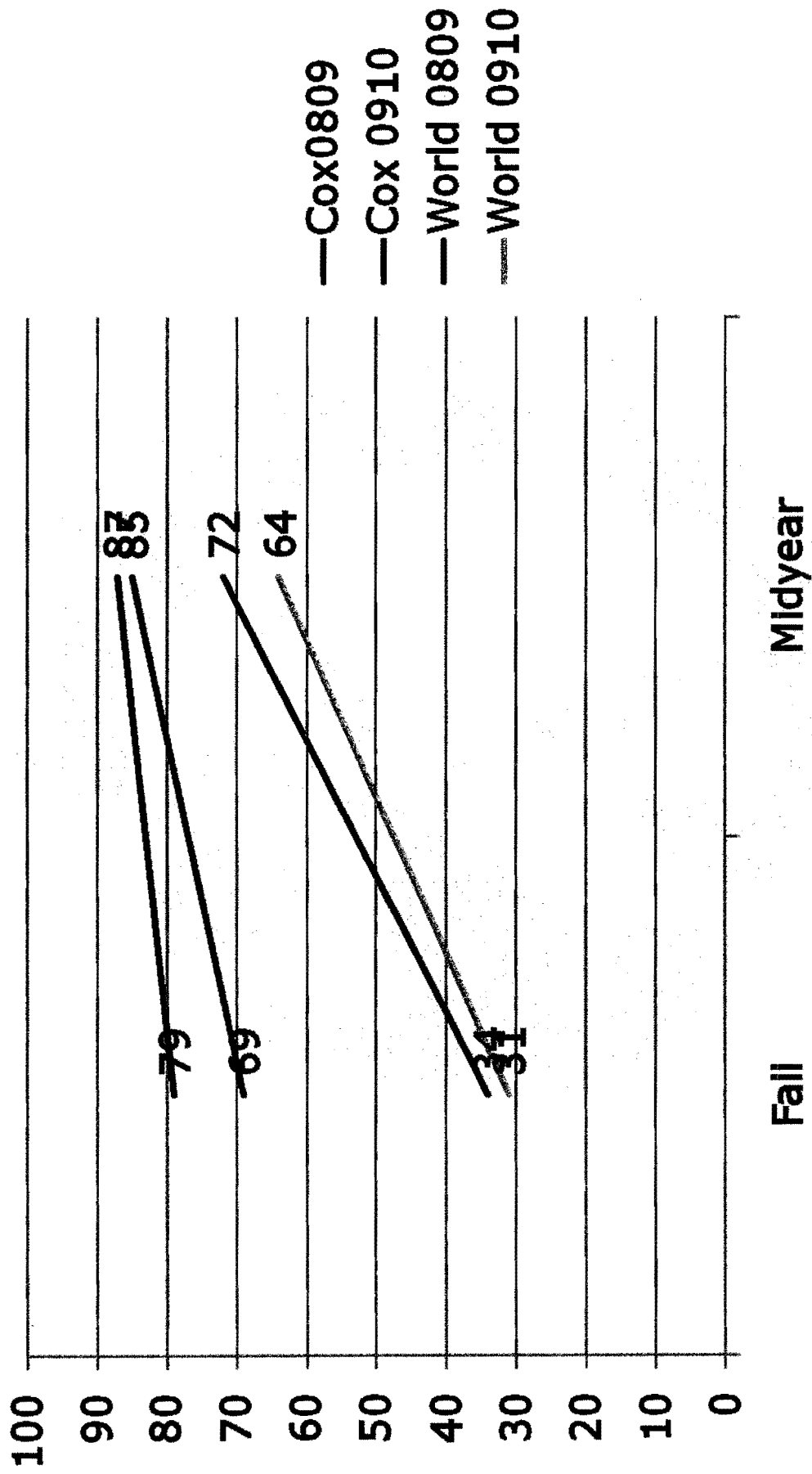
Uppercase letters scores: At or above Benchmark



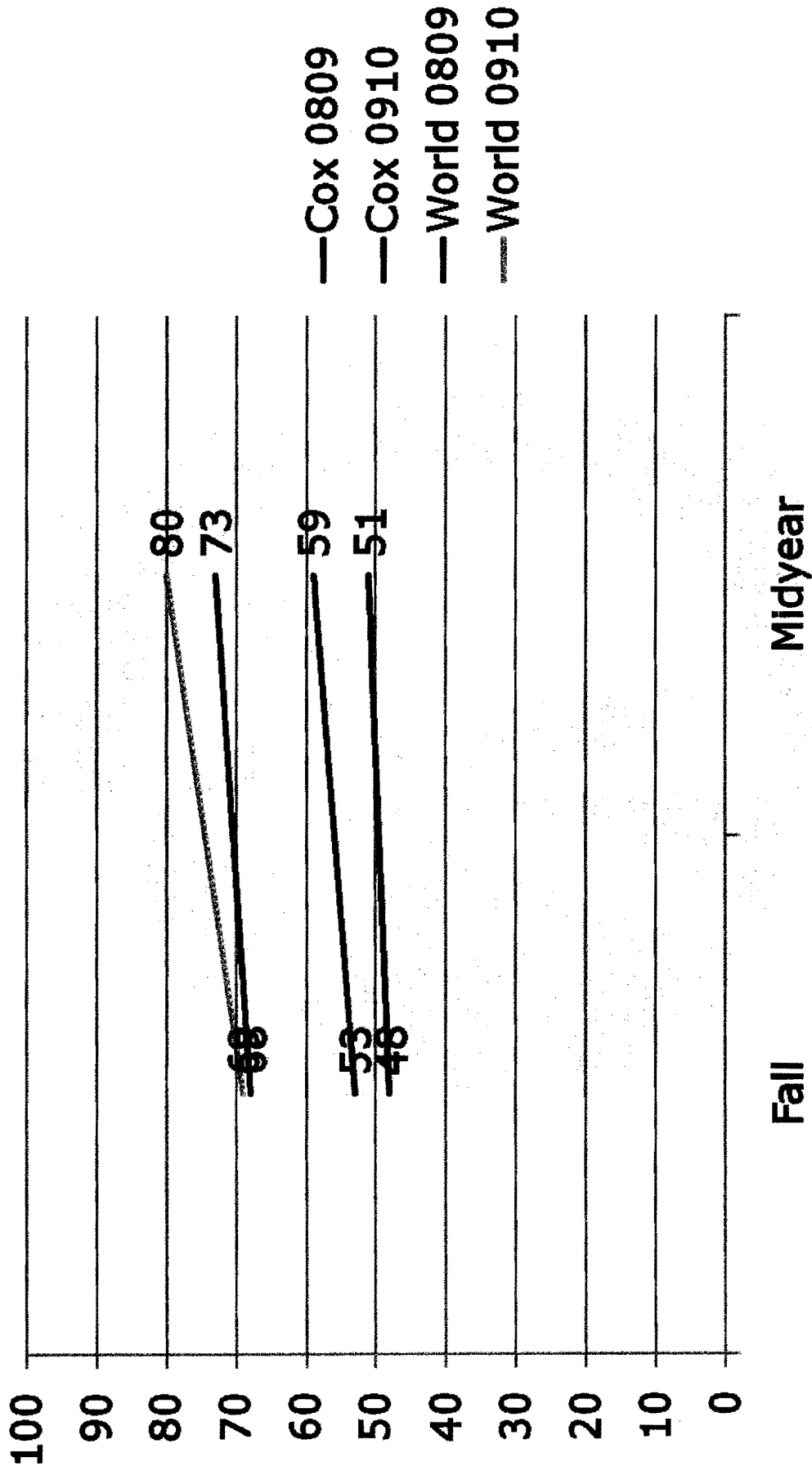
Lowercase letters scores: At or above Benchmark



High Frequency Words scores: At or above Benchmark

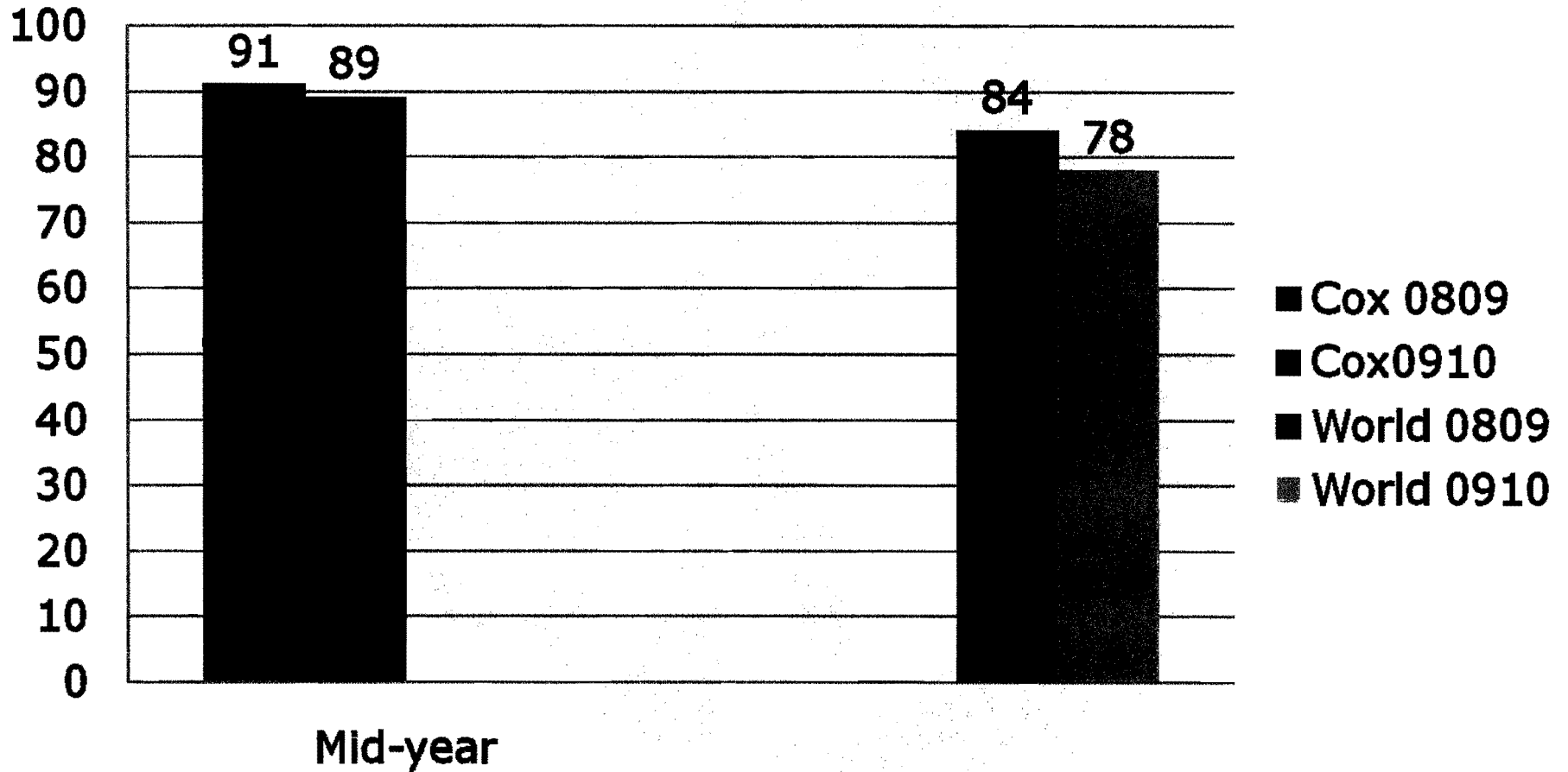


Rhyming scores: At or above Benchmark

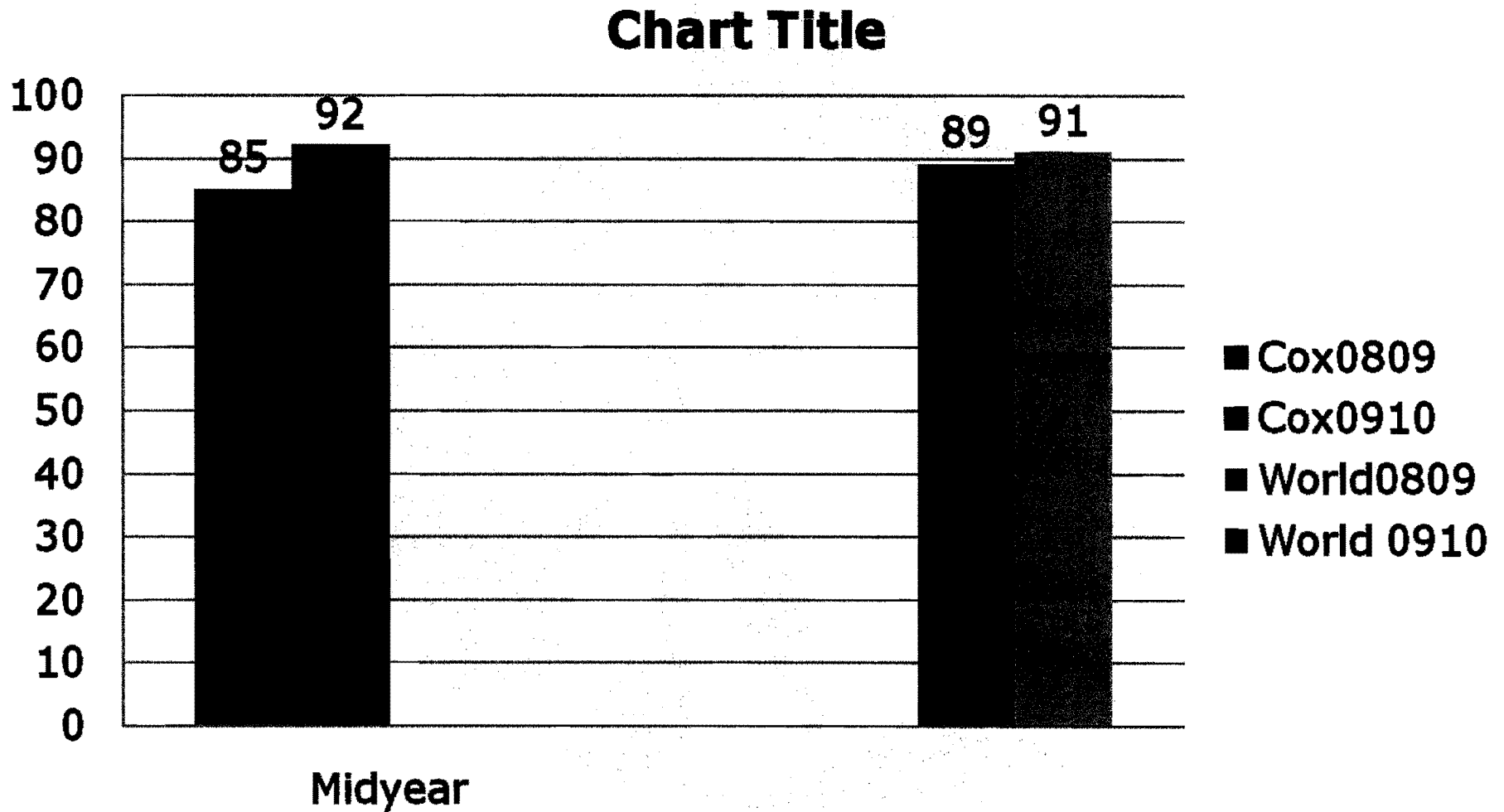


Oral Blending scores: At or above Benchmark

Chart Title

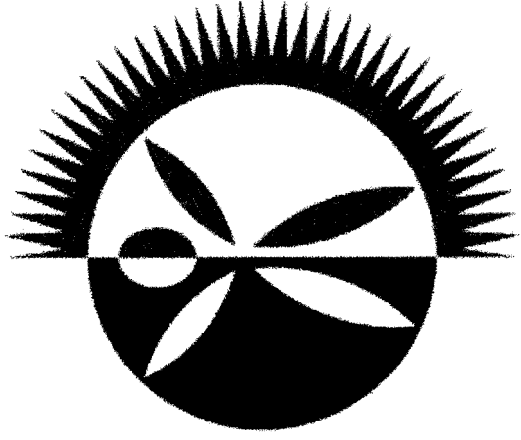


Oral Segmentation scores: At or above Benchmark



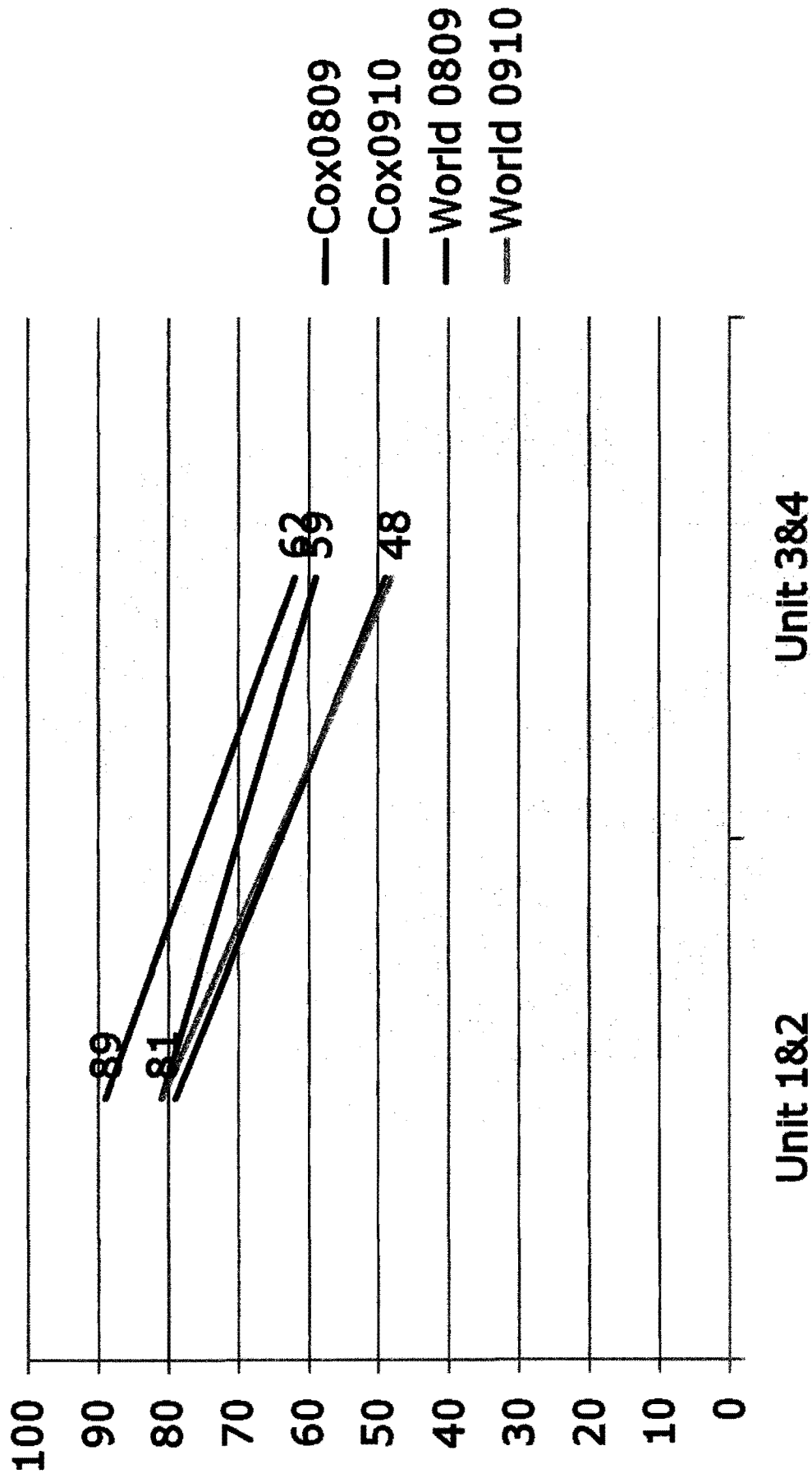
1st grade

Unit 1/2 and Unit 3/4

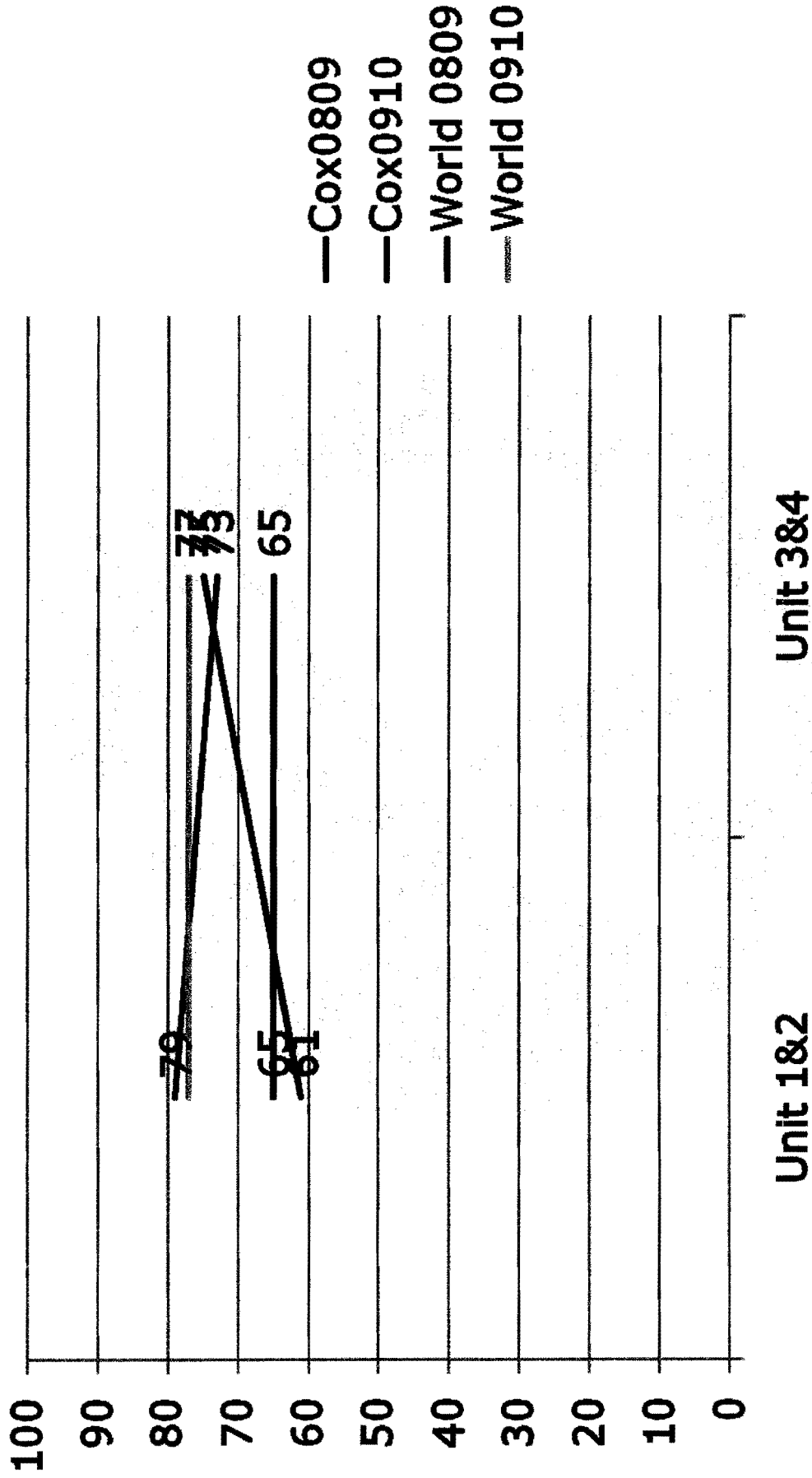


Education for Change

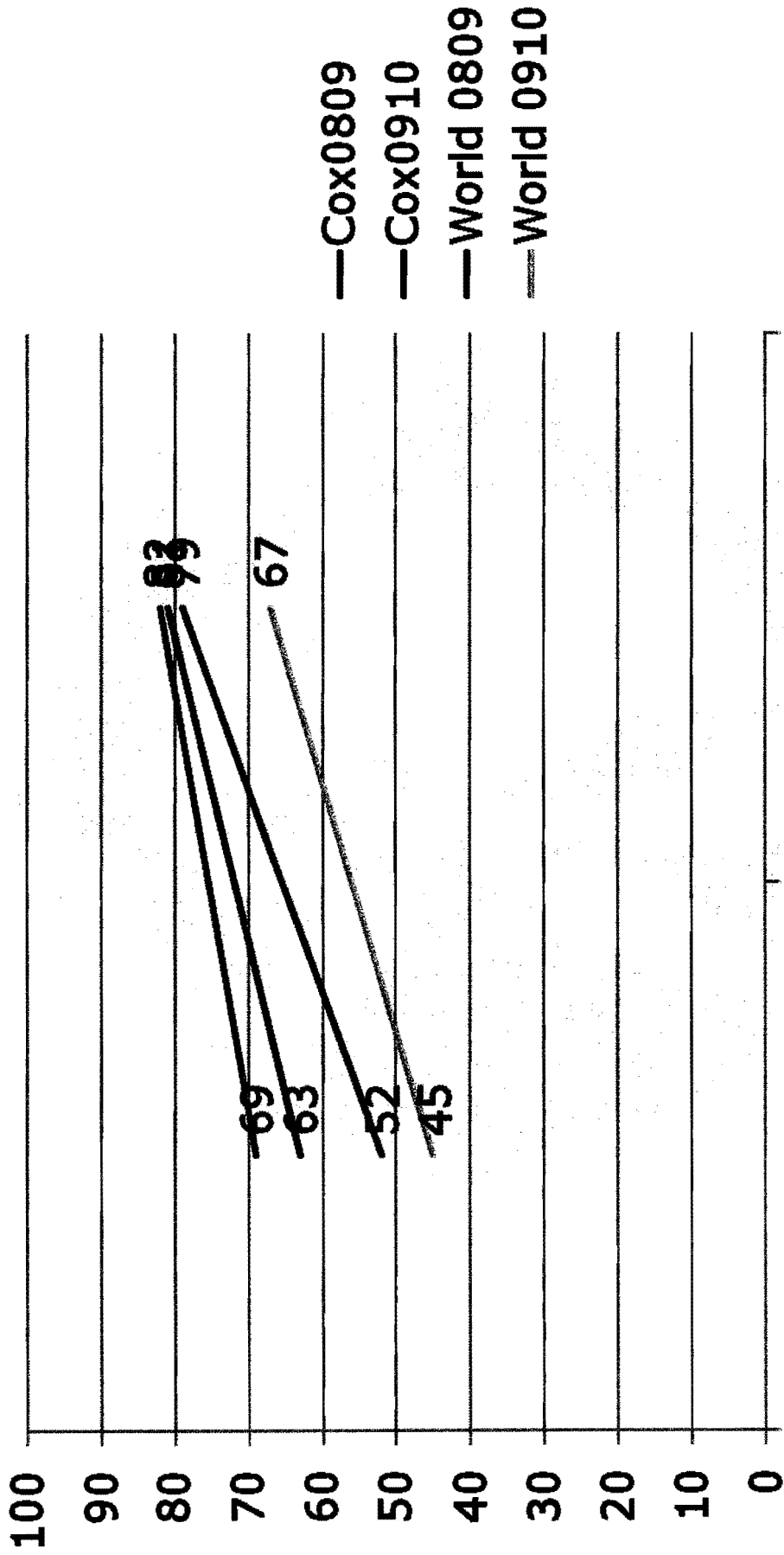
Spelling scores: At or above Benchmark



Word Reading scores: At or above Benchmark

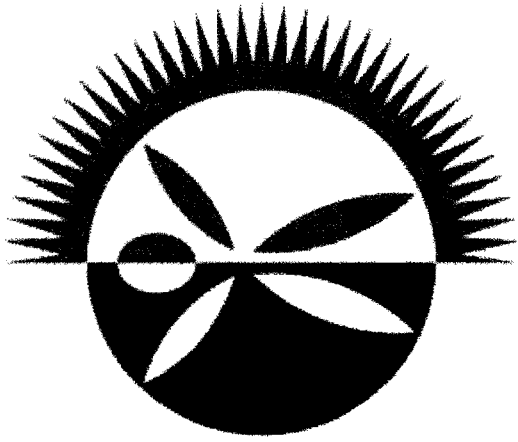


Writing scores: At or above Benchmark



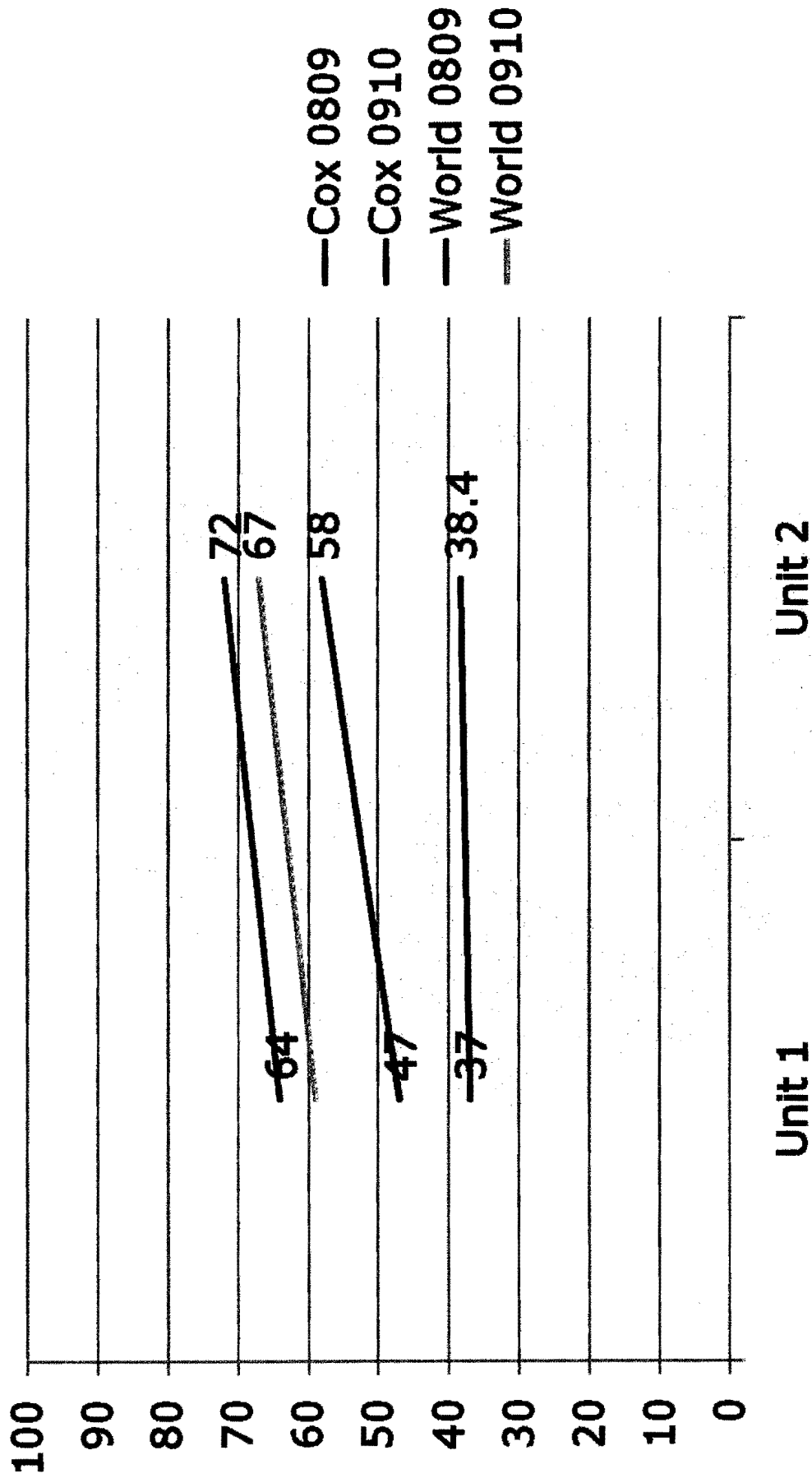
2nd grade

Unit 1 and Unit 2

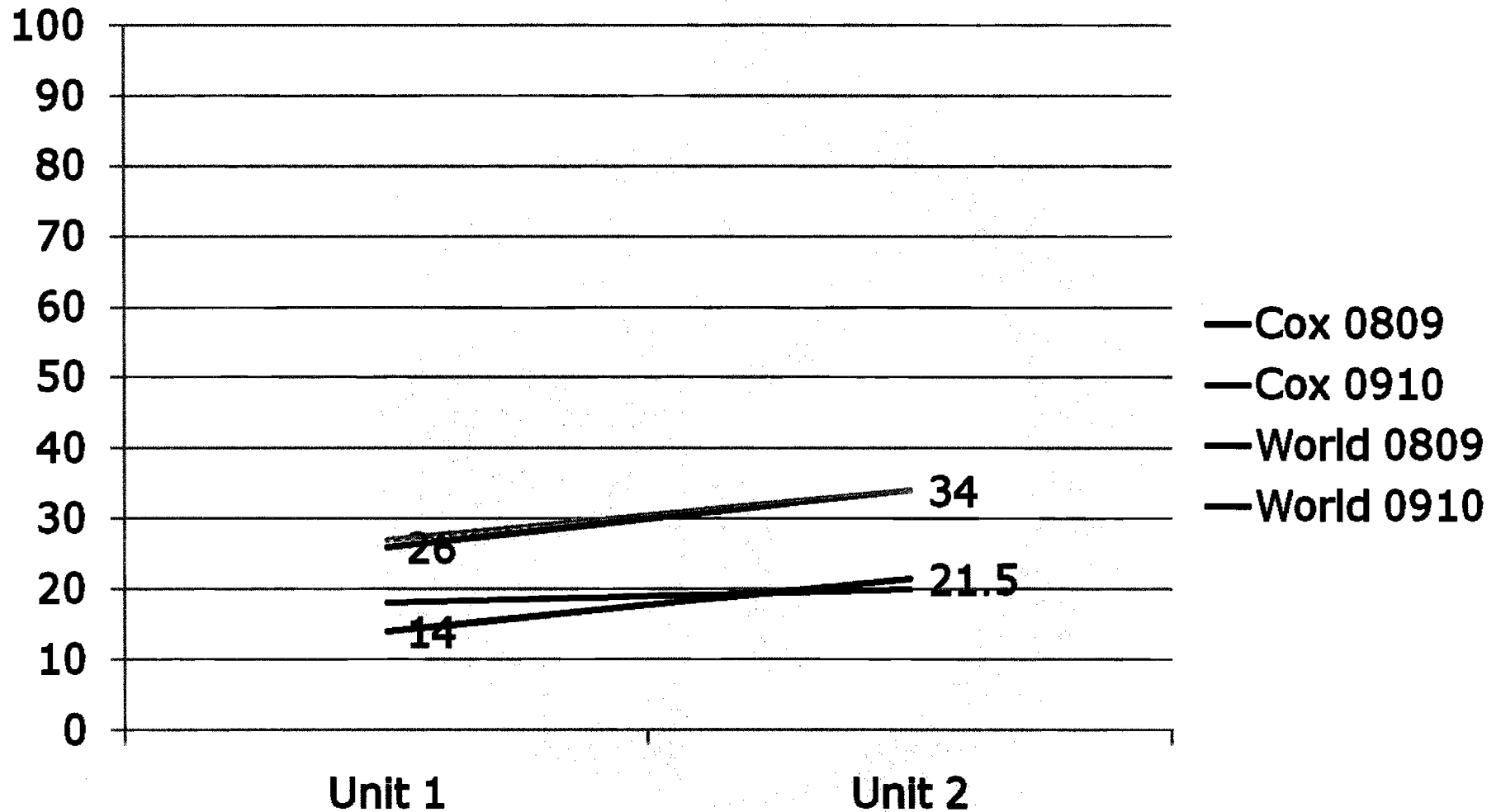


Education for Change

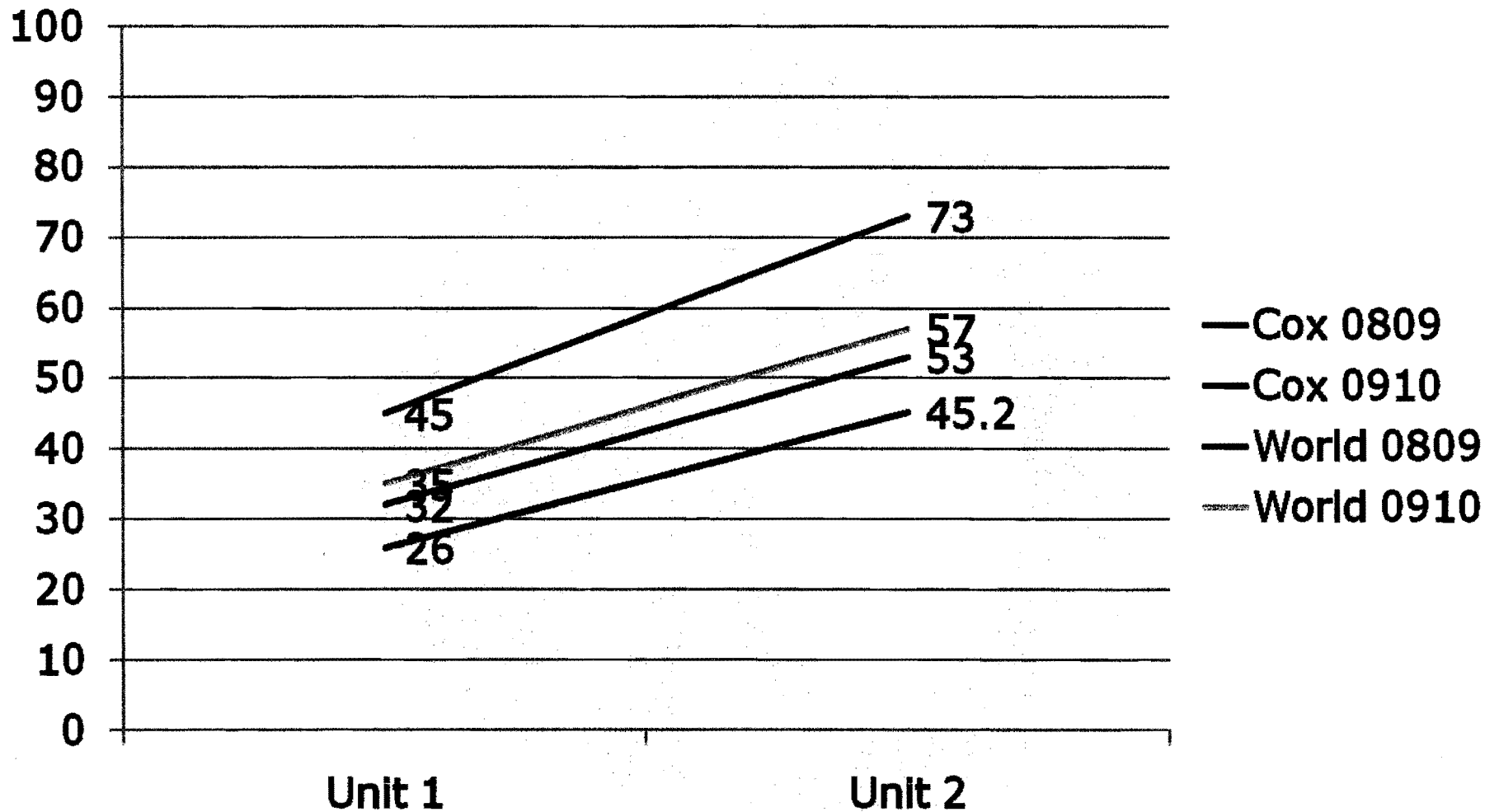
Fluency scores: At or above Benchmark



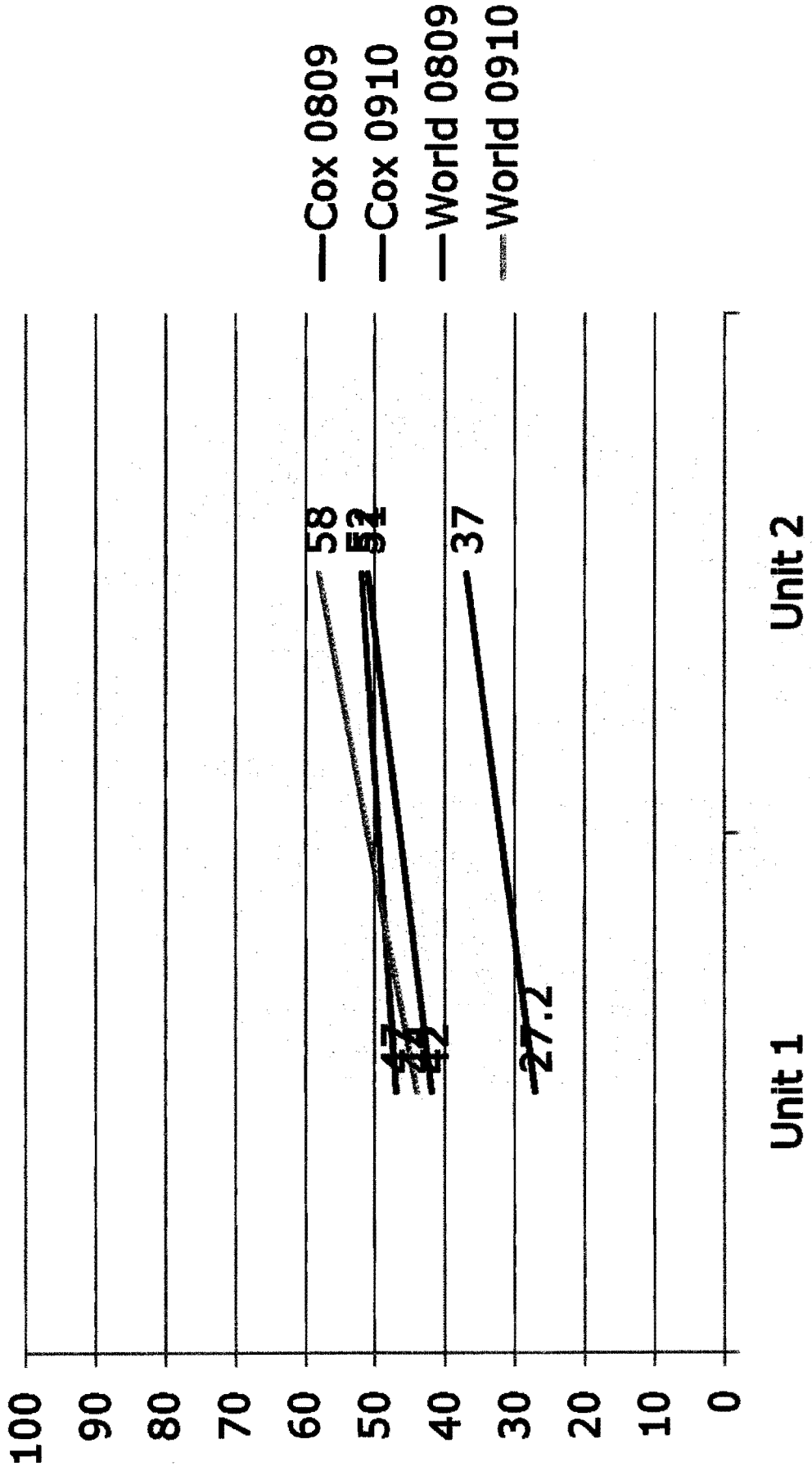
Comprehension scores: At or above Benchmark



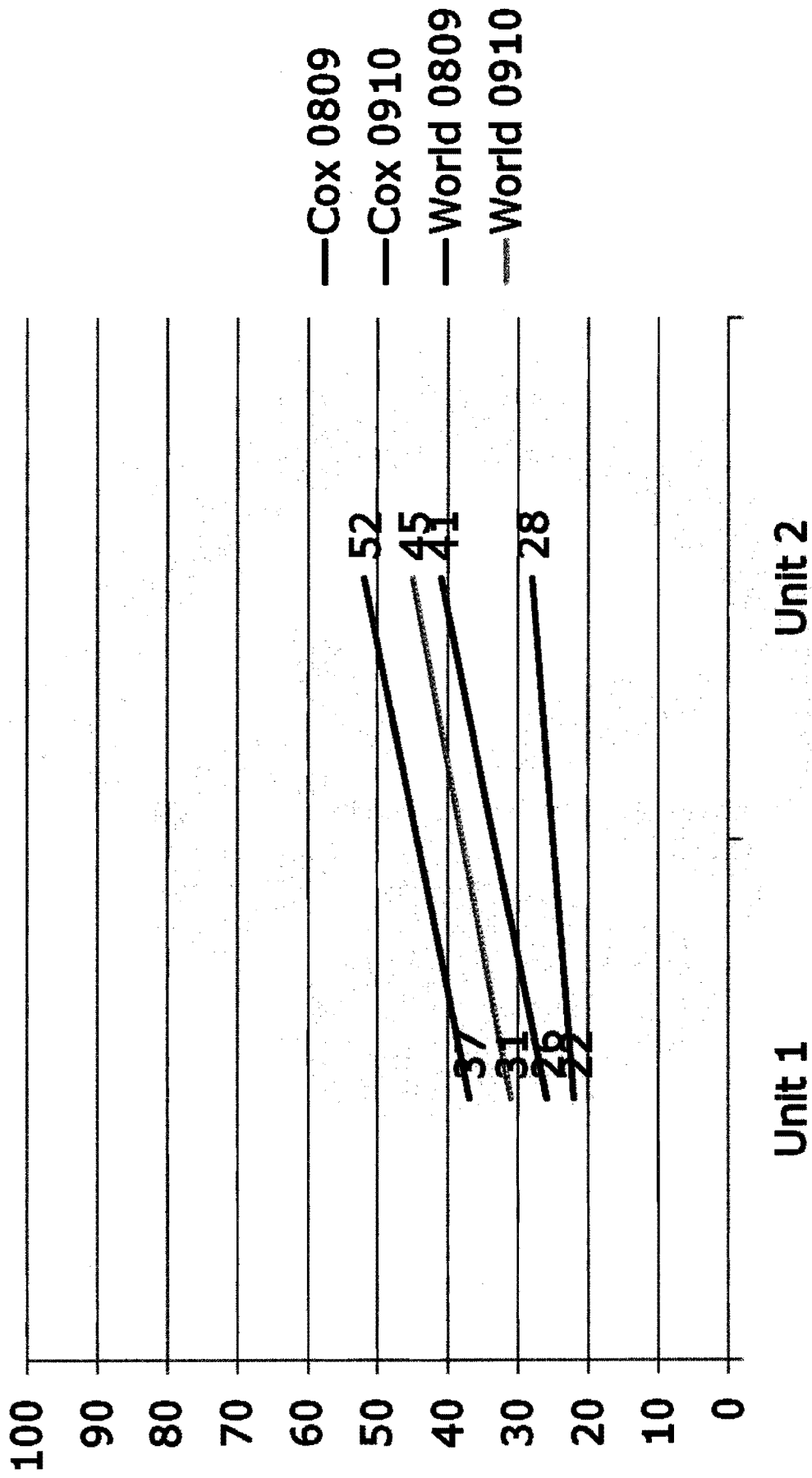
Checking Skills scores: At or above Benchmark



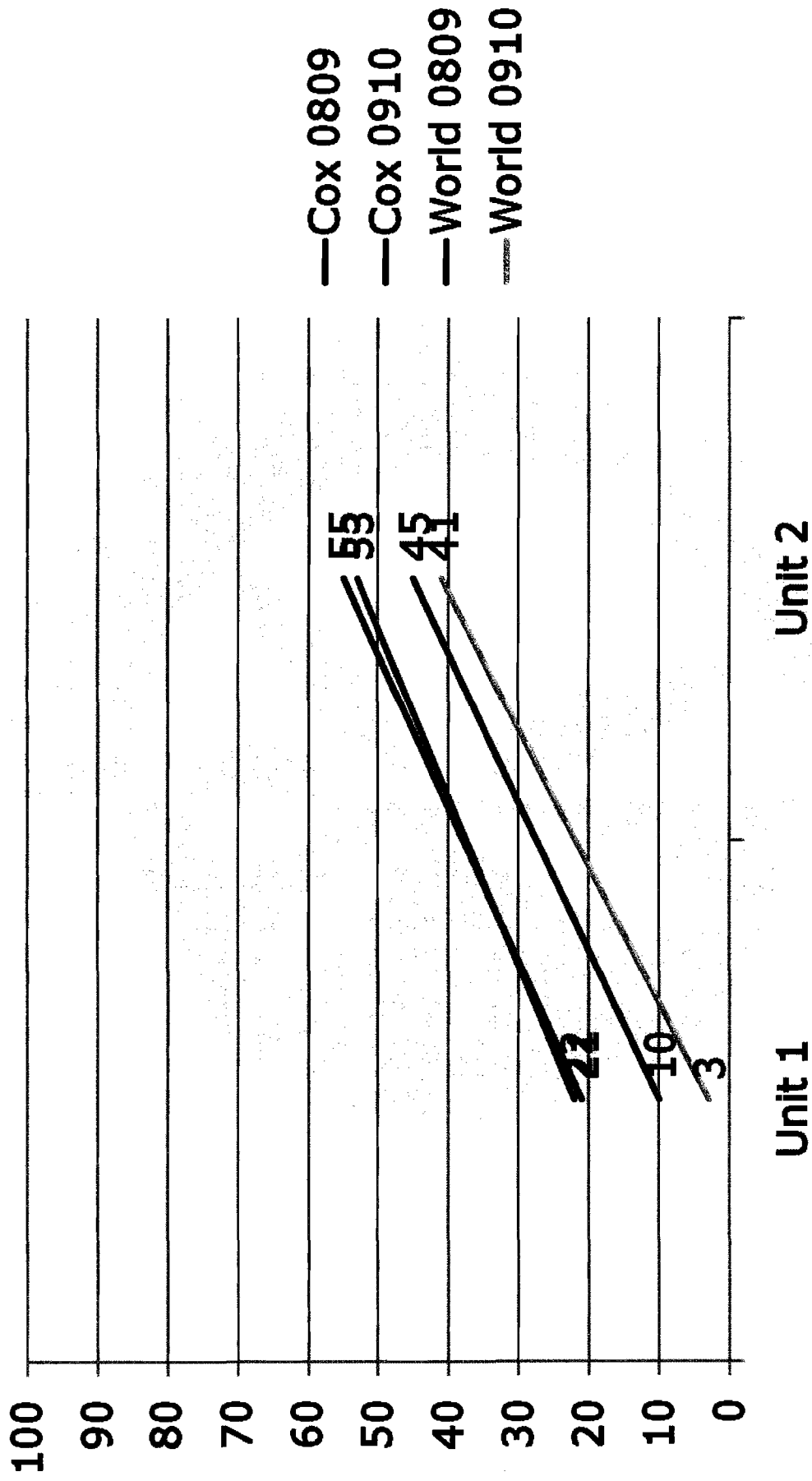
Spelling scores: At or above Benchmark



Vocabulary scores: At or above Benchmark

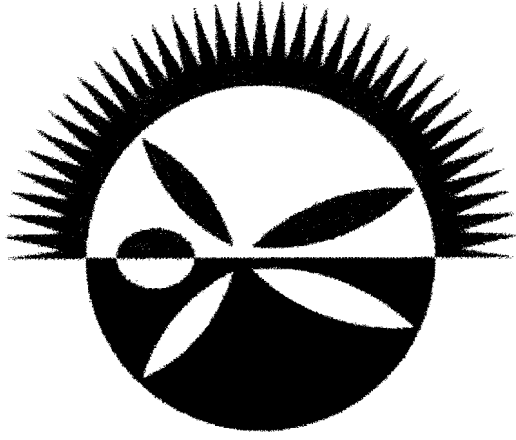


Writing scores: At or above Benchmark



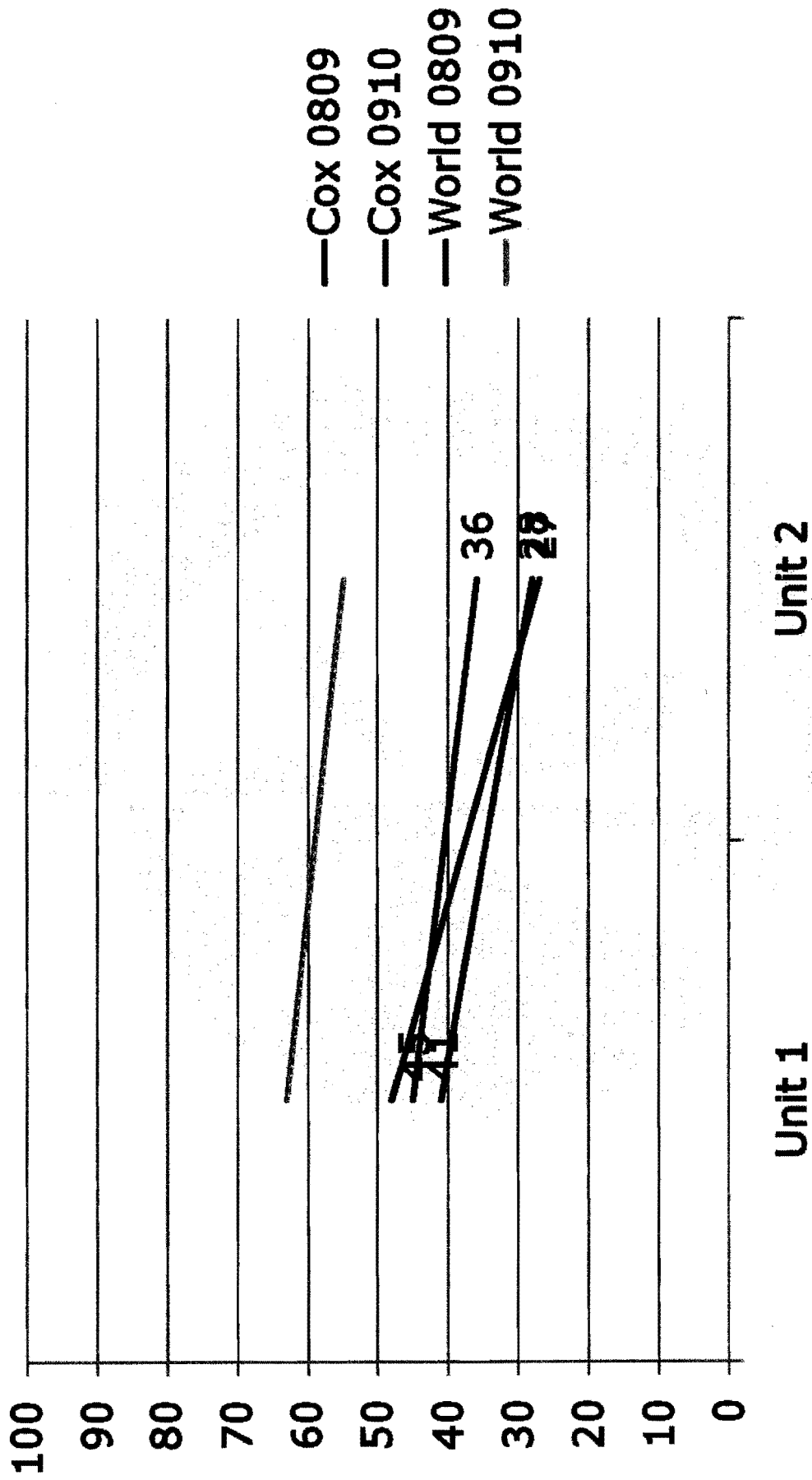
3rd grade

Unit 1 and Unit 2

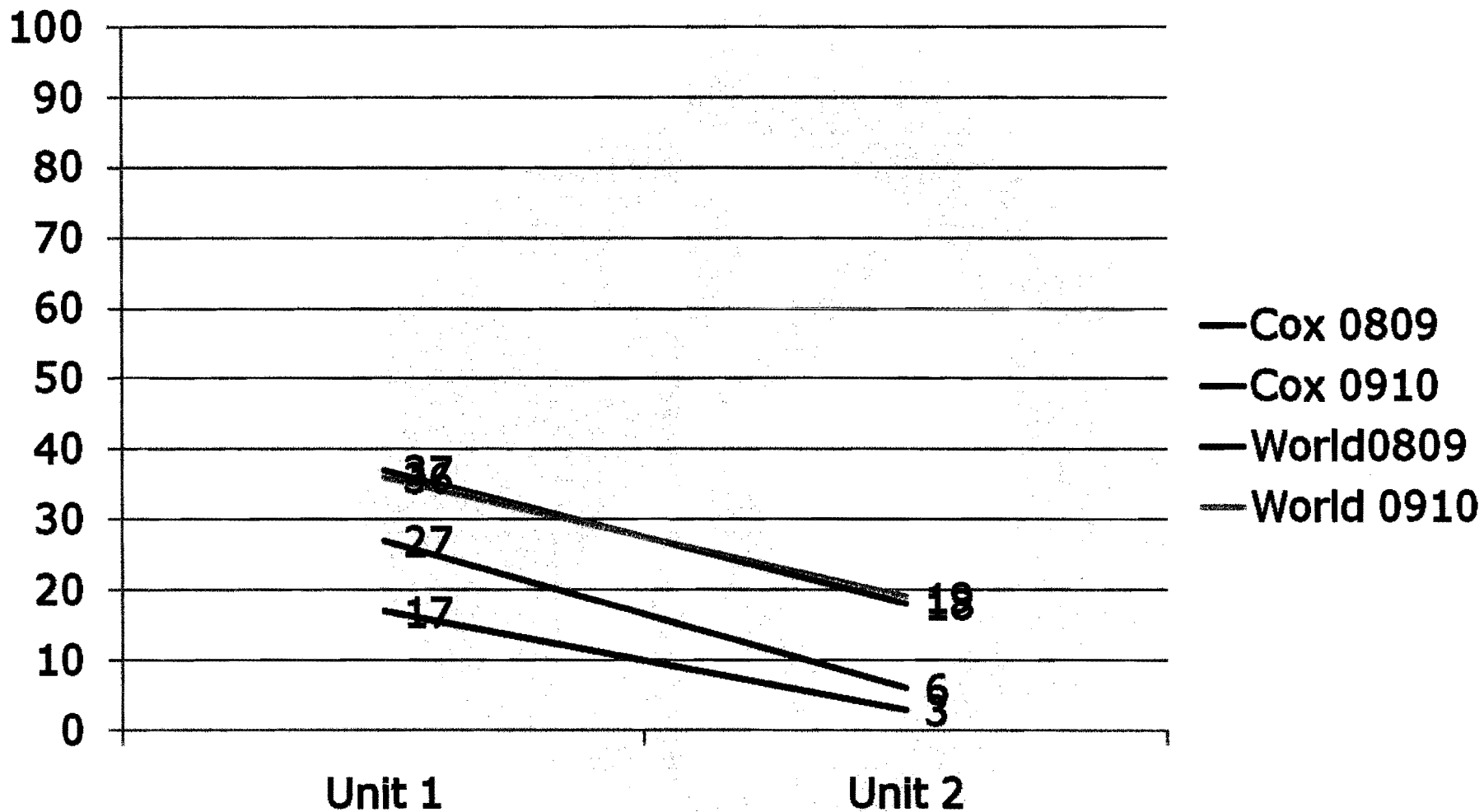


Education for Change

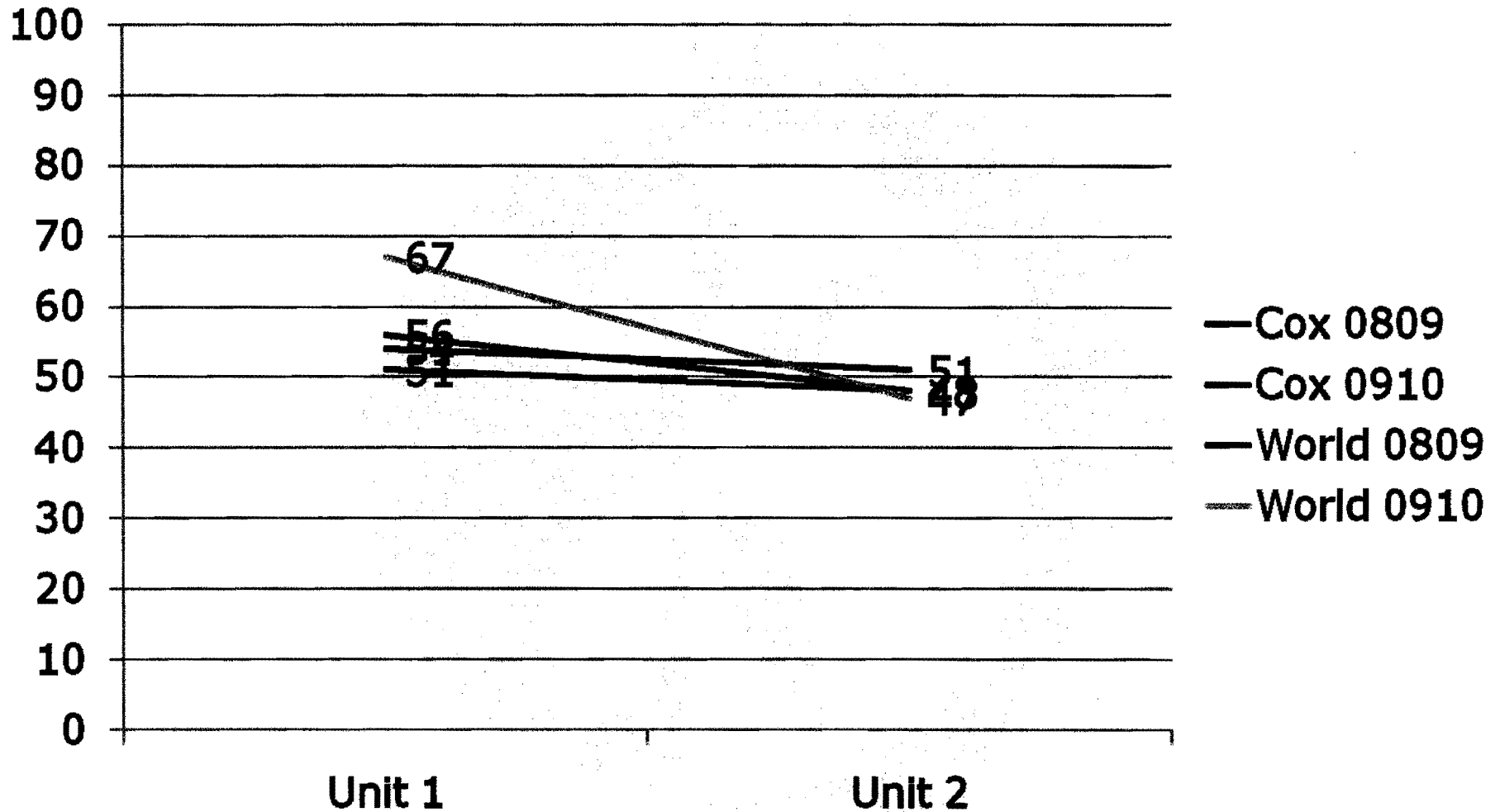
Cox Fluency scores: At or above Benchmark



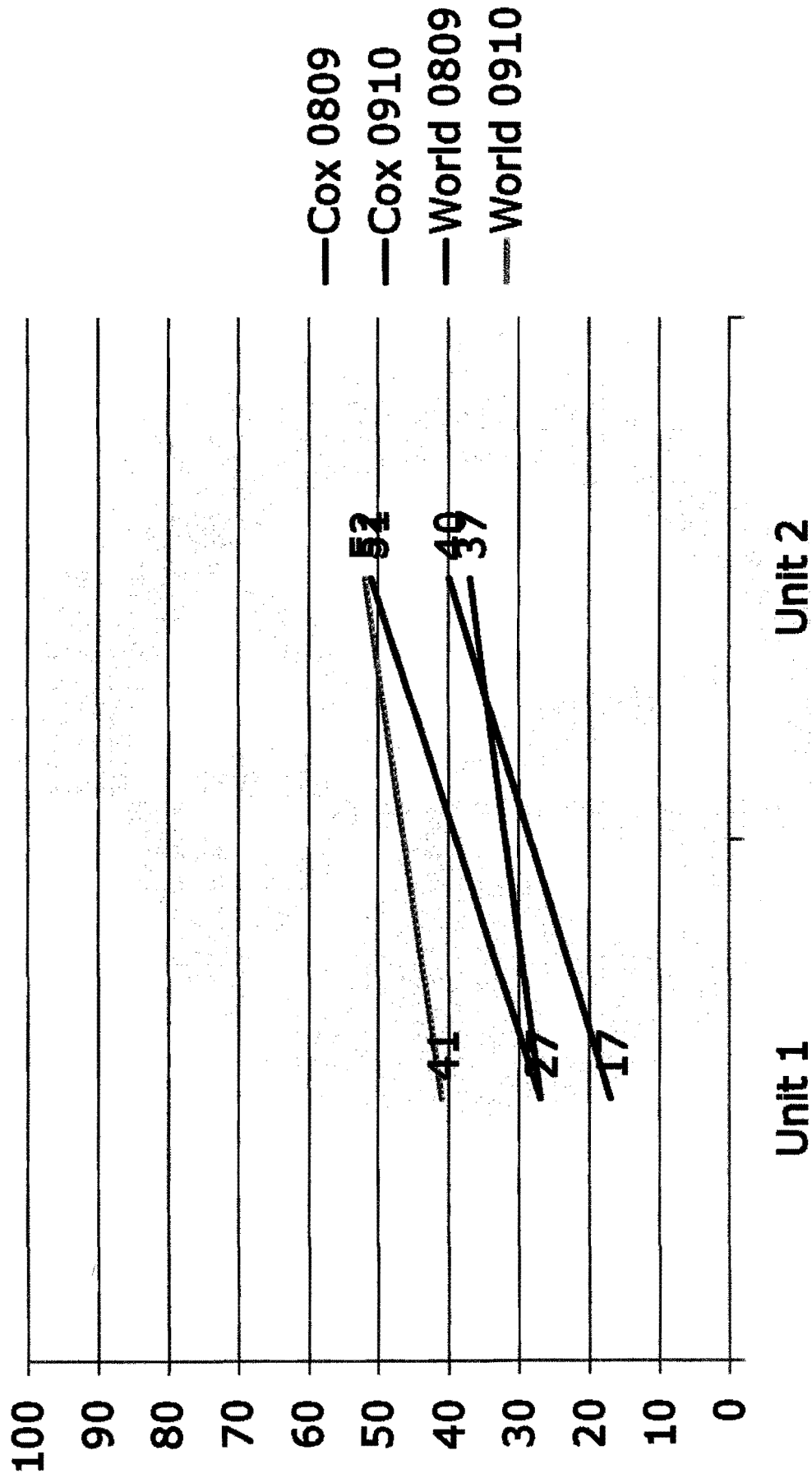
Comprehension scores: At or above Benchmark



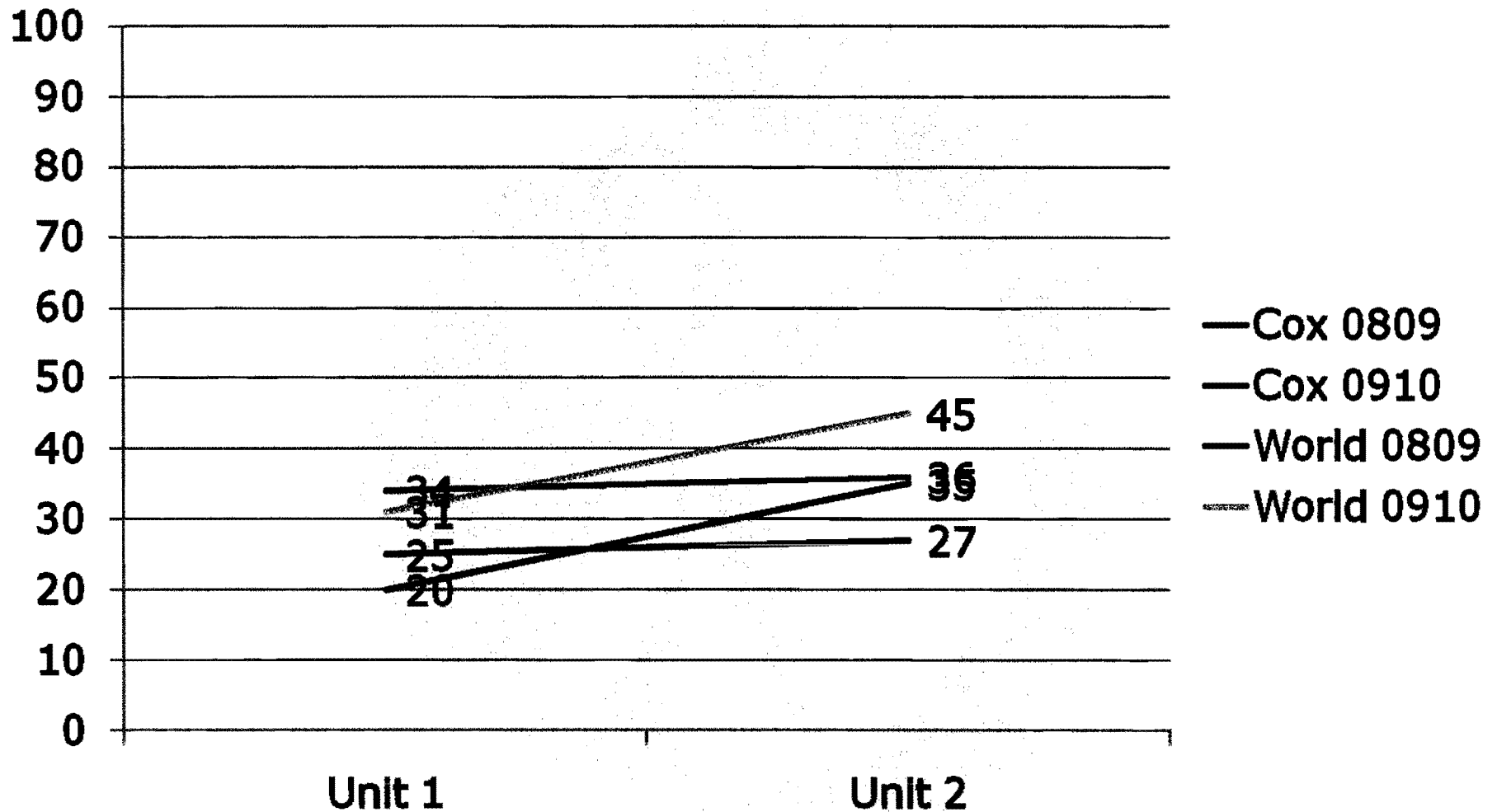
Checking Skills scores: At or above Benchmark



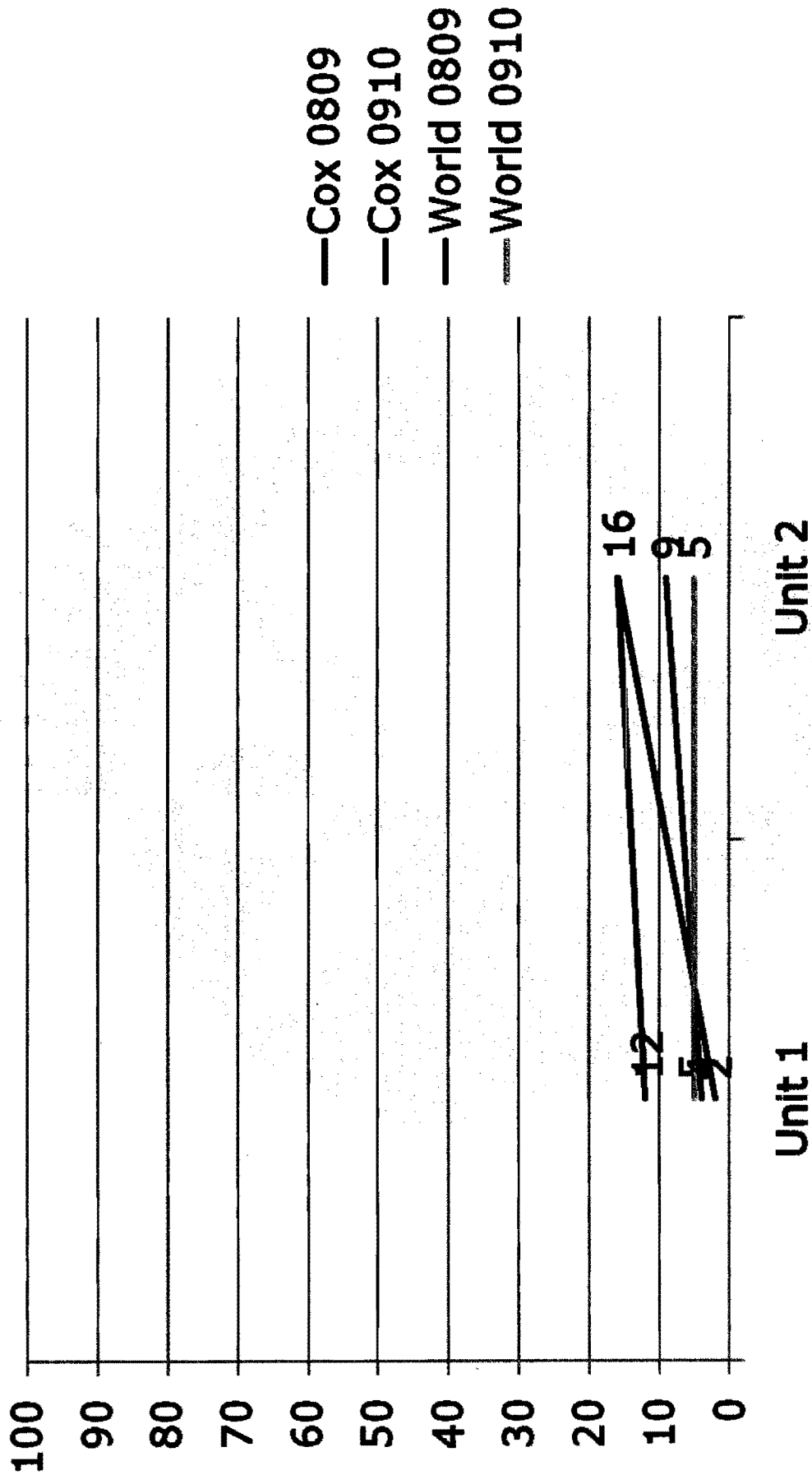
Spelling scores: At or above Benchmark



Vocabulary scores: At or above Benchmark

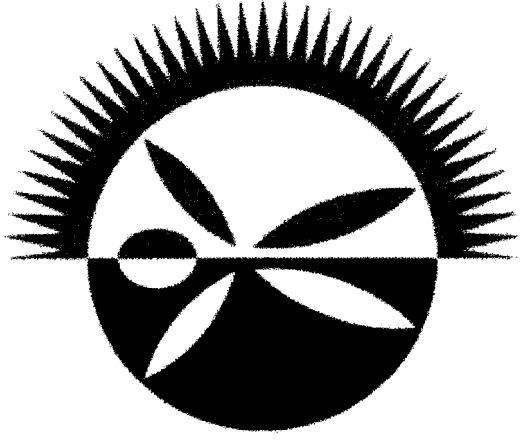


Writing scores: At or above Benchmark



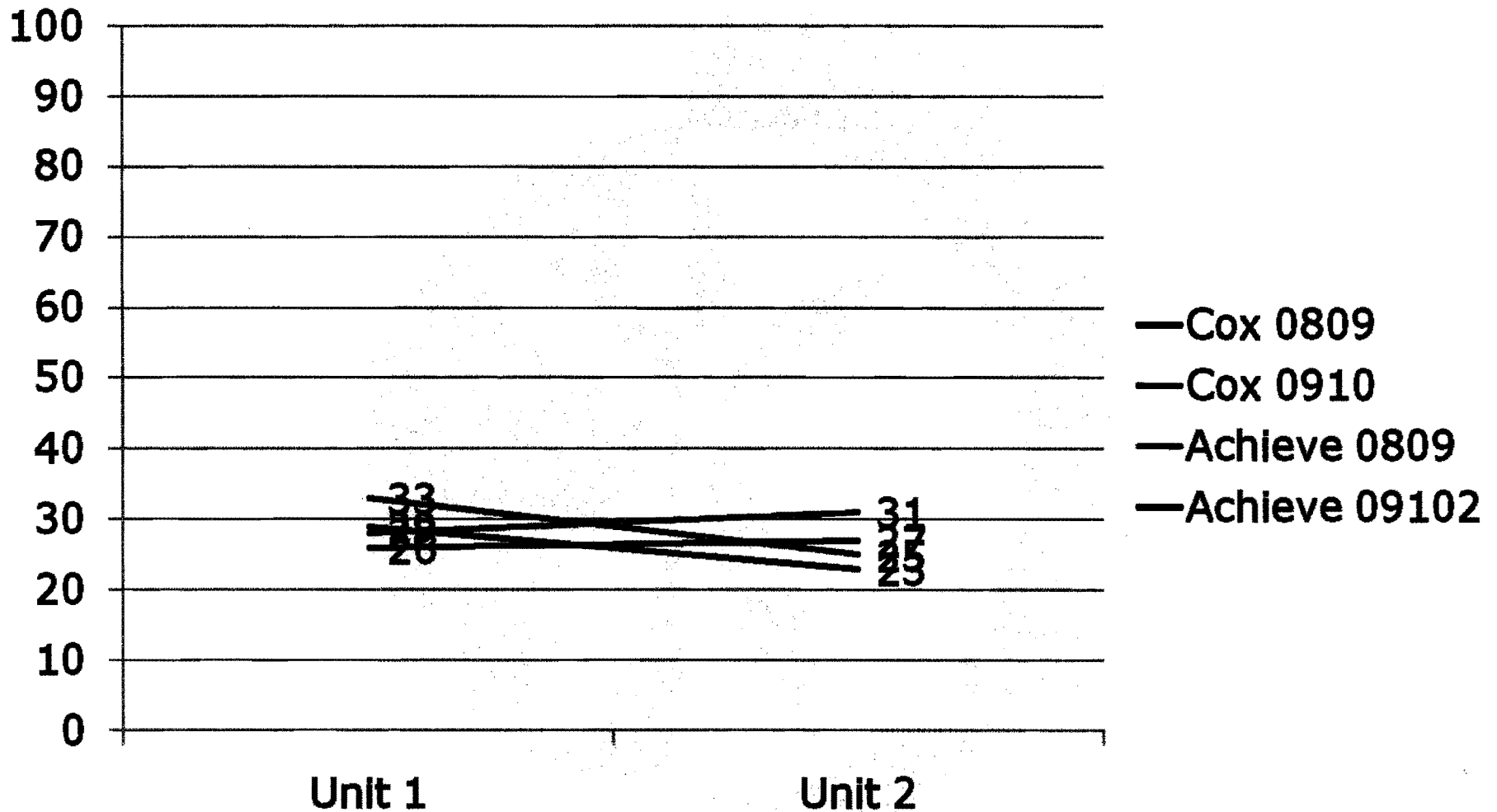
4th grade

Unit 1 and Unit 2

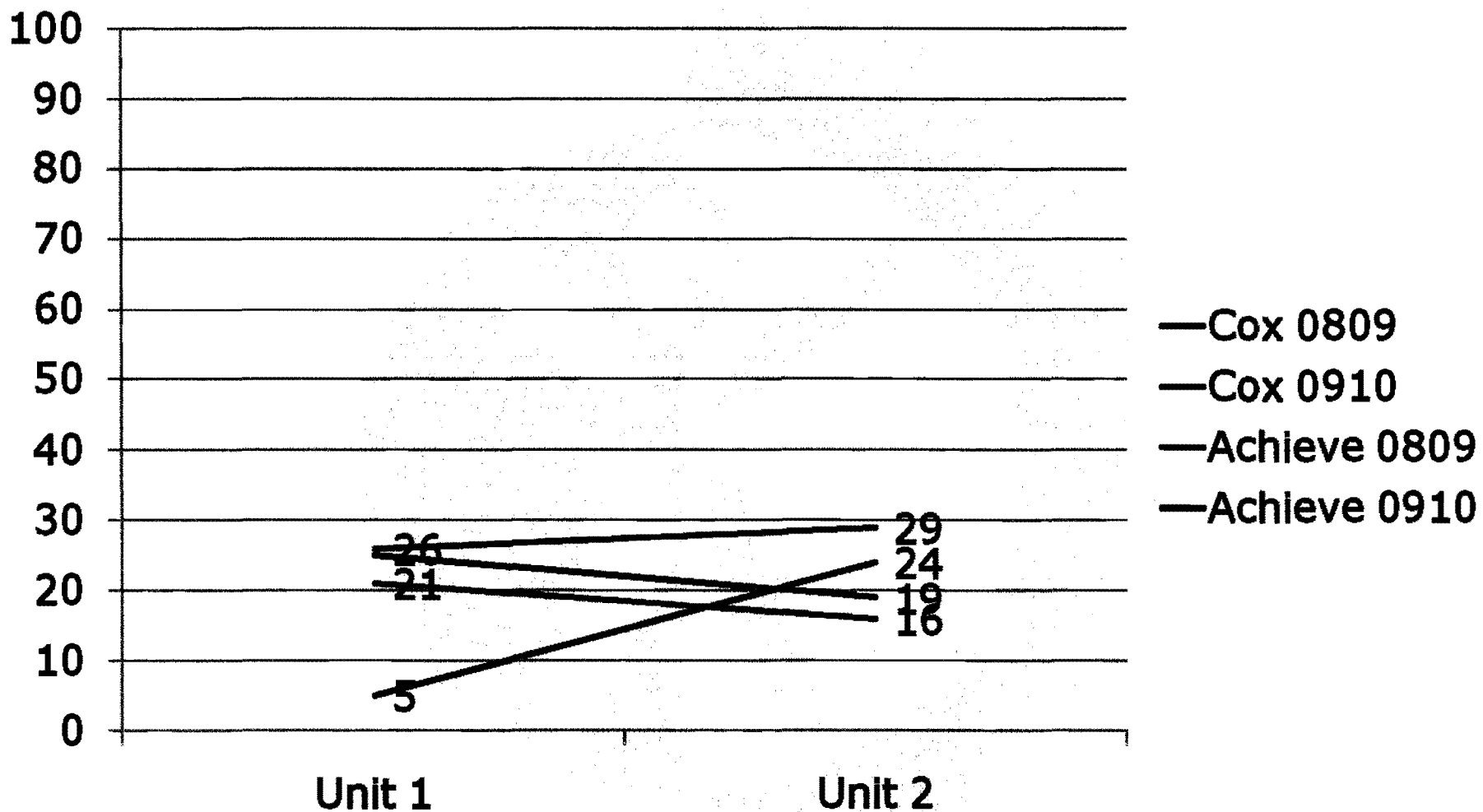


Education for Change

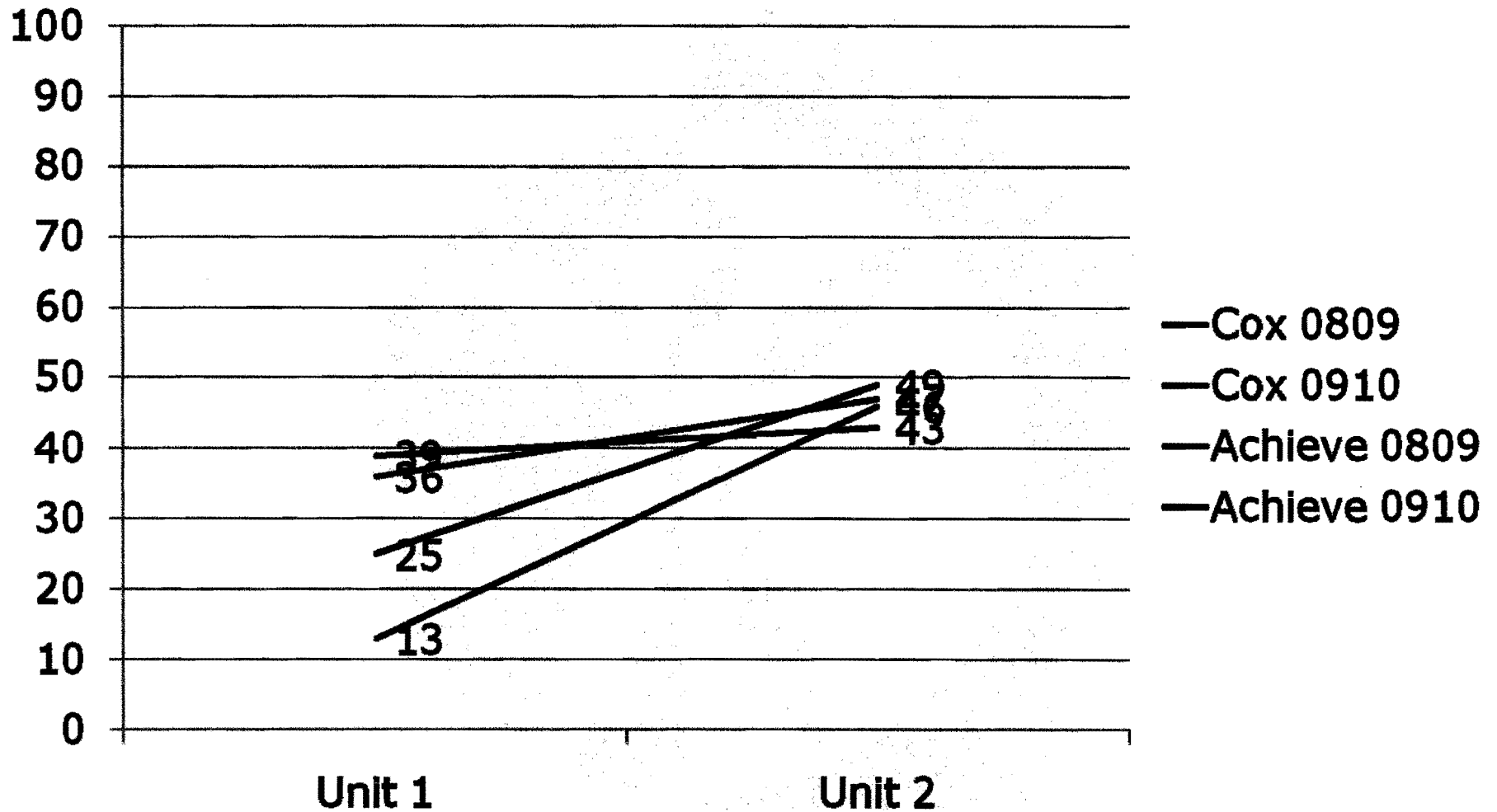
Fluency scores: At or above Benchmark



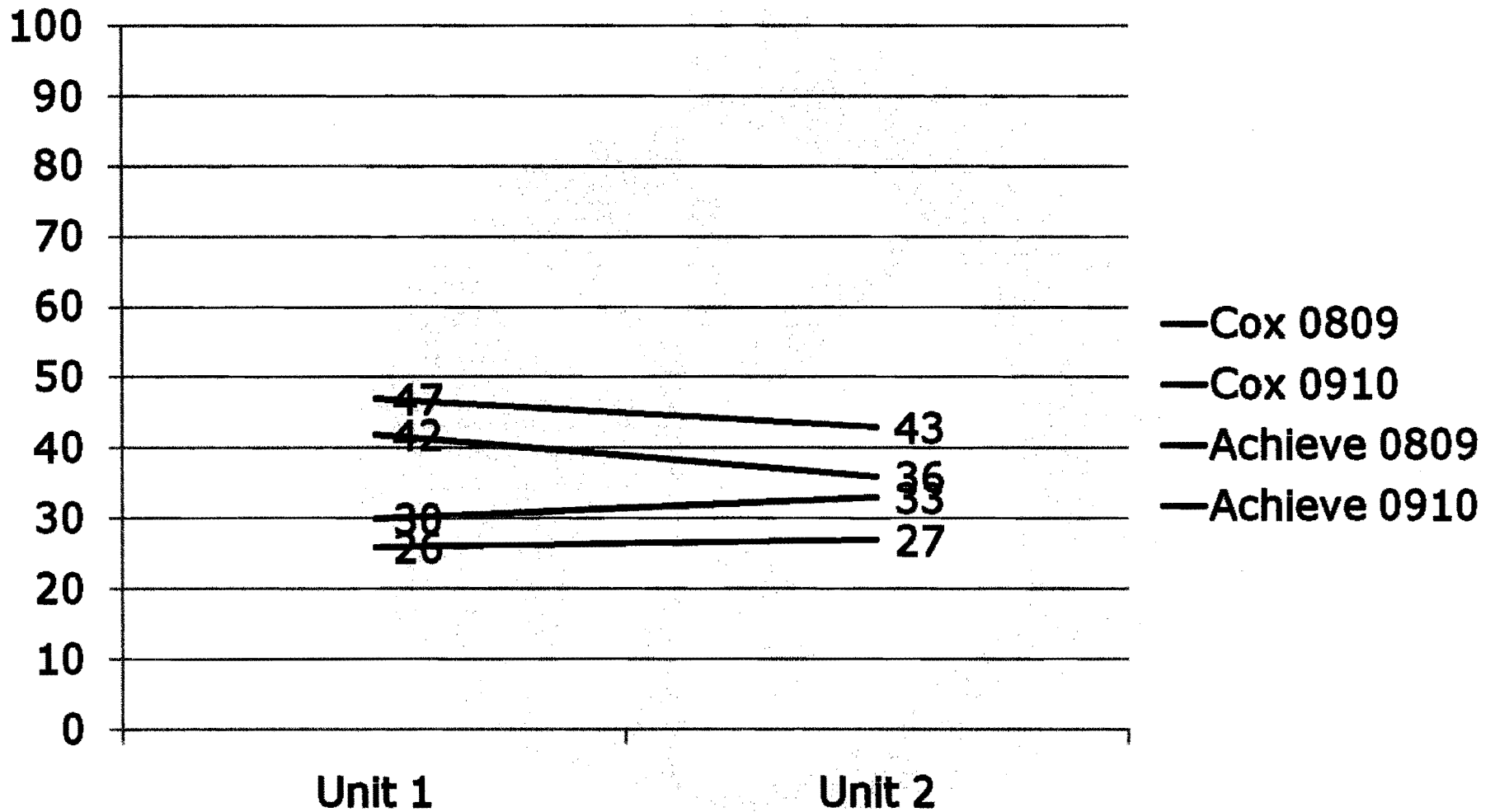
Comprehension scores: At or above Benchmark



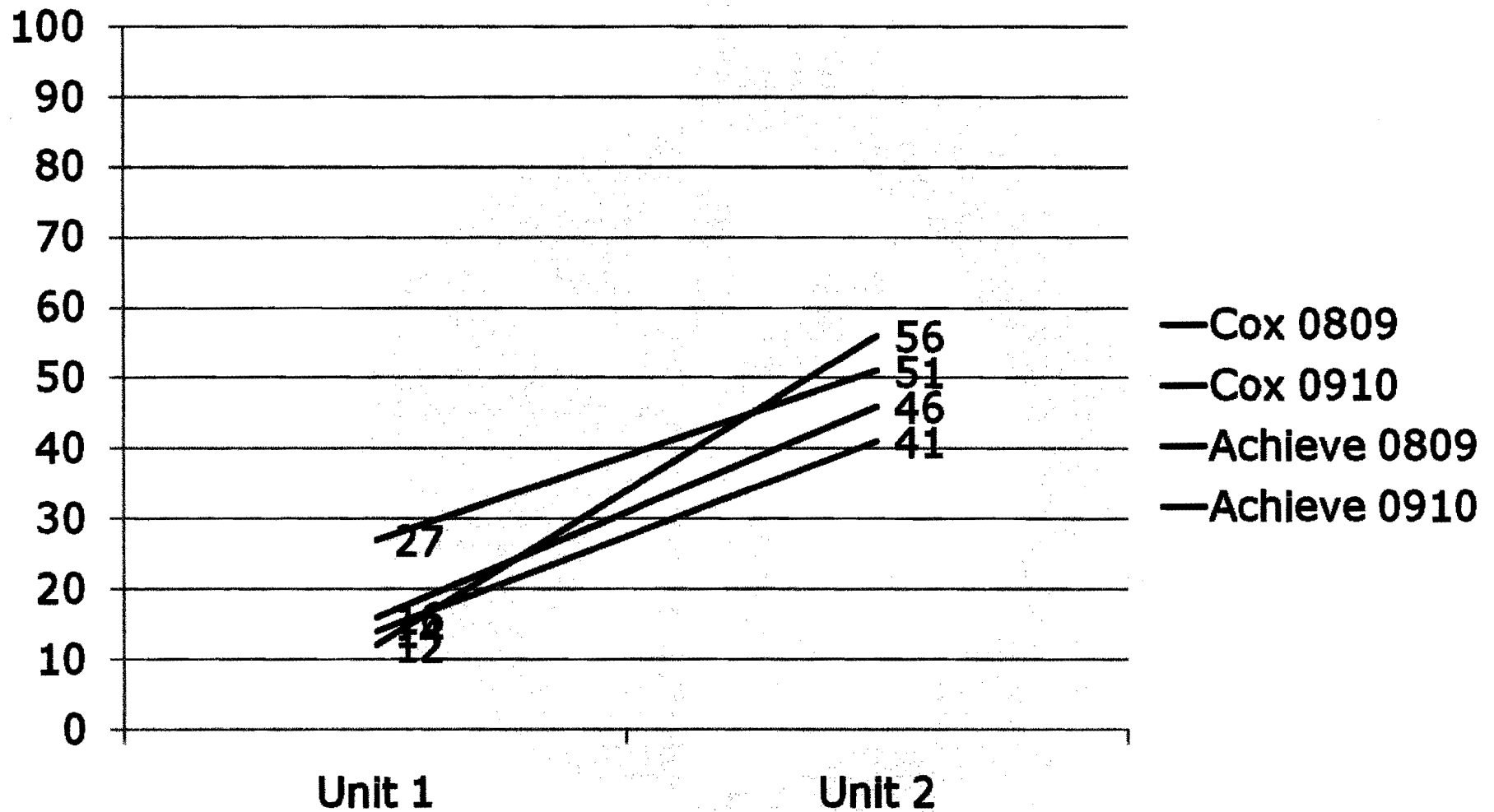
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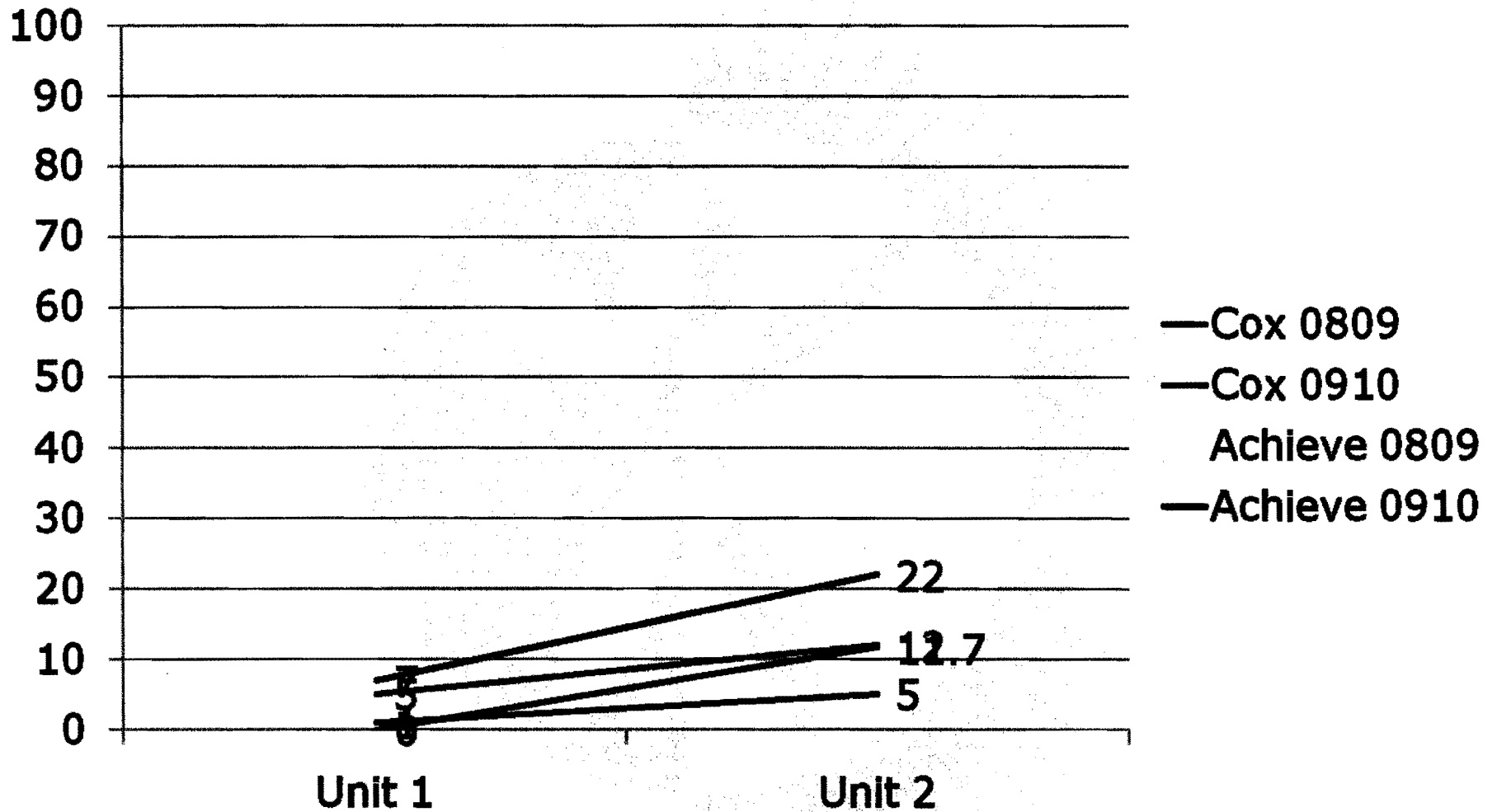
Spelling scores: At or above Benchmark



Vocabulary scores: At or above Benchmark

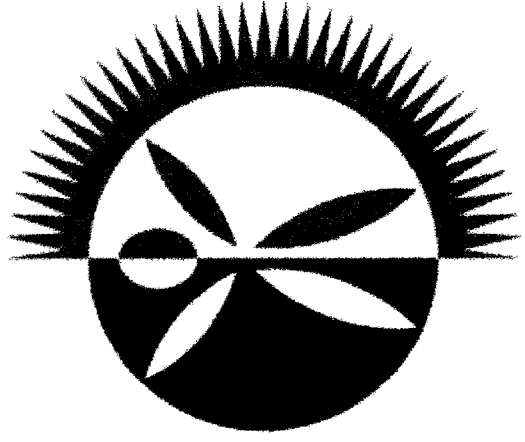


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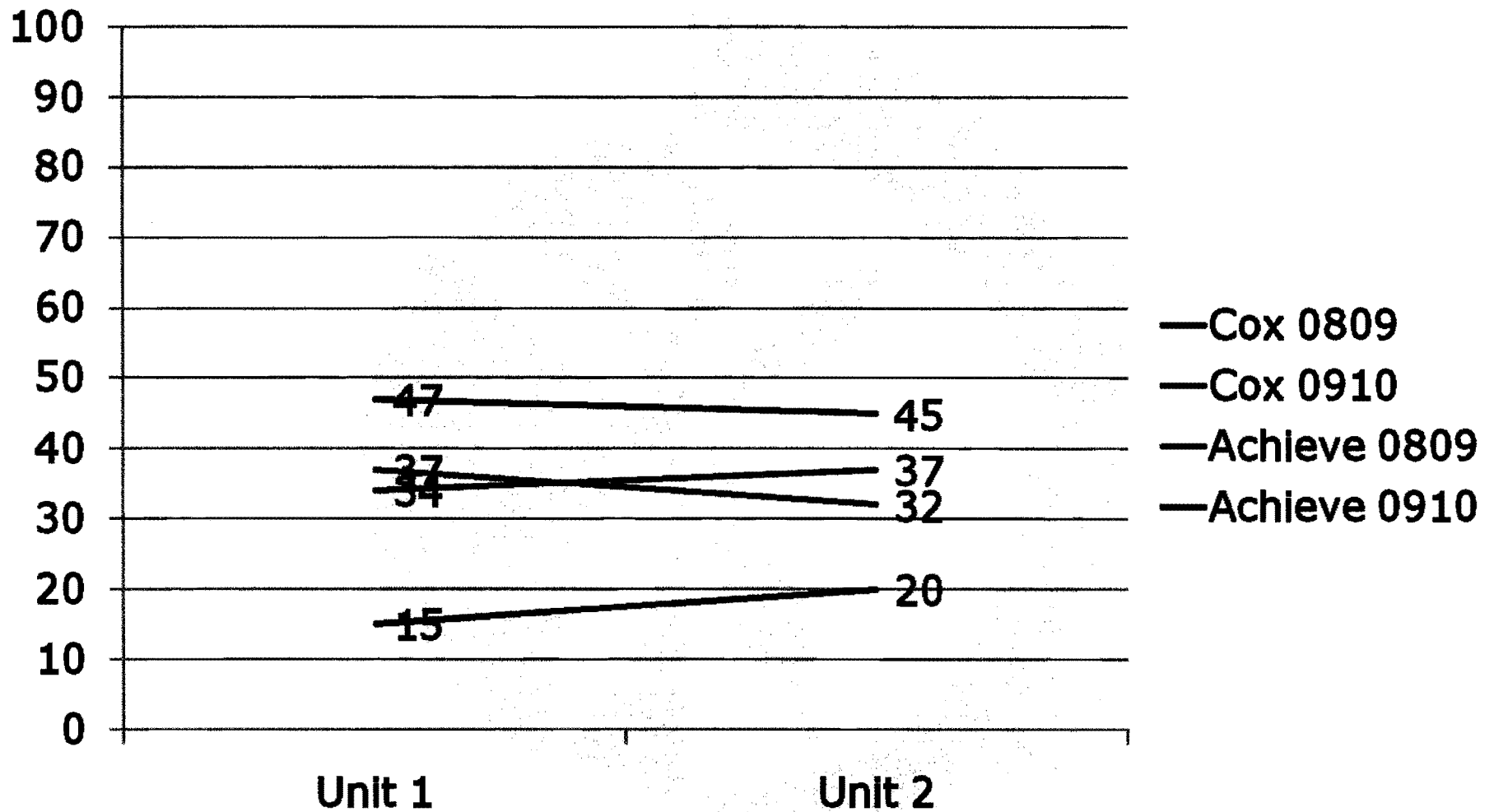
5th grade

Unit 1 and Unit 2

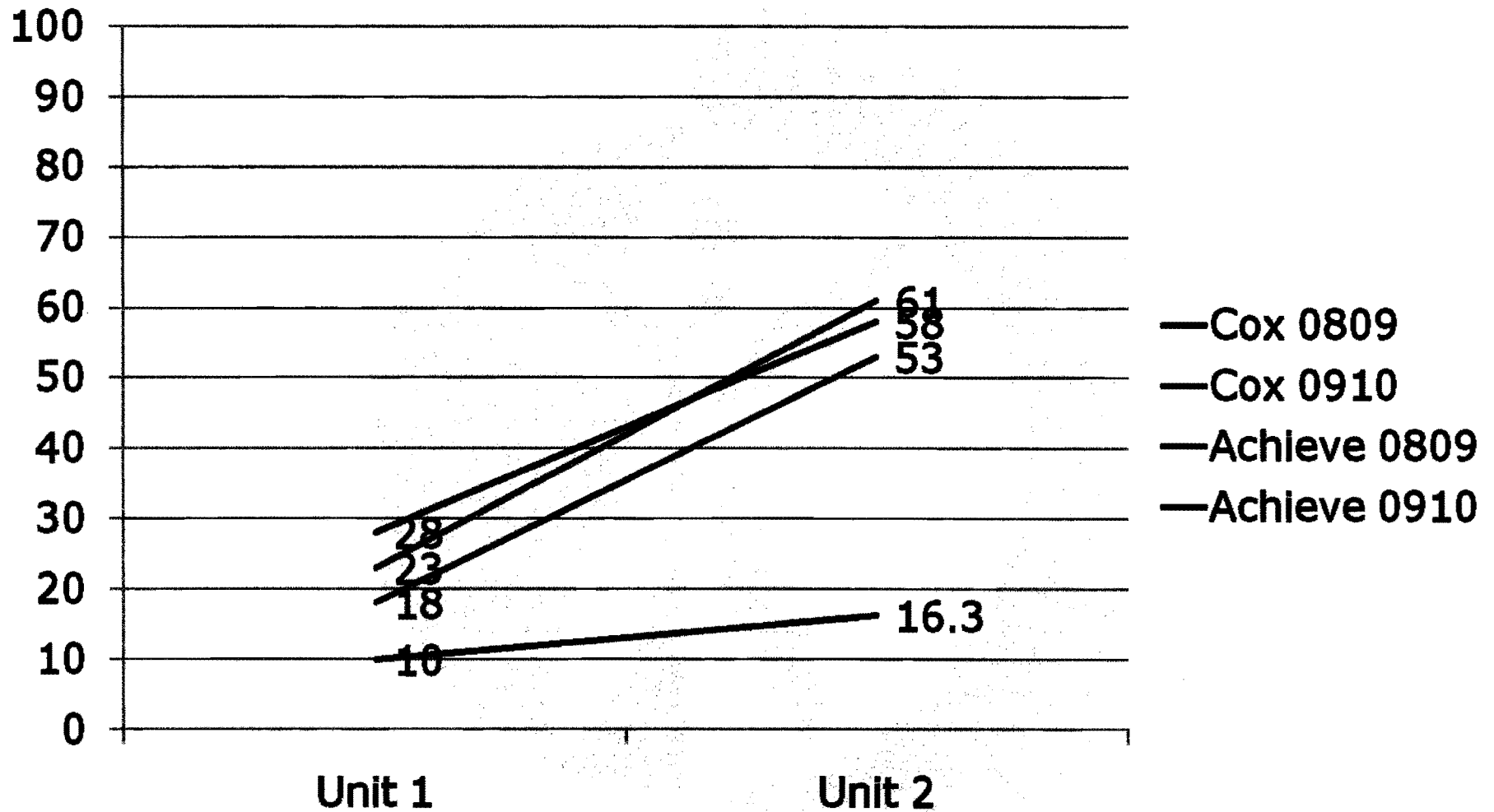


Education for Change

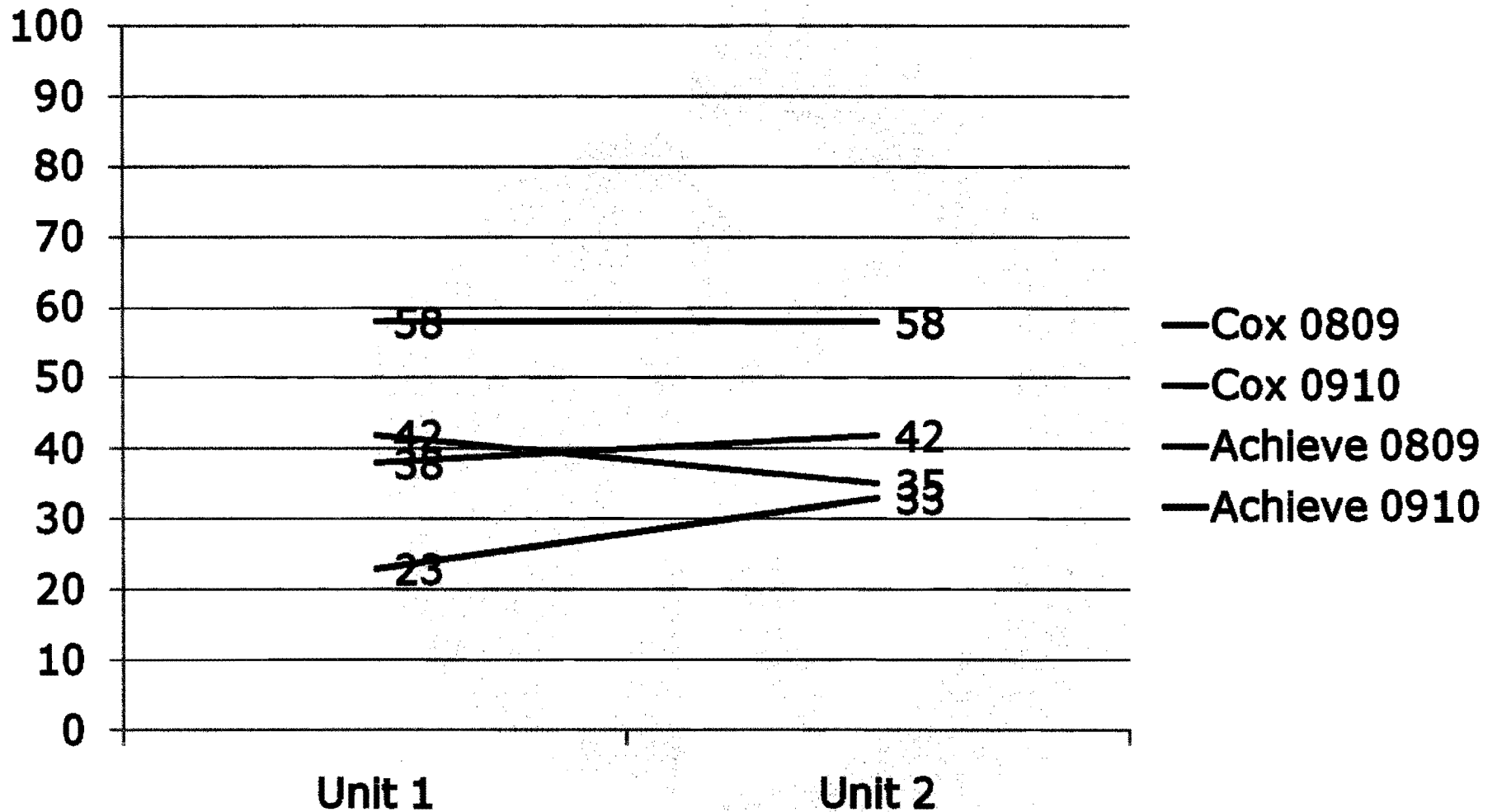
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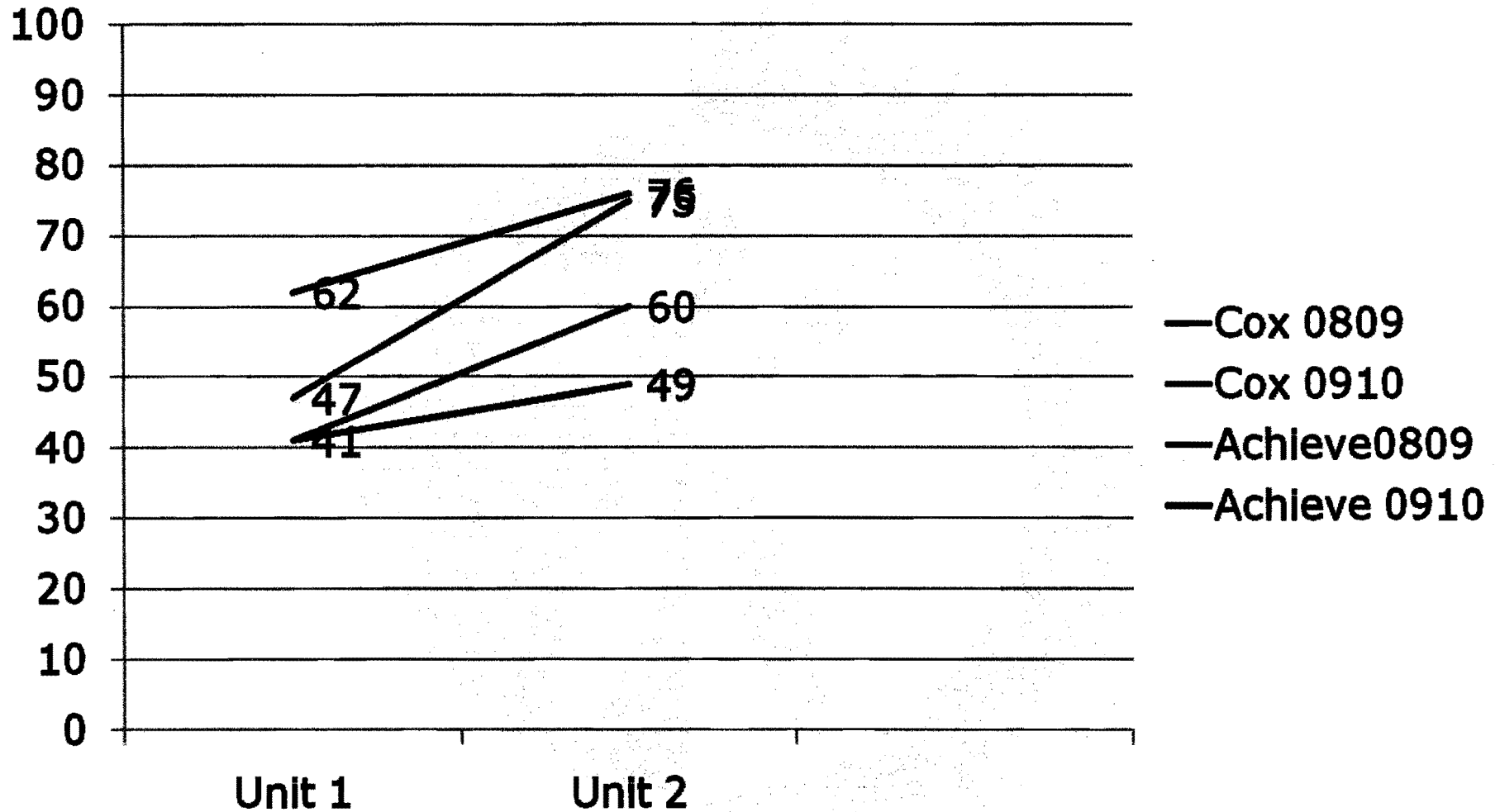
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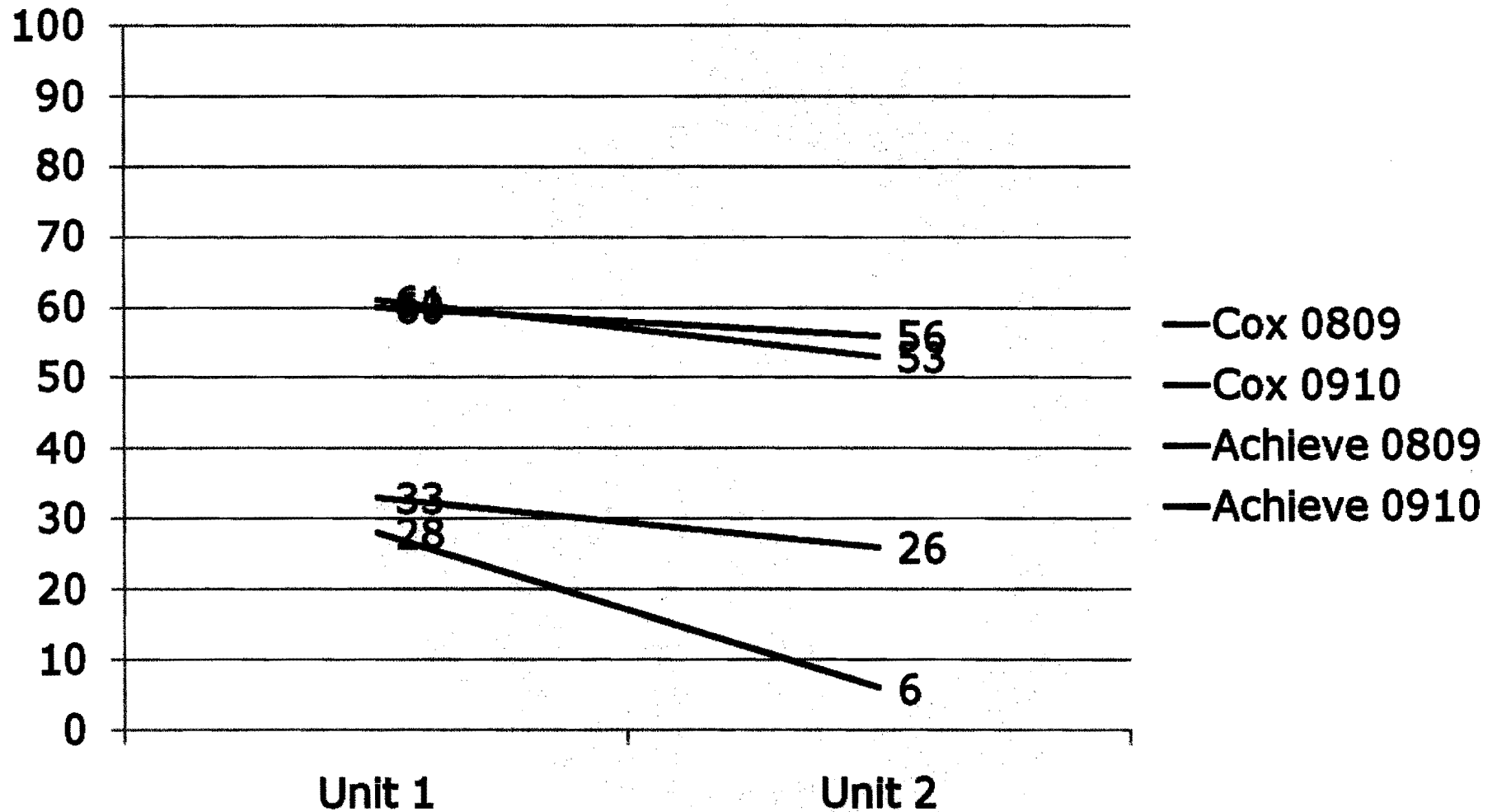
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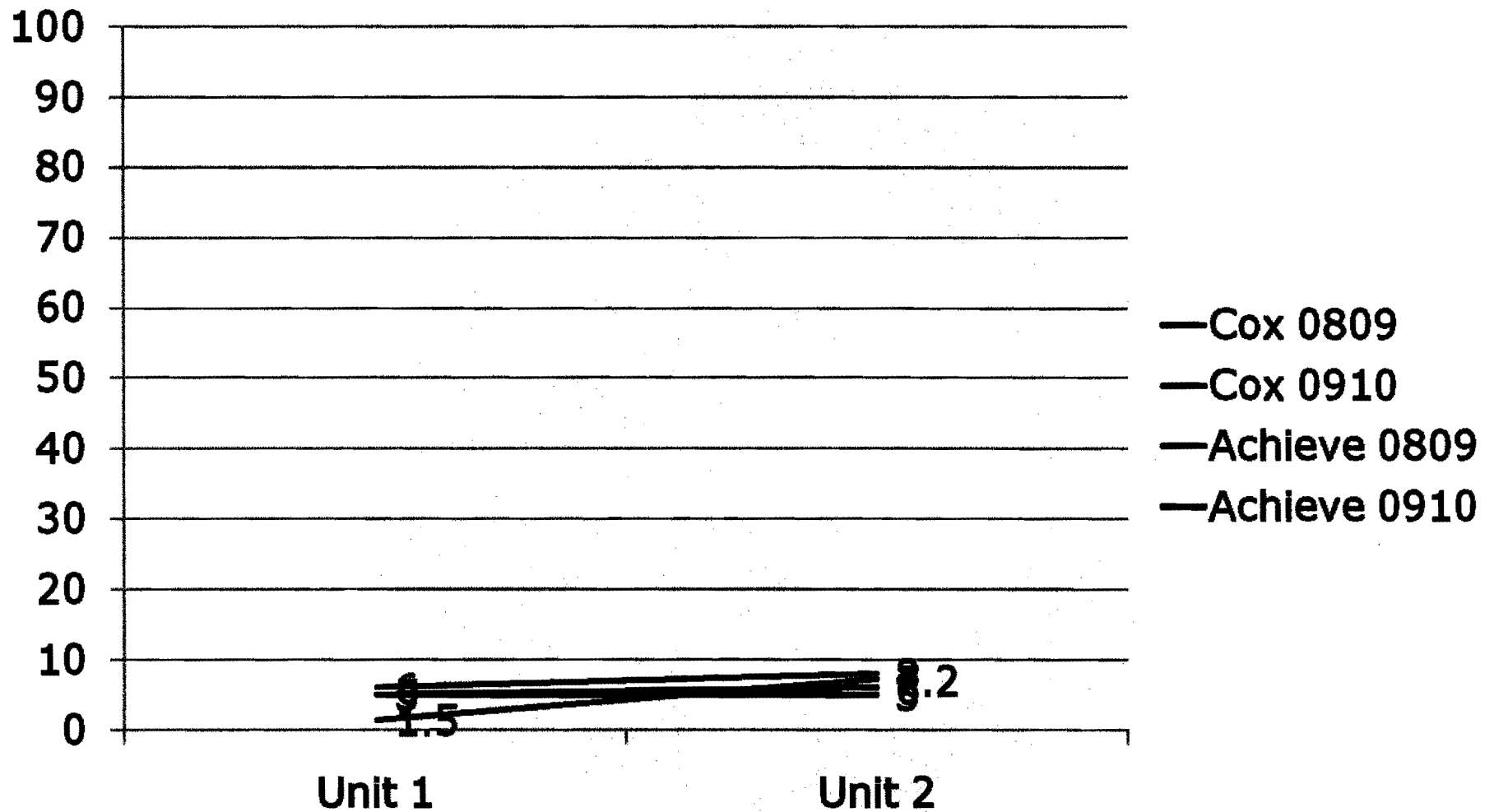
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Vocabulary scores: At or above Benchmark



Writing scores: At or above Benchmark



**ATTACHMENT IV: EFC ACCOUNTABILITY MEASURES AND WORKPLAN FOR 2010-2015
STRATEGIC PLAN**

EDUCATION FOR CHANGE

Accountability Measures and Workplan for 2010-2015 Strategic Plan

CONTENTS AND PURPOSE OF THIS DOCUMENT

The strategic planning process for the Education for Change (EFC) Charter Management Organization (CMO) will begin by March 15 and conclude by June 1, 2010. The purpose of this document is to describe the strategic planning process and to answer a set of targeted questions posed to us by the Oakland Unified School District Office of Charter Schools.

The first part of the document is focused on the strategic planning process and Governing Board accountability and includes the following sections:

- Executive summary
- Current org and near-term Board evolution (size, composition, goals)
- Approach and timeline for strategic planning process
- Strategic plan components, guiding questions, and in-going hypotheses

The subsequent sections answer the following questions, posed by David Montes de Oca, the Director of the Oakland Unified School District Office of Charter Schools:

- CEO and home office: How is EFC more accountable now (short-term) and going forward (long-term) to parents, teachers/staff, site leadership, governing Board, and authorizer?
- Cox vs World: What steps have been taken to assess the needs of Cox Academy and how have the results been used to differentiate the support of Cox Academy?
- Leadership: What has been the impact of the change in leadership at Cox Academy to date? What can be expected of the leadership changes going forward?
- Additional information on Cox: What remains to be stated regarding the evaluation of the Cox Academy for purposes of Charter renewal?

EXECUTIVE SUMMARY

Five years into our initial Charter, EFC is at an important juncture. We have two schools making targeted growth towards equitable outcomes for all children – World Academy and Achieve Academy – and one lower performing school in Cox Academy. We have better outcomes for Hispanic students than African-American students. Hispanic parents are more engaged. We have high rates of parent satisfaction, but seek a more active and productive partnership with parents and community stakeholders. We have taken steps to ensure deep and comprehensive coverage of state standards and are becoming more inquiry-oriented toward our own work, yet there is a lot more we can and must do to ensure ALL of the students we serve are achieving at high levels. We have taken actions to enhance our Board composition, but currently have a Board that is smaller than can realistically handle the demands we would like to place on it.

As a result, we enter into the strategic planning process with a sizable task in front of us. Although a primary purpose of this document is to outline the questions we will ask ourselves as a part of the planning process, we also highlight known opportunities for improvement, several of which emerge as recurring themes:

- Driving continued improvement in student outcomes at Cox, and across the board, by taking instructional practice to the next level
- Increasing the quality of stakeholder engagement by helping parents and community leaders become more informed and demanding consumers of education
- Improving governance and oversight, including educational programs, budget and finances, and CEO/home office
- Setting the bar high by incorporating best practices and asking ourselves what it would take to develop replicable systems and structures with the potential to impact urban education as a whole

CURRENT ORGANIZATION AND NEAR-TERM BOARD EVOLUTION

Education for Change (EFC) was founded in 2005 by experienced educators and entrepreneurs. As a Charter School Management Organization (CMO), EFC operates public elementary schools designed to offer a high quality education to all children living in the original Cox Elementary and Hawthorne Elementary Schools' attendance zones. EFC currently operates three schools in Oakland: Cox Academy, World Academy, and Achieve Academy. EFC has a unique history in Oakland as a CMO and is currently the only organization that has converted an existing district school into a charter. For many of our families, going to an EFC school is going to the default neighborhood school and not the result of comprehensive review of their options. As a result, EFC has the additional challenge of educating students, parents, and the broader community on what it means to be demanding consumers of public education and making sure parents are actively choosing EFC schools because they provide a stronger alternative for their children. [For a detailed description of the current organization and schools, please see Cox Charter Petition from December 16, 2009.]

In support of these schools and in acknowledgement of very real challenges we were facing primarily at Cox, EFC has made several organizational changes over the past 1-2 years. Highlights include hiring a new Principal and Vice Principal at Cox. We also recruited new Board members, including a veteran educator, to help increase the depth of engagement by the Board. At the home office level we added a Business Systems Manager to oversee the student information database and ensure its integrity by working closely with Office Managers and Principals. Cox has added a Mental Health Clinician in partnership with the East Bay Agency for Children. Also last year, we opened our first Cox Parent Center with a full-time employee dedicated to increasing parent involvement.

In the next 3-6 months, the Board will continue to evolve in order to deepen the engagement and build capacity for support and oversight. Two important steps toward accomplishing this include making changes to the Board composition and setting goals for the Board that are separate from those of the rest of the organization.

Changes to Board Size and Composition

The Education for Change Board of Directors is currently composed of five members – Kevin Wooldridge, Hae-Sin Thomas, Jonathan Schorr, Jeff Liaw, and Desten Broach. All five members bring diverse experiences and skills sets in the management and leadership of Education for Change. All five members' bios can be found in the Education for Change charter petition.

Desten Broach, the Board chairperson, has an extensive background in product management and has been responsible for managing the life cycle of numerous technology products at several successful technology firms. He brings strong product and project management experience and a knowledge of the development and growth of an organization. Desten also has the unique experience and perspective of being a founding board member. He leads the board with a keen understanding of where EFC has been and where it needs to go.

Hae-Sin Kim Thomas is the lead organizer and founder of Great Oakland Public Schools (GO Public Schools), a new community advocacy organization in Oakland committed to continuing successful education reforms in Oakland and further empowering Oaklanders to influence education policy. Prior, Hae-Sin was an employee in the Oakland Unified School District for 15 years – as a teacher, principal, school developer, and executive officer. She brings a deep commitment to and relationships with the communities of Oakland. She also brings a strong understanding of best practices in k-12 urban education and strategies for turning around struggling schools.

Jonathan Schorr is a partner in the San Francisco office of the NewSchools Venture Fund. Prior to joining NewSchools, Jonathan served as Director of New Initiatives at the KIPP Foundation, overseeing the Foundation's work in elementary schools and high schools, and its services to its alumni nationwide. Jonathan has worked as an author, journalist and teacher, and has a tremendous amount of experience working in and with very successful schools, primarily charter schools. He brings his personal wealth of knowledge around best practices from across the country and all the tools and analyses completed by NSVF around what works for urban students.

Jeffrey Liaw is an investment professional at TPG Capital, a global private equity investment firm, and is focused on the firm's efforts in industrials/manufacturing and energy & power investments. He serves on the board of directors of Graphic Packaging, a NYSE-listed consumer packaging company, Energy Future Holdings (formerly TXU Corp), a leading integrated power company based in Dallas, and Oncor Electric Delivery, a leading transmission and distribution utility, bringing board experience from high-performing organizations. He also brings a keen understanding of efficient financial and management systems.

Kevin Wooldridge, founder and Chief Executive Officer, was previously an Executive Director in OUSD supervising 13 elementary schools. He has been a bilingual educator for 29 years, working in three Bay Area school districts at school sites and in the central office. Kevin brings extensive understanding of the needs of English language learners. He also has many years of experience implementing and supporting programs that use the arts to extend and enhance core literacy and mathematics programs.

While we appreciate the knowledge and skills the current board members bring, we acknowledge that there are still knowledge and skills gaps with respect to the current board. We are actively recruiting and interviewing board members at this time to address these gaps. We are seeking an individual who is an Oakland leader, an individual who represents the communities in our schools. As an Oakland-based school management organization, we feel strongly that the Oakland community must be better represented in our leadership, so we have true community accountability in the organization. We have approached leadership at Oakland Community Organizations and are currently in dialogue with Reverend Cheryl Ward, who resides in the Cox neighborhood and serves Cox families through her church.

We are also attempting to recruit a leader from a high-performing charter management organization who can guide our development, bring stronger accountability and alignment tools and resources, and help map and lead our work as we plan our future. We have approached leadership from Aspire Public Schools as well as board leadership from Lighthouse Community Charter Schools, two relatively successful charter management organizations based in Oakland. James Wilcox, CEO of Aspire, has committed to being an advisor to the board and home office.

EFC believes that it would be beneficial to have a board representative with a legal background, ideally with experiences or expertise in human resources or charter schools, so we have a member who can review, monitor and advise the organization through the lens of legal accountability. We are in conversation with several possible candidates at this time.

In addition to having parent liaisons to link the EFC Parent Leadership Council and the Board, we are also considering a more permanent parent representative for the Board. While this is not a common practice in charter management organizations, we believe that the voice of the client must be present at a leadership level to hold the Board and the organization truly accountable for achieving our mission. We are actively researching this option and have identified several strong candidates who we will engage in the coming months.

The development of the Education for Change Board is about growing our Board and filling the gaps in skills and knowledge, but it is equally about developing a stronger Board, one that has clear systems and structures in place to ensure EFC achieves its goals. We acknowledge that the existing systems at the Board level, particularly around accountability/oversight and stakeholder engagement, are inadequate. Any strategic planning process that EFC engages must develop these systems and build in ongoing board training and reflection to ensure the systems and structures operate effectively.

Goals of the Board

We draw a distinction between the goals of the board and the goals of the organization, which are in turn focused on creating excellent educational outcomes for the communities we serve. The goals of the Board, separate from but tightly linked to organizational goals, are as follows:

- To serve as the ultimate accountable party for the success of Education for Change, transparent and accountable to all key stakeholders
- In partnership with EFC's leadership, drive the long-term strategic direction of EFC, identifying key initiatives within EFC's schools, as well as identifying new opportunities
- To ensure that EFC has access to the people, resources and processes required to create excellent educational outcomes for the communities it serves (e.g., by bringing educational expertise, legal and financial advice)
- To provide critical oversight of the CEO and home office, challenging the CEO and leadership team to set aspirational targets by asking difficult questions and providing constructive feedback; the board will hold the CEO accountable for the performance of the organization, through informal feedback as well as more formal regular performance evaluations

OVERVIEW OF STRATEGIC PLANNING PROCESS

To develop this strategic plan, we will seek broad input into where we have been and where we would like to be in terms of students, schools, and the organization as a whole in the next five years. We anticipate the process will take 8-10 weeks and are currently securing an outside facilitator from a list including McKinsey (pro-bono), FSG Social Impact Advisors, Pivot Learning Partners, and Kim Smith's new venture, Bellweather Education Partners. The goal is to complete the strategic plan by June 1, 2010.

In the spirit of seeking a broad range of input, we will incorporate insights from the following sources and stakeholders:

- Original strategic plan and vision
- Internal reports and performance data
- Cambridge report
- Research on charter school advances, especially best practices
- School visits (e.g., to high performing charters in CA)
- External advisors, including James Wilcox, CEO of Aspire

- Direct input from parents and community leaders
- Direct input from all levels of staff

Although the Board, including the CEO, is ultimately accountable for completing the strategic plan, the mindset is that the plan is “something the *organization* does”, not “something the Board does”. That is, our goal is to engage EFC staff and community stakeholders as active participants in the process. Modules will be designed with the question “who else should be in the room?” in order to come up with the best possible answer. For example, in addition to working sessions including non-Board/home office stakeholders, this could also include taking school staff or parent leaders on non-EFC school visits. To ensure transparency and accountability to the broader community, we plan to hold town hall meetings throughout the planning process to solicit input as the plan unfolds.

Finally, while it is impossible to leave in-going assumptions or biases at the door, we will remind ourselves to be open-minded. Consistent with this guiding principle, the remainder of this section of the document is structured first with a set of questions used to define each component of the strategic plan, and second, with some in-going assumptions that reflect current perspectives of the organization. That is, although it’s worth codifying some of our current thinking given the interim nature of this document, the questions should be asked first, with a clean slate, especially given our commitment to soliciting input from a broad set of stakeholders.

We believe that these guiding principles will not only help the organization to improve and grow as a result of the strategic plan, but also enable us to use the planning process as a mechanism for putting new initiatives and ideals into practice.

STRATEGIC PLAN COMPONENTS, GUIDING QUESTIONS, AND IN-GOING HYPOTHESES

The strategic plan will include the following components:

- Assessment of current state (strengths, challenges, risks, opportunities)
- Vision, mission, and values
- Overarching objectives and strategy
- Programs and initiatives
- Goals and metrics
- Organizational construct and culture
- Governance and oversight
- Budget and finances

Assessment of Current State

We will begin the strategic planning process by reflecting on our performance to date. This will include robust and structured discussion on each of the following:

- What are the greatest strengths of EFC?
- The greatest internal challenges?
- The greatest external risks facing EFC?
- The biggest opportunities?

Questions to Guide the Planning Process:

- What are the greatest strengths (challenges/risks/opportunities) of/for EFC?
 - At the classroom level? School level? Home office? Board?
 - From the perspective of students? Teachers? Administrators? Parents? Community organizations and leaders? District stakeholders?
- Which 2-3 strengths (challenges/risks/opportunities) are most important to the success of EFC students, schools, and organization?
- What actions can we take to leverage/overcome these strengths (challenges/risks/opportunities) more effectively?

In-going Assumptions and Hypotheses:

We believe EFC's greatest assets are our work developing comprehensive teacher training that includes the development of professional learning communities and intensive coaching support to improve teacher practice. Our theory of action is that improving student outcomes means improving teacher practice. Too many educational reforms tiptoe around the core of education – instruction. Our belief is that improving teacher practice is the most high leverage means to improving student outcomes.

EFC has focused significant resources and attention on the development of teacher training and support systems to help ensure that all teachers have a solid foundation of core instructional skills. This includes collaborating with California State University East Bay to offer college level math courses on site at an EFC school. We are also committed to the on-going development and refinement of teacher practice through coaching and clinical supervision. For example, EFC has recently increased the number of language arts and math coaches to more effectively support all teachers. Changes to our Reading Coach model focused on grade level collaboration and coaching have contributed to a 35 percentage point improvement in Cox 5th grade students, with

18% at or above benchmark in Unit 1 and 53% at or above in Unit 2. [See appendix section “Data Summit Presentation” for summary of student outcomes data.]

While we are proud of the improvements in our professional development model, we recognize that our outcomes must make accelerated growth. We are committed to addressing our areas of improvement. These include improving performance at Cox, engaging students in higher-level thinking across the curricula, increasing community engagement, especially with African American parents, further differentiating PD to make sure that all teachers are challenged, and improving governance and oversight, including further changes to the Board. These and other challenges and opportunities are discussed in more detail in the sections below titled “In-going Assumptions and Hypotheses”, which highlight the types of actions we are likely to consider during the strategic planning process, given what we know today about our weaknesses, risks, and opportunities.

Vision, Mission, and Values

Questions to Guide the Planning Process:

- Vision
 - Imagining a clean slate, what is the vision for EFC over the next five years?
 - How does this differ from the current or historical vision?
 - Should we modify the vision statement to reflect this new vision? How?
- Mission [same questions as for Vision above]
- Values [same questions as for Vision above]

In-going Assumptions and Hypotheses:

Although we do not anticipate major changes to our vision, mission, and values, we will approach the strategic planning process with an open and critical mind and revisit these statements both at the beginning and end of the strategic planning process.

Overarching objectives and strategy

Questions to Guide the Planning Process:

- What are the overarching objectives for EFC in the next 5 years?
 - In terms of student achievement?
 - Role in the local community?

- Number and profile of schools managed?
- Number and profile of students enrolled?
- Financial performance?
- Talent development?
- Leadership in Oakland and California schools?
- Leadership amongst urban schools and CMOs nationwide?
- What strategies should EFC employ to reach these objectives?

In-going Assumptions and Hypotheses:

Our desired role in the community, in addition to what it will take to get there, will be a prominent theme throughout the strategic planning process. We have heard a strong call to increase our visibility in and accessibility to the community and take this mandate to heart. We will explore this in greater detail in the section on “Governance and Oversight”.

Our aspirations for growth over the next five years (e.g., number of schools) will be another important topic of discussion. When EFC was originally founded, the aspiration was to be larger than three schools. We will discuss options and aspirations for growth through the strategic planning process, but we will also be diligent in outlining the rationale for and against growth in the near-, medium, and long-term. That is, we will not promote growth for the sake of growth, but we will ask ourselves what it takes, organizationally and in terms of student achievement, to be the kind of CMO that scales its programs and leadership to an increasing number of students.

Programs and Initiatives

During the strategic planning process, we will review each program and major initiative in detail. This will include programs defined by school charters, with the understanding that many aspects are already defined and mandated going forward, as well as initiatives outside the scope or specificity of the charters. The questions below serve as a general template with the understanding that unique issues and decisions will arise for each.

Questions to Guide the Planning Process:

- Of the core programs outlined in the charters, which are the greatest sources of differentiation for EFC schools? Where are the biggest gaps in program execution?
- Which tactical initiatives most significantly shape and define EFC schools? EFC as an organization? Which have been the greatest disappointments?
- For which programs and initiatives do we want to be known?
- What would it take to have the kind of effective, replicable programs that have the potential to impact urban education as a whole?

- For each program and initiative, how well have we performed against our goals?
- What has worked well in terms of design? Implementation?
- How can the design and/or implementation be improved?
- What has worked well in terms of tracking progress and taking action to course-correct where it's needed? To celebrate successes?
- How can we improve tracking and reporting? Accountability for outcomes and action? [See also subsequent sections on "Goals and Metrics" and "Governance and Oversight"]
- What best practices should we learn from and consider?
- What would it take to develop the kind of effective, replicable program or initiative that has the potential to impact urban education as a whole?
- What actions and next steps have emerged? What is the timeline? Who's accountable?

In-going Assumptions and Hypotheses:

Although we don't anticipate major amendments to our charter, we do anticipate continued modification of program execution. For example, we plan to maintain our current reading and math curriculum, and will focus on opportunities to improve delivery. Along these lines, we recently codified two major levers to improve student achievement and have taken steps to implement changes at Cox, World, and Achieve. The first pillar is taking instructional practice to the next level. This has had implications for our reading and math pedagogy, ELD curriculum, and approach to professional development. The second pillar, developing talent throughout the organization, is designed to advance a culture of high expectations, increase teacher content knowledge, and build teacher leadership [See Cox Performance Report from December 16, 2009 for a more detailed description]. Both of these pillars, and the initiatives supporting them, will continue to be top priorities.

We also recognize to need to be more thorough in covering all state standards, to deliver instruction that consistently emphasizes higher order thinking skills (e.g., reading comprehension strategies and skills, analysis and synthesis of independent reading, development of questions and conjectures), and to increase the level of engagement of our students. [See Charter Petition for more information.]

In terms of initiatives, efforts to increase community engagement will be a significant focus of the strategic planning process, as mentioned throughout this plan. Along these lines, we will consider refining the structure of the Parent Leadership Council to increase the depth of parent participation (e.g., electing a chairperson to work collaboratively with the principal), one-on-one outreach to members of underrepresented groups to increase their participation (a strategy that has proven particularly effective with African American parents when contact is made by the school principal), and empowering parents to have a better understanding of student data and their role in advocating for their children.

See also subsequent sections on Cox Leadership and Cox vs World Academy for more information on likely near- and medium-term initiatives.

Goals and Metrics

Questions to Guide the Planning Process:

- What metrics are aligned with the overall objectives? With each program and tactical initiative?
- What are our goals/targets for each? By quarter? By year? Over the five year period?
- How can we improve the process for setting goals?
- How can we improve the process for efficiently tracking metrics?
- How can we improve the process sharing data and progress against goals?
- How can we strengthen feedback loops to ensure data leads to action and improved outcomes? [This is discussed in greater detail in the section on “Governance and Oversight”]
- What best practices should we learn from and consider?
- What actions and next steps have emerged? What is the timeline? Who’s accountable?

In-going Assumptions and Hypotheses:

We recognize the need to implement mechanisms to more tightly link short-and medium-term planning, direction, and, most importantly, individual actions to our vision, mission, and long-term objectives. This will include a more rigorous and systematized annual goal-setting process by the Board, CEO, and home office, and a process to better link mid-year data to progress toward year-end goals.

Similarly, to further propagate the strategic vector of EFCPS down into the organization, we intend to develop a set of processes for goal-setting, planning and measurement at the individual performance level for the CEO and members of the home office. This topic is discussed further in the section “Oversight of CEO and Home Office”.

Organizational Construct and Culture

Questions to Guide the Planning Process:

- How well does our current size and structure support our objectives and the strategies required to achieve them?
 - Any areas stretched too thin?
 - Any areas with extra capacity?
- What organizational size and structure best supports the objectives outlined in this strategic plan?

- Which new initiatives will require additional or modified resourcing?
- What are the attributes of our ideal culture for EFC? For the Board specifically? Home office? Schools? Community engagement?
- What best practices should we learn from and consider?
- What would it take to develop the kind of effective, replicable systems and structures that have the potential to impact urban education as a whole?
- What will it take to close the gap between current and ideal structure, size, and culture?
- What specific actions do we need to take to get there?
- How we will define success and measure progress?
- What is the implementation timeline? Who is accountable? Next steps?

In-going Assumptions and Hypotheses:

Depending on decisions to increase certain initiatives or shift focus from some priorities to others, our strategic plan may require a corresponding shift in resources. One area we anticipate requiring additional resources is to support oversight by community stakeholders, which is discussed in the next section. Also, as discussed previously in this document, we plan to add new Board members in the next 3-6 months.

Governance and oversight

This section is divided into five subsections with specific questions outlined against each:

- Charter-mandated governance structures (Board, home office, and school levels)
- Oversight by community stakeholders
- Oversight of educational program
- Oversight of budget and finances
- Oversight of CEO and Home office

Charter-Mandated Governance Structures

Questions to Guide the Planning Process:

- What are the primary governance structures outlined in the EFC school charters? [Note: this is largely for review, especially for new Board members]
- Which areas are working well today?
- Where are the greatest opportunities for improvement?

- What best practices should we learn from and consider?
- What would it take to develop the kind of effective, replicable systems and structures that have the potential to impact urban education as a whole?
- What additional mechanisms should we put in place?
- Which are highest priority?
- How we will define success and measure progress?
- What is the implementation timeline? Who is accountable? Next steps?

In-going Assumptions and Hypotheses:

We recognize that having a higher degree of transparency all the way from the classroom to the Boardroom will help strengthen the organization. We are also committed to ensuring all community stakeholders have a voice, and through that voice, the ability to meaningfully shape EFC schools and the organization as a whole. These topics are addressed in greater detail in the sections below.

Oversight by Community Stakeholders

Questions to Guide the Planning Process:

- What does “engagement” of community stakeholders mean?
- What are our objectives for stakeholder engagement?
- Who are the community stakeholders? For each school? For EFC overall?
- Which groups have been most engaged and why? How/when/where to increase the frequency and impact of their engagement?
- Which groups have been least engaged and why? How/when/where to increase the frequency and impact of their engagement?
- What best practices should we learn from and consider?
- What would it take for EFC to impact urban education as a whole?
- What new initiatives should we implement?
- Which are highest priority?
- Who, specifically, are the targets of each?
- What, specifically, are the desired impacts of each?
- How we will define success and measure progress?
- What is the implementation timeline? Who is accountable? Next steps?

In-going Assumptions and Hypotheses:

We have heard and internalized a specific call to action to increase community stakeholder engagement. We believe engagement is vitally important and are committed to increasing the frequency and impact of input from parents and community leaders. Furthermore, our bar for *quality* of engagement is high, which means enabling stakeholders to actively shape the culture and outcomes of their schools as opposed to merely being informed or present. We want parents to be satisfied, as they are today, but also to be questioning and critical. This means rather than simply making data available, we need to educate parents and community leaders on how to be discerning, demanding consumers of public education.

Parents, especially African-American parents at Cox and parent/community leaders at all schools, plus a strategic list of leaders in Oakland community organizations will be our highest priorities. Specific efforts might include developing a clear, parent-friendly protocol for parent-teacher conferences and providing periodic achievement status reports for the broader community. We are actively seeking external community partnership with organizations such as Oakland Parents Together and Oakland Community Organizations (OCO).

Oversight of Educational Program

Questions to Guide the Planning Process:

- What mechanisms are currently in place for educational program oversight?
 - Between Board and Home office (especially CEO and CAO)? Home office, school leaders (especially principals), and teachers? Board, school leaders, and teachers?
 - Between EFC (all levels) and the community?
- What is working well today?
- Which areas need improvement?
- What best practices should we learn from and consider?
- What would it take for EFC to impact urban education as a whole?
- What additional oversight mechanisms should we put in place?
- Which are highest priority?
- How we will define success and measure progress?
- What is the implementation timeline? Who is accountable? Next steps?

In-going Assumptions and Hypotheses:

Two big opportunities for improving oversight of the educational program are to expand the scope and depth of Board involvement and to help develop a plan to increase the frequency and impact of stakeholder engagement, including opening direct lines of communication between parents and Board members.

From a direct Board involvement perspective, this could include:

- More formal processes for setting explicit achievement goals at the beginning of the year to ensure outcomes data at mid-year Board meetings is set in the context of progress toward these goals (note: this may require outside help to determine realistic and stretch goals)
- Better metrics for and reporting of interim goals to help the Board determine and monitor action plans to address gaps in progress toward year-end student achievement goals
- More frequent meetings with the CEO to discuss outcomes (e.g., increase to 7-9 Board meetings per year vs. ~5)
- More direct and frequent lines of communication linking Board members with teachers and principals (e.g., invite principals and teachers to present at each Board meeting, hold Board meetings at school sites)
- Greater depth of school-level information elevated to the Board by the CEO (e.g., share grade-level action plans, drill deeper into teacher- and grade-level performance)

From a stakeholder engagement perspective, this could include:

- Greater efforts to ensure Board members are introduced to parents and the broader community with the purpose of inviting direct feedback on the educational program from these “consumers” to the Board
- Producing reports throughout the year to share data with the community that goes beyond student achievement (e.g., survey and attendance data, action plans for raising student achievement, insight into how the budget aligns with these action plans)
- Efforts to improve outreach to Cox’s African American parents (e.g., increase attendance at monthly grade-level meetings, which are attended in high numbers by Hispanic parents)
- Initiatives to explicitly train parents in the educational program (i.e., to help them to understand what an effective classroom look likes, and over time, to demand it) and high stakes testing (e.g., the meaning and use of high stakes test results and how their children and schools are performing using these measures)

Oversight of Budget and Finances

Questions to Guide the Planning Process:

- What are the current mechanisms for budget and finance oversight?

- Between Board and Home office? Home office and Schools? Board and Schools?
- Between the audit firm and the Board, home office, and schools?
- What is working well today?
- Which areas need improvement?
- What best practices should we learn from and consider?
- What would it take for EFC to impact urban education as a whole?
- What additional oversight mechanisms should we put in place?
- Which are highest priority?
- How we will define success and measure progress?
- What is the implementation timeline? Who is accountable? Next steps?

In-going Assumptions and Hypotheses:

One opportunity we recognize today is to increase the rigor of budget reviews by the Board. Discussions should include a more detailed review of budgets (e.g., review school-level data and drill deeper into line items such as technology or professional development) and more frequent problem-solving with the home office and school staff to identify savings and investment opportunities. We will explore having the Board's Financial Committee work more frequently with the home office on these detailed reviews and subsequently involve the Board as a whole to discuss and track proposed changes.

Oversight of CEO and Home office

Questions to Guide the Planning Process:

- What are the current mechanisms for oversight of the CEO and home office?
 - Between Board and Home office? Upward feedback from schools to home office? Feedback from school leaders and teachers directly to the Board?
 - Feedback from parents and community leaders to the home office or the Board?
- What is working well today?
- Which areas need improvement?
- What best practices should we learn from and consider?
- What would it take for EFC to impact urban education as a whole?
- What additional oversight mechanisms should we put in place?
- Which are highest priority?
- How we will define success and measure progress?

- What is the implementation timeline? Who is accountable? Next steps?

In-going Assumptions and Hypotheses:

The Board recognizes the opportunity to improve oversight of the CEO and home office. We will explore changes such as refining the annual performance assessment process for members of the home office, including the CEO, to include more explicit goals (personal and organizational) and more formal upward feedback from school communities (i.e., 360 degree reviews). This would also enable members of the home office to develop more detailed personal development plans, including on-going training and mentoring to broaden and deepen skills (e.g., attend the ACSA Personnel Management Institute). To reinforce the motivational effect of individual performance goals and plans, the Board will also explore putting in place more explicit performance incentives, financial and otherwise.

The theme of “parents as demanding consumers” is also important to CEO and home office oversight. We will help develop a plan to put the CEO and home office in front of parents and community leaders more frequently and productively (e.g., via town hall meetings, CEO or CAO attendance at monthly grade-level meetings for parents), with an explicit initial focus on Cox.

Budget and Finances

Questions to Guide the Planning Process:

- What is the current state of EFC’s budget and finances? Trends over time? Major school-level differences?
- If forced to cut the budget by 10%, where would we find savings?
- If forced to increase investment of reserve funds by 20%, where would we invest first?
- How should we allocate resources to ensure equitable outcomes across the organization?
- How will the strategies, programs, and initiatives outlined in the new strategic plan impact the budget? Sources of revenue? Role of fundraising?
- Any new or missed opportunities for federal or state funds?
- What best practices should we learn from and consider?
- What would it take to have the kind of effective, replicable systems and structures that have the potential to impact urban education as a whole?
- Any changes to budget and finance processes based on the new strategic plan?
- What actions and next steps have emerged? What is the timeline? Who’s accountable?

In-going Assumptions and Hypotheses:

Given EFC's financial reserves, the Board recognizes the opportunity to shift from building to investing reserves. Some efforts were made to increase spending at Cox last fall. For example, we built a new technology lab to introduce students to computer basics and reinforce math and linguistics concepts. We plan to further expand the technology lab at Cox and to build similar labs at World and Achieve. We also improved the quality and variety of afterschool offerings, including a partnership with Museum of Children's Art and other enrichment programs in science, architectural design, drama, and sports.

Through the strategic planning process, we will continue to identify high impact opportunities, focused especially on Cox. Critical to this process will be leveraging resources in ways that help ensure equitable outcomes for Cox students.

ATTACHMENT V: EFC ACCOUNTABILITY – CEO AND HOME OFFICE

EDUCATION FOR CHANGE: ACCOUNTABILITY

CEO and Home Office

How are you more accountable now (short term) and going forward (long term) to:

Governing Board

Current	Short term (this school year)	Long term (next school year)
<p>Student Achievement Data Reports What: Currently, the EFC Board is informed about the progress of student achievement at the beginning of the year as measured by the CST results and throughout the year as measured by English Language Arts and Math benchmark assessments. Who: CAO When: Three times a year Purpose: To keep the Board informed of the progress in student achievement and to identify any areas of concern that need to be addressed. Measured By: EFC Board members fluent in the current student achievement data and the identified areas of improvement. Goal: All EFC Board members feel comfortable enough with the student achievement data to ask questions that push our thinking and contribute to better responses to the data.</p>	<p>Reports on the Response to Survey Results What: Currently, the Board receives the satisfaction survey results. To enhance the level of accountability the Board will now receive the action plans that are developed in response to the survey results as well as a report card on the enactment of the action plan. Who: The CEO and DEI will work with the Principals and Home Office staff to create these action plans and report cards. The Home Office create its own action plan based on the survey results and then report back on actions taken in the form of a report card. When: Twice each year Timeline: <i>January 2010/June 2010-</i> Administrators, Home Office staff receive parent and staff satisfaction survey data <i>February 2010/June 2010-</i> Administrators develop their response to the survey data. Home Office staff prepares responses to the data that is related to their function. These plans are collected by Home Office. <i>March 2010-</i> CEO and DEI develop the report card template for reporting back on follow through of the action plan</p>	<p>School Action Plan and Report Card What: The administrators will present their analysis of their school data, achievement and survey data (see collaborative data analysis and action planning in the site leadership section), their action plans, how their budget is aligned to those action plans and as the year progresses a report card on the indicators for success of their action plan. Who: The administrators along with their ILT, input from the PLC, and with support from Home Office staff will develop these plans and report out to the governing board When: The action plans will be presented to the board in October and then the report cards of progress will be given by the administrators when the Board meeting is at their school site. Timeline: <i>December 2009/June 2010</i> Staff survey is conducted using online survey tool, which allows staff to submit ratings and comments confidentially. <i>January 2010/June 2010-</i> Administrators, Home Office staff receive parent and staff satisfaction survey data <i>February 2010/June 2010-</i> Administrators</p>

	<p>Purpose: To create a greater level of accountability for completion of actions outlined in the plan.</p> <p>Measured By: Rate of completion of planned actions and improvement in that rating the following survey period</p> <p>Goal: Improvement in every area that was below 80%.</p>	<p>develop their response or action plan to the survey data. Home Office staff prepares a response to the data that is related to their function.</p> <p><i>April 2010/ June 2010-</i> Home Office and Administrators meet to begin the budget process for Fiscal Year 2010-11 based on current CST scores and current year benchmark trends as well as current year financial trends and projections with the goal of aligning expenditures with educational goals and needs. Budget is finalized by board in May 2010 for submission to State in June 2010.</p> <p><i>June 2010-</i> Principals along with Home Office staff develop the preliminary data analysis and action plan template for the Fall of 2010.</p> <p><i>June 2010/ July 2010-</i> Home Office staff prepares report on attendance, including an analysis of dips in attendance and the results of strategic efforts made to increase attendance</p> <p><i>July 2010-</i> Home Office staff finalizes the data analysis and action plan template as well as the report card template</p> <p><i>August 2010-</i> Home Office staff shares final templates with Administrators at Administrator retreat.</p> <p>When CST data arrives, it is sent to data analyst to clean up data and derive the projected API score, and projections on whether all AYP indicators have been met. Home Office staff analyzes CST data to identify trends, patterns, gaps in achievement and areas of need, EFC-wide, school specific, and grade level specific.</p> <p><i>Late August 2010:</i> Administrators and teachers, the ILT in particular, analyze CST data to determine patterns in the data, gaps in achievement and where our greatest areas of</p>
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		<p>need for improvement lie and then develop a preliminary action plan. Data analysis and preliminary plans are shared with the PLC at the site to get parent input into the plan.</p> <p><i>Early September 2010:</i> Home Office and administrators work collaboratively to finalize the action plan</p> <p><i>Late September/ early October 2010:</i> COO and Business and Operations staff align budget to the action plan</p> <p><i>October 2010:</i> Action plans are shared with the EFC Board</p> <p>Purpose: To ensure the EFC Board is informed about the action plans and budgetary alignment at the school site level, to ensure the actions developed are the highest leverage, and to hold EFC staff accountable for those plans.</p> <p>Measured By: Follow through on actions outlined in the final plan. Improved student achievement and survey results.</p> <p>Goal:</p>
<p align="center">Financial Reports</p> <p>What: Currently, the EFC Board receives a financial report at every Board meeting except the first and last of the year. The last Board meeting is focused on the approval of the budget for the subsequent year rather than a report. The standard report includes ADA, enrollment, a financial worksheet with budget vs actuals. In addition, whenever an audit occurs the Board is informed of the audit findings and any action that must occur as a result. Further detail is given to the Finance committee, who meets separately with the COO to delve into the financials in greater detail.</p> <p>Who: COO</p> <p>When: At the EFC Board Meetings</p>	<p align="center">Regular Site Visits</p> <p>What: Organize opportunities for the EFC Board to visit the school site to observe classroom instruction as well as the general working of the school.</p> <p>Who: The CEO will arrange visits and the Office Manager will send electronic invitations through Outlook</p> <p>When: Each school will be visited at least once a year</p> <p>Timeline: <i>A month before the visit:</i> The CEO will arrange with the school sites for the visit. The Office Manager will send out an Outlook invitation to all Board Members and ask if there are any specific requests for documents or observations.</p>	<p align="center">More Board Meetings</p> <p>What: As a part of the Board Strategic Planning process, the Board is considering increasing the number of EFC Board meetings to 7-9 each school year</p> <p>Who: The EFC Board President</p> <p>When: Once the strategic plan is completed in June, a calendar for meeting dates for the 2010-2011 school-year will be set along with the accompanying plan for topics to be covered including student achievement reports, sharing the annual community report, school site action plans, survey data, financial reports, charter petition dashboard etc.</p> <p>Timeline: <i>June 2010-</i> Develop calendar with input of all</p>

<p>Purpose: To ensure the EFC Board has a pulse on the financial health of the organization and can make strategic decisions as necessary. To ensure financial viability and assess organization wide risks and opportunities</p> <p>Measured By: Quarterly Financial Reports</p> <p>Goal: Continued financial viability</p>	<p><i>Three weeks before the visit:</i> The Office Manager will communicate any special requests for visitations or documents to the sites.</p> <p><i>A week before the visit:</i> The Office Manager will confirm attendance for the visit. The Office Manager will print any requested documents as well as the current school data for Board members and deliver it to the site.</p> <p>Purpose: To ensure the Board is personally familiar with each school and its strengths and areas in need of improvement</p> <p>Measured By: Board Self- reports</p> <p>Goal: Board members articulate an understanding of the status of each school site</p>	<p>Board members for the 2010-2011 schoolyear <i>July 2010-</i> Home Office Manager puts all the dates on the Master Calendar on Outlook and sends meeting invitations to all Board members and other staff members expected to be present. Parent Liaisons will be contacted directly to inform them of the time and location of Board meetings.</p> <p>Purpose: To allow for greater discussion and more frequent accountability checks into areas such as finances and student achievement</p> <p>Measured By: Attendance at Board Meetings</p> <p>Goal: Board members articulate an understanding of the status of the school site and EFC's progress</p>
<p>Satisfaction Survey Reports</p> <p>What: See Satisfaction Surveys under Parents and Teachers/Staff for detail.</p> <p>Purpose: To keep the Board informed of the current level of satisfaction on a variety of indicators for both staff and parents.</p>		<p>Charter Petition Dashboard</p> <p>What: At each Board meeting, the CEO and designated Home Office Staff will report out on the benchmarks for achieving the full implementation of the charter. For instance, in the development and implementation of the Science and Social Studies curriculum. The CAO would report out on the completion of the grade level plans, then the acquisition of instructional materials, the professional development and then the observational data regarding implementation.</p> <p>Who: The CEO and designated Home Office staff</p> <p>When: Ongoing. At each Board meeting, the Board will review the benchmarks for that time period and any relevant data as outlined in the charter petition (Student Academic and School Outcome Goals)</p> <p>Timeline: <i>May 2010-</i> CEO, COO, CAO and DEI create the charter petition dashboard as well as the timeline and benchmarks necessary to complete each</p>

		<p>action described in the charter petition.</p> <p><i>June 2010-</i> CEO presents draft charter petition dashboard to the Board and gets input</p> <p><i>July 2010-</i> CEO, COO, CAO and DEI make revisions to create the final charter petition dashboard</p> <p><i>September 2010-</i> Begin reporting out on the Charter Petition Dashboard</p> <p>Purpose: To ensure that the Board is informed about the progress being made in implementing the charter petition. To hold the Home Office accountable for full implementation.</p> <p>Measured By: Completion of benchmarks on dashboard and relevant data</p> <p>Goal: 100% on time completion of all benchmarks and meeting all growth goals</p>
		<p>Implementation of Strategic Plan</p> <p>EFC will explore other initiatives through the strategic planning process and the implementation of the strategic plan.</p>

Authorizer

<i>Current</i>	<i>Short term (this school year)</i>	<i>Long term (next school year)</i>
<p>ADA Reports</p> <p>What: Currently, the Finance and Operations team submits the MER reports to OUSD per the schedule.</p> <p>Who: Business Manager in conjunction with schools' Principals and Office Managers provide reports to the Financial Accountant at OUSD</p> <p>When: Every period</p> <p>Timeline: See Statistical Reporting Calendar</p> <p>Purpose: Enrollment and ADA reporting</p> <p>Measured By: Average Daily Attendance</p> <p>Goal: To report EFC schools' enrollment and ADA</p>	<p>EFC's Strategic Plan</p> <p>What: Once the EFC Board has completed their strategic plan, EFC will share their strategic plan with the OUSD Charter School office and request input.</p> <p>Who: CEO and Board Members</p> <p>When: July 2010</p> <p>Timeline: See EFC Board Strategic Planning Workplan for timeline</p> <p>Purpose: To get input and feedback from the authorizer on our strategic plan and make any necessary changes to the plan</p>	<p>Sharing Annual Community Reports</p> <p><i>See Parents above</i></p>

to the authorizing district and state	Measured By: Meeting timeline benchmarks Goal: Have completed Strategic Plan shared with OUSD's Charter School Office by the end of July 2010	
<p style="text-align: center;">Audit Findings</p> What: Currently, OUSD receives a copy of EFC's audit findings and the response to any findings. Who: EFC's auditor, VLS LLP, submits the final version of the audit to OUSD's Financial Accountant and the state When: By 1 st week of December to OUSD by December 15 of every year to the state Timeline: Every year Purpose: To report financial status to sponsor district and state Measured By: Financials Goal: No audit findings, but if there are any to resolve any outstanding findings in a timely manner	<p style="text-align: center;">EFC Board Agendas and Minutes</p> What: All EFC Board agendas and minutes will be turned into the charter school office through Googledocs. These also will be posted on our website. Who: The Office Managers When: Agendas will be posted at least 72 hours before the meetings and the minutes will be posted after they have been approved by the EFC Board Purpose: To keep the OUSD Charter School Office informed of decisions being made and topics of discussion Measured By: Board agendas and minutes posted per Brown Act requirements Goal: 100% timely posting	
<p style="text-align: center;">Interim Reports</p> What: Preliminary Budget, 1 st Interim, 2 nd Interim, Unaudited Actuals Who: Controller submits reports to OUSD's Financial accountant When: 6/15; 12/5; 3/5; 8/20 Timeline: Quarterly Purpose: To report financial status to sponsor and State Measured By: Financials Goal: To report financial status to sponsor District and State on a timely basis.	<p style="text-align: center;">Responses to Survey and Achievement Data</p> <i>See Governing Board above</i>	<p style="text-align: center;">Implementation of Strategic Plan</p> EFC will explore other initiatives through the strategic planning process and the implementation of the strategic plan.
<p style="text-align: center;">SARC</p> <i>See SARC under Parents</i>		

Parents

<i>Current</i>	<i>Short term (this school year)</i>	<i>Long Term (next school year)</i>
<p align="center">EFC Board agenda and minutes</p> <p>What: Posting agendas and minutes of EFC Board Meetings</p> <p>Who: The CEO and the Board President develop the agenda for the meeting. Home Office staff prepares reports and presentations for the Board meetings. The Office Manager disseminates the agenda and all the reports to the Board members and community through email and by using Googledocs. The Office Manager sends the agendas and minutes to Cox Academy's Office Manager who then posts them on a designated Board in a highly trafficked area of the school.</p> <p>When: The agenda, which includes the time and location of the meeting, is posted at least 72 hours before any regularly scheduled meeting. The minutes are approved at the subsequent Board meeting and then are sent to the site to be posted.</p> <p>Purpose: The purpose is to keep the parents and community informed of both the time and location of meetings and the content being discussed. The goal is to have more parents attend EFC Board meetings, which creates greater accountability, or, minimally, be informed about the proceedings through the minutes.</p> <p>Measured By: Agenda and minutes posted in an accessible location where parents actively review the agenda and minutes of the meetings.</p> <p>Goal: Posting agenda and minutes in accordance with the Brown Act 100% of the time.</p>	<p align="center">Parent Liaison to the Board</p> <p>What: Invite a Parent Liaison from the Parent Leadership Council to attend EFC Board meetings to share their thoughts and concerns with the EFC Board.</p> <p>Who: The site administrators will encourage parents from the Parent Leadership Council to run for the position of Chairperson/ Parent Liaison. Home Office staff will create the description of the Parent Liaison role as well as provide training for the Parent Liaisons. Home Office staff will ensure that the Parent Liaisons have access to all the agendas and documents concurrent with the EFC Board members. Home Office will ensure that translation services will be available if needed.</p> <p>When: The Parent Liaison would attend each of the regularly scheduled EFC Board meetings.</p> <p>Timeline: <i>February 2010:</i> Home Office staff develops the description of the Chairperson/Parent Liaison to the Board. <i>March 2010</i> Administrators present the position to the Parent Leadership Council and ask for nominations and elect a Chairperson/ Parent Liaison. <i>Early April 2010:</i> Parent Liaison training <i>April 22, 2010:</i> Parent Liaison is introduced to the EFC Board and attends their first meeting</p> <p>Purpose: While the Parent Leadership Council has led to greater opportunities for parent input at the site level, parents traditionally have not</p>	<p align="center">Annual Community Report</p> <p>What: The Home Office will create an annual community report that will detail the academic results of the school, including CST data, the API score and whether or not the school has met the AYP indicators, and the school's plan to address any gaps in achievement. In addition, the report will detail the results of the parent and teacher survey and the school's response to the survey data. The report will also include analysis of the attendance data and the results of attendance improvement efforts as well as key information parents will need such as curriculum used, contact information for key personnel and procedures for complaints. This report will be presented at the school sites as well as mailed home to those families who do not attend one of the presentations.</p> <p>Who: The Home Office staff along with input from the administrators will create the annual community report as well as conduct presentations at the sites. These presentations will systematically explain the information in the reports. Both the presentations and the reports will be translated. These events will be highly publicized and every effort will be made ensure parents receive the report.</p> <p>When: The report will be completed and presentations will be made to the community in late September or early October.</p> <p>Timeline: <i>December 2009/ June 2010</i> Parent survey is conducted utilizing parent</p>

	<p>participated in the overall governance of EFC, through the EFC Board. Having a Parent Liaison who represents the Parent Leadership Council from each school will create a consistent, formalized link between the parents at the site level and the EFC Board. This will create greater accountability to the parents at each school site. The Liaison would then report back the decisions made at the EFC Board meeting to the Parent Leadership Council.</p> <p>Measured By: Meeting the timeline dates. Parent Liaison attendance. Parent Liaison satisfaction with training.</p> <p>Goal: To have every Parent Liaison attend all of the EFC Board meetings and actively contribute their perspective to the discussions.</p>	<p>conferences as a distribution method. Staff survey is conducted using online survey tool, which allows staff to submit ratings and comments confidentially.</p> <p><i>January/ April/ June 2010-</i> Administrators report out on parent participation in parent conferences and the strategies used to meet our goal of 100% attendance.</p> <p><i>January 2010/ June 2010-</i> Administrators, Home Office staff receive parent and staff satisfaction survey data</p> <p><i>February 2010/ June 2010-</i> Administrators develop their response to the survey data. Home Office staff prepares a response to the data that is related to their function. These plans are collected by Home Office to be integrated into the Annual report</p> <p><i>June 2010/ July 2010-</i> Home Office staff prepares report on attendance, including an analysis of dips in attendance and the results of strategic efforts made to increase attendance</p> <p><i>August 2010-</i> When CST data arrives, it is sent to a data analyst to clean up data and derive the projected API score, and projections on whether all AYP indicators have been met. Home Office staff analyzes CST data to identify trends, patterns, gaps in achievement and areas of need, EFC-wide, school specific, and grade level specific.</p> <p><i>Late August 2010:</i> Administrators and teachers analyze CST data to determine patterns in the data, gaps in achievement and where our greatest areas of need for improvement lie and then develop a preliminary action plan.</p> <p><i>Early September 2010:</i> Home Office collects information from administrators about actions taken in response to survey data.</p>
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		<p>Home Office staff synthesizes all the data analysis (attendance, achievement, parent participation and satisfaction survey) and action plans into the Annual Community Report <i>Late September/ early October 2010</i> Home Office staff presents the Annual community report at each of the sites. Translation will be provided.</p> <p><i>Mid-October 2010-</i> Copies of the report will be made available in the main office for any family who did not attend one of the presentations. Copies of the report will also be available in the Parent Center.</p> <p><i>November 2010/ December 2010-</i> Copies of the report will be available during parent conferences.</p> <p>Purpose: The purpose of creating the Annual Community Report is to ensure that the parents and community are informed about the key indicators of success for EFC schools and that they have an opportunity to raise questions, give input, and share concerns with the Home Office staff. This process will create greater accountability of EFC Home Office to the parents and community</p> <p>Measured By: Attendance at the presentations</p> <p>Goal: Every family at EFC will have had the opportunity to learn about the achievement level, attendance rate, parent satisfaction levels, and staff satisfaction levels at their school site as well as the EFC and school site specific responses to address any areas of need identified.</p>
<p>Monthly Grade Level Parent Meetings What: The administrators hold a grade level specific meeting once a month for each grade level. Parents from that grade level are invited to attend</p>	<p>Greater Community Access to EFC Board Meetings What: EFC will rotate the location of the EFC Board meetings to provide greater access as well</p>	

<p>to learn what their children will be learning in English Language Arts and mathematics in the upcoming months. During these grade level specific meetings the parents learn methods to support their student's learning at home.</p> <p>Who: The school site administrators coordinate these meetings, often developing the leadership of teacher leaders and coaches to present information. The CEO gives input and content coaches give support in their specific content areas.</p> <p>When: Each grade level or grade level span meets once a month.</p> <p>Purpose: To give parents the critical and timely content information they need to be able to support their student's academic achievement.</p> <p>Measured By: Parent attendance at the events Improved student achievement (benchmark assessments, report cards, CSTs)</p> <p>Goal: Increase parent attendance by at least 10% each meeting.</p>	<p>as posting the agenda and minutes on the EFC website.</p> <p>Who: Home Office staff will create a rotation schedule for the location of the meetings along with the calendar of meetings. The Office Manager will ensure the dates and locations are disseminated to the sites for posting and electronically for those who wish to access them through Googledocs. They also will be available through the EFC website. The school's Office Manager will post the agenda and minutes so that parents, staff, and community members are aware of the location of the meetings.</p> <p>When: Beginning with the next EFC Board meeting, a list of locations will be added to the calendar of Board meetings.</p> <p>Timeline: <i>February 2010- Develop rotation schedule for the last two EFC Board Meetings</i> <i>End of February- Post calendar and location of last two Board meetings</i> <i>March 2010- EFC Board agenda and minutes will be posted on the EFC website.</i></p> <p>Purpose: To increase the engagement of parents, staff and community in the decision making of the EFC Board. To create greater access and accountability for the decisions made.</p> <p>Measured By: Greater attendance of parents, staff and community members at the EFC Board Meetings</p> <p>Goal: At least 10 parents, staff and community members attending each EFC Board meeting.</p>	
<p>Parent Leadership Council (PLC) What: Members of the PLC meet with administrators to discuss site issues including attendance, safety, and student achievement.</p>		

<p>Who: Any parent who is interested in participating in the Parent Leadership Council is encouraged to attend. The Home Office develops a calendar of specific topics that should be covered each month in addition to the topics that come up organically at the site. The calendar is in the Appendix. The CEO also provides input on the content of the meetings. Home Office staff also provide back office support for any survey data, student achievement data, reports, etc. that the administrator may need for their PLC meeting.</p> <p>When: These meetings are held once a month.</p> <p>Purpose: The purpose of the Parent Leadership Council is to engage parents in the ongoing evaluation of the strengths and weaknesses of the school's program and operations, to create a forum to share community concerns and priorities for improvement as well as to develop parent leadership.</p> <p>Measured By: Attendance and participation in the meetings</p> <p>Goal: Increase attendance in these meetings by at least 10% each meeting.</p>		
<p>School Accountability Report Card (SARC)</p> <p>What: EFC Home Office, in coordination with the school administration, completes the SARC for each school and posts it on the EFC website. It is also submitted to the authorizer and to the state. The SARC is translated. The sites have the SARCs available in the office for parents to review.</p> <p>Who: The COO and Controller, working with a consultant, prepare the SARC and review it with administrators for accuracy. The COO ensures that the SARC is completed correctly while minimizing the disruption to the instructional leadership at the site.</p> <p>When: The SARC is due in February of each year.</p>		

<p>Timeline: <i>November 2009:</i> COO and Controller meet with consultant regarding the content of the SARC. <i>January 2010:</i> Consultant completes the SARC. COO and Controller review with administrators. Final SARCs are translated. <i>February 2010:</i> SARC is turned into authorizer. The SARC (English and translations) available at school site offices for review. SARC is shared at PLC.</p> <p>Purpose: To share critical information with parents and community about the student performance and the instructional program, enrollment, school climate, teacher credentialing, support staff, facilities, and school finances,</p> <p>Measured By: Timely completion and posting of the SARC</p> <p>Goal: To have the SARC turned into the authorizer, translated and posted on the EFC website by the February due date every year.</p>		
<p>Parent Satisfaction Surveys</p> <p>What: Twice a year the Home Office surveys parents on topics ranging from facilities, safety, and administration. The fall survey is usually handed out during parent conferences since we have a high parental participation rate. See Appendix for survey.</p> <p>Who: The Director of the Essentials Initiative creates the survey with input from other Home Office staff. She conducts the survey, analysis of results, and dissemination of results. The CEO oversees the administrators' development of a response to the data.</p> <p>When: Satisfaction surveys are done in December and June every year.</p> <p>Purpose: To get parent feedback about the performance of the school. The feedback and</p>		

<p>subsequent action plans create greater accountability to the parents from the Home Office and administrators.</p> <p>Measured By: Percentage of parents filling out the survey and the responses to the survey</p> <p>Goal: 95% of parents surveyed will grade the school either an A or a B</p> <p>90% of parents surveyed will say they agree or strongly agree that the school is a safe environment</p>		
		<p>Implementation of Strategic Plan</p> <p>EFC will explore other initiatives through the strategic planning process and the implementation of the strategic plan.</p>

Teachers/ Staff

<i>Current</i>	<i>Short term (this school year)</i>	<i>Long Term (next school year)</i>
<p>Dine and Delve</p> <p>What: Periodically the Home Office hosts a Dine and Delve, where staff members are invited to discuss particular topics over a meal. For instance, every year there is one Dine and Delve that focuses on new staff members. At this event for new staff, the CEO reviews the mission and vision of the organization and asks the new staff for feedback on how they think we are meeting the mission and in the areas in which we are not, what could be done to improve.</p> <p>Who: The CEO and DEI</p> <p>When: While there is no set schedule, typically there is at least one Dine and Delve per trimester.</p> <p>Purpose: To create a forum for staff to give input and feedback</p> <p>Measured By: Staff attendance</p>	<p>Trimester Dine and Delve at sites</p> <p>What: Currently, most Dine and Delve sessions have been held at the Home Office with a few held at the sites. As a pilot, some of the Dine and Delve events last spring were held during lunchtime at the sites. Changing both the time and ease of access increased the participation across all job classifications. For the rest of this year, we are planning to increase the number of Dine and Delve sessions and host them on site across the various lunchtimes.</p> <p>Who: The CEO and DEI will spearhead this change. The Office Manager will make the arrangements for the events.</p> <p>When: Once every trimester spanning all employees lunchtimes</p> <p>Timeline:</p>	

<p>Goal: 100% staff attendance at Dine and Delve</p>	<p><i>February 2010-</i> CEO and DEI develop the calendar of Dine and Delves for each site and the topics to be addressed. Office Manager will send Outlook invitations to all staff for the Dine and Delve <i>March 2010-</i> Dine and Delve at lunch at the sites will begin Purpose: To get broad-range input from staff on specific topics and also to allow staff access to the CEO and DEI to air their concerns. Measured By: Staff attendance at Dine and Delve Goal: 100% of staff attend at least one Dine and Delve</p>	
<p align="center">Essentials Initiative</p> <p>What: The CEO rolled out the Essentials Initiative last year and created a position, the Director of the Essentials Initiative, to oversee the program. The Essentials Initiative outlines the main responsibilities for each job classification within the organization and makes them transparent to everyone within the organization. Last year the drafts of the Essentials for each job classification were shared at an EFC-wide meeting and every staff member was given the opportunity give their input. Revisions were then made based on the input. Administration Essentials were posted on the EFC website. Who: The CEO with input from Home Office staff wrote the drafts of each Essentials list and then revised them based on staff input. When: Spring 2009 Purpose: To clarify the core activities for each job function and to make those clear to everyone in the organization. Measured By: The final version of the Essentials</p>	<p align="center">Phase II: Essentials Initiative</p> <p>What: Now that the Essentials for each job classification are clear to everyone in the organization, the next step is accountability around those Essentials. First, the Essentials will be posted on the EFC website so that they all are available to everyone in the community. Second, those Essentials will be used as part of the reflection process during the mid-term and year-end evaluation process. Third, the Director of the Essentials Initiative will develop a system to get input from various stakeholders about the level to which we are meeting the Essentials. Who: The Director of the Essentials Initiative (DEI) When: Spring 2010 Timeline: <i>February 2010-</i> Technology Manager will post the Essentials for all job descriptions <i>February 2010-</i> DEI develops plan for getting feedback around each set of job functions listed in the Essentials <i>March 2010-</i> DEI brings plan to the Leadership Council and Administrators for input</p>	

	<p><i>April 2010-</i> DEI begins data collection process for feedback on each Essentials Initiative</p> <p>Purpose: To ensure that the Essentials remain core documents in staff's vision of their job performance.</p> <p>To ensure that there is accountability for every staff member around the core functions of their job.</p> <p>Measured By: To be determined by the system developed by the DEI</p> <p>Goal: 100% of the data collected is utilized to improve job performance</p>	
<p>Leadership Council</p> <p>What: Once a month the Leadership Council meets with the CEO and DEI. The Leadership Council is comprised of staff members who wish to participate and is a forum for them to bring their concerns as well as an opportunity for the CEO and DEI to get staff input on the direction of EFC.</p> <p>Who: The CEO and DEI organize and facilitate the meeting, but the agenda is developed with input from the staff members on the Leadership Council. The Leadership Council is open to all staff members, except administrators so that staff can feel open to sharing their concerns.</p> <p>When: The Leadership Council meets once a month on the third Thursday of the month, unless there is a conflicting event, in which case the meeting is rescheduled for a mutually convenient time.</p> <p>Purpose: To get input from the staff and to create a forum for them to bring concerns to the Home Office</p> <p>Measured By: Attendance and participation in</p>	<p>Greater Community Access to EFC Board Meetings</p> <p><i>See Parents above</i></p>	

<p>the Leadership Council Goal: 95% of the participants in the Leadership Council are in regular attendance</p>		
<p>Staff Satisfaction Surveys What: Twice a year the Home Office surveys all staff members on topics ranging from facilities, professional development, and administration (see Appendix for survey). Who: The Director of the Essentials Initiative (DEI) creates the survey with input from other Home Office staff. She conducts the survey, analysis of results, and dissemination of results. The CEO oversees the administrators' development of a response to the data. When: Satisfaction surveys are done in December and June every year. Purpose: By using an online survey tool, staff members are able to express their thoughts knowing that it is completely confidential. The feedback and subsequent action plans create greater accountability to the staff from the Home Office and administrators. Measured By: Percentage of staff that complete the survey and responses to survey data. Goal: 100% of staff complete the survey 90% of staff would agree or totally agree that the Home Office is receptive to their needs and communicates in a timely manner. 90% of staff would agree or totally agree that administrators are responsive to their needs and follow through on commitments 90% of staff would agree or strongly agree that professional development and coaching improve their practice.</p>		
		<p>Implementation of Strategic Plan EFC will explore other initiatives through the strategic planning process and the</p>

implementation of the strategic plan.

Site Leadership

<i>Current</i>	<i>Short term (this school year)</i>	<i>Long term (next school year)</i>
<p align="center">Meeting with COO</p> <p>What: Currently, every Principal meets with the COO to review their budget, ADA, enrollment, and projections</p> <p>Who: The COO (Chief Operations Officer) and the Business and Operations team do all the back office work to ensure that the Principals can maximize their time spent on instructional leadership rather than managing the financial or operational portion of the building.</p> <p>When: Monthly</p> <p>Purpose: To support the administrators in managing their budget and to hold the Business and Operations department accountable for timely completion of financial transactions on behalf of the school sites</p> <p>Measured By: Financial Meetings</p> <p>Goal: Maintaining a sound financial organization</p>	<p align="center">Revamped Meeting with COO</p> <p>What: Building on the current monthly meeting with the COO, the administrators and COO will delve more deeply into the site's budgeted enrollment, ADA, current trends and the effects of these during the current year and subsequent years. A closer look will be taken at expenditures and trends vs. budget. With the goal of streamlining systems and simplifying reporting across all sites.</p> <p>Who: The COO, Controller and Principals</p> <p>When: Monthly</p> <p>Timeline: Beginning April 2010 and ongoing</p> <p>Purpose: To support administrators in understanding their budget and reflecting on where they are strategically spending their resources. To create greater transparency around the expenditures at the school site level.</p> <p>Measured By: Financial meetings that include both revenue and expenditures trends and forecasts.</p> <p>Goal: To maintain fiscal accountability at the site level and transparency as well as accountability at the Home Office level.</p>	<p align="center">Collaborative Data Analysis and Action Planning</p> <p>What: Create a direct connection between the student achievement and survey data analysis and the resulting action plans and the expenditure of funds.</p> <p>Who: Home Office Leadership Team (CEO, COO, CAO, DEI) and Administrators</p> <p>When: At the beginning of each school year, the Principals, Home Office staff, and the school site Instructional Leadership Team will analyze CST data along with the previously analyzed benchmark data and survey data to develop an action plan for the year. Once the action plan is complete, the COO and Business and Operations staff will support administrators in aligning their expenditures with the action plan.</p> <p>Timeline: <i>December 2009/ June 2010</i> Staff survey is conducted using online survey tool, which allows staff to submit ratings and comments confidentially. <i>January 2010/ June 2010-</i> Administrators, Home Office staff receive parent and staff satisfaction survey data <i>February 2010/ June 2010-</i> Administrators develop their response or action plan to the survey data. Home Office staff prepares a response to the data that is related to their function.</p>

		<p><i>April 2010/ June 2010-</i> Home Office and Administrators meet to begin the budget process for Fiscal Year 2010-11 based on current CST scores and current year benchmark trends as well as current year financial trends and projections with the goal of aligning expenditures with educational goals and needs. Budget is finalized by board in May 2010 for submission to State in June 2010.</p> <p><i>June 2010/ July 2010-</i> Home Office staff prepares report on attendance, including an analysis of dips in attendance and the results of strategic efforts made to increase attendance</p> <p><i>August 2010-</i> When CST data arrives, it is sent to data analyst to clean up data and derive the projected API score, and projections on whether all AYP indicators have been met. Home Office staff analyzes CST data to identify trends, patterns, gaps in achievement and areas of need, EFC-wide, school specific, and grade level specific.</p> <p><i>Late August 2010:</i> Administrators and teachers, the ILT in particular, analyze CST data to determine patterns in the data, gaps in achievement and where our greatest areas of need for improvement lie and then develop a preliminary action plan.</p> <p><i>Early September 2010:</i> Home Office and administrators work collaboratively to finalize the action plan</p> <p><i>Late September/ early October 2010:</i> COO and Business and Operations staff along with the Site Administrators, align and refine the current year's budget to the action plan and actual expenditures as well as projected expenditures for the current year. The board will then approve any significant changes to the budget.</p>
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<p style="text-align: center;">Financial Reporting</p> <p>What: At Business and Operations meetings, Principals receive a briefing on financial reports on an as necessary basis. For instance, there might be a report on audit findings after an audit. Typically, this reporting is based on ADA and enrollment numbers specific to their school sites.</p> <p>Who: The COO</p> <p>When: As needed</p> <p>Purpose: To ensure that the Principals are aware of current financial data for their school site and to action plan as a group to address any identified problems.</p> <p>Measured By: Actuals vs. budgeted numbers and forecasts.</p> <p>Goal: To keep the site Administrators involved and informed on budget decisions and potential shortfalls.</p>	<p style="text-align: center;">Monthly Financial Reporting</p> <p>What: At the monthly Business and Operations meetings, the COO will give the Principals a monthly financial report that builds on the current reporting of ADA and enrollment to include EFC wide information so that they are included in the discussion about strategic use of funds. Most of these reports will mirror the financial reports given to the EFC Board. The Goal at these meetings will be to identify resource allocation based on what has and what hasn't worked in the alignment of our financials with our instructional goals.</p> <p>Who: The COO</p> <p>When: Monthly</p> <p>Timeline: Current actuals and projections included, implemented immediately.</p> <p>Purpose: To keep the administrators more broadly informed about the financial situation EFC-wide and strategic decisions being made regarding the resources. To create greater transparency in the expenditure and use of funds EFC wide, which will allow for more informed decision-making.</p> <p>Measured By: Administrators' ability to understand and articulate the financial standing of EFC as a whole and both the decisions and rationale behind any strategic financial decisions made.</p>	<p style="text-align: center;">Monthly Financial Reporting</p> <p>What: At the monthly business and operations meetings, The COO will work with Administrators to review current financials and compare them with the educational goals. These goals could change based upon the latest student achievement data, and the budget will be adjusted accordingly with the key stakeholders involved in a holistic approach that involves actual financials as well as the achievement data to arrive at the budget that will align most directly with student needs.</p> <p>Who: The COO, CAO and Site Administrators</p> <p>When: Monthly</p> <p>Timeline: Implemented immediately based upon requisite needs.</p> <p>Purpose: Complete transparency with the administrators in the budgeting process and synergistic collaboration to provide the most aligned version of the budget possible to meet the educational goals.</p> <p>Measured By: Administrators' ability to understand and articulate the financial standing of EFC as a whole as well as the rationale behind financial decisions and how they align to the academic goals.</p> <p>Goal: A holistic synergetic budget approach that involves the key stakeholders and the</p>

	<p>Goal: Administrators will be able to understand and articulate the current financial status of the organization and the rationale behind financial decisions made.</p>	<p>Administrators' ability to understand and articulate how this process works and the benefits it creates for the children we serve.</p>
<p align="center">Coaching from CEO</p> <p>What: The CEO meets with the Cox administrators regularly. This provides an opportunity for site administrators to share any site concerns or to ask for support in their own development. It also allows the CEO to coach administrators in the areas of improvement that he has identified. Depending on the topic at hand, other Home Office staff may be asked to attend. For instance, if the focus is assessing the implementation level of the Fluency Action Plan then the CAO would be invited. If there are concerns about the school culture the DEI would be invited.</p> <p>Who: The CEO</p> <p>When: The CEO spends on average one day a week at Cox</p> <p>Purpose: By having this regular forum with the CEO, the administrators are able to bring any concerns about the instructional program, operations, etc. to his attention. This regular meeting provides support to the site administrators as well as the accountability to follow through on the Instructional Management Plan, site action plans, etc.</p> <p>Measured By: Principal self-reporting, completion of tasks assigned, observational data</p> <p>Goal: Continuous improvement of administrator performance in areas designated by CEO</p>		<p align="center">Upward Reviews</p> <p>What: After the strategic planning process is complete, EFC will develop and institute a system of upward reviews of CEO and Home Office staff. The strategic planning process will inform the development of the upward review tools.</p> <p>Who: CEO, DEI and HR</p> <p>When: <i>June 2010-</i> Strategic Plan is completed <i>July 2010 and August 2010-</i> CEO, DEI, and HR will develop the upward review process <i>September 2010-</i> Roll out the upward review process</p> <p>Purpose: To hold the Home Office staff accountable for the service and support they provide to the school site.</p> <p>Measured By: Completion of the upward review process</p> <p>Goal: Full use of upward reviews as a part of the development of Home Office staff personal development plans, including on-going training and mentoring to broaden and deepen skills</p>
		<p align="center">Implementation of Strategic Plan</p> <p>EFC will explore other initiatives through the strategic planning process and the implementation of the strategic plan.</p>

ATTACHMENT VI: SITE LEADERSHIP

EDUCATION FOR CHANGE: ACCOUNTABILITY

Site Leadership

What has been the impact of the change in leadership at Cox Academy to date?

The administrative team at Cox Academy is new as of August 2009. Even before the school-year began, the administrative team connected with the school community as much as possible. A combination of parent and staff surveys, meetings and talks with Cox teachers and staff and insight from the home office was the precursory information that was gathered to determine what needed to be priority at the start of the year. Since, the team has been in 'action research mode' using each day to learn the systems, cultures and community that is Cox and EFC, understand the mission and vision of the charter and analyze what the school community has and needs and where the most impact can be made. Committed to being instructional leaders, a resource and support in the school community and leaders for change, the team has been very strategic in how and what they focused on to date. With a vision of Cox Academy being a rigorous learning community providing an enhanced elementary experience, the following outlines the impact of the leadership in the below areas, to date.

Instruction

The team focuses on instructional leadership and teachers have become much more reflective about their practice. The frequent and consistent presence of site administrators in classrooms has been welcomed and teachers are excited about engaging in discussions which help to develop and refine their knowledge and instructional skills. Creating an environment in which site administrators are seen as collaborators in teachers' efforts to provide the most effective educational experience for our students is critical to our success. Over the course of the last several months the administrative team has ensured that a solid foundation exists in every classroom to support quality instruction and student achievement. Furthermore, the team has developed a good grasp of the curriculum to enhance our ability to support teachers in creating and deepening student engagement.

Instruction that is sound, research based, explicit, well-planned and focused is the goal. With a core curriculum and routines already in place, the next step is to increase levels of student engagement and participation so that more students can have access to the learning and actively participate in the learning. Towards this end, the team has made presentations on student engagement to the entire staff and provided direct feedback and support to grade levels and individual teachers in this area. These efforts, as well as all instruction are supported by administrative walkthroughs, lesson planning and collaboration with teachers and coaches, modeling of lessons, and formal observations.

Both administrators are instructional leaders who are trained in a number of strategies, best practices and programs. The team participates in professional development and research with the staff to continue to learn as well as to be familiar with the adopted curriculum and organization expectations. Feedback is specific and purposeful. Both the principal and the vice principal are able to provide support to the teachers in

preparing to effectively teach concepts, improving pedagogical practice and in tailoring instruction to address specific needs. As a result, more teachers see and trust this team to provide effective instructional leadership. Teachers come with questions, challenges or just to reflect on their practice. The administrative team is in the classroom not only observing but also teaching, thereby modeling for teachers and setting expectations. A by-product is a more transparent teaching and learning environment, as administrators and teachers work together towards dramatically increasing student achievement. Teachers are beginning to reflect more on their craft and focus specifically on student engagement. Observational data shows an increase in the use of engagement strategies and student talk than noted in September.

Summary of observations:

- Increased levels of student talk
- Increased student engagement
- Implementation of more engagement strategies
- More meaningful dialogue around differentiation
- Beginning of dialogue around higher level thinking and varied forms to apply and demonstrate learning
- More student writing products and work samples as well as improving quality
- Increase in teachers checking for understanding throughout lesson
- Feedback loop: Content specific observational feedback – monitoring of teacher implementation – follow up

Assessment

The administrative team at Cox reviews data with staff at least three times each trimester. In addition to these scheduled data talks, the team reviews class, individual and grade level data on a regular basis. Data is disaggregated by ethnicity, Language Proficiency and gender to provide more detailed information. The data is then used to focus collaboration on identified areas of need at classroom, grade and site level. Additional data is also gathered and tracked, including which students and how often students are called on during instruction, the amount of time during which there was teacher talk versus student talk and other areas of interest/focus.

Both the Principal and the Vice Principal who continuously interface with teachers think it critical to dialogue around concrete student results. Creating a culture of high achievement is incumbent on being driven by and responsive to the data. In the brief tenure of the team, a key area of leverage has been engaging and supporting teachers in a deeper analysis of the data and planning to address assessed areas of need. Key to this process has been closely assessing and monitoring instructional responses. In addition, the team has started specifically coaching teachers to use

student response in the course of a lesson to help determine lesson pacing. Clearly, as teachers become more adept at this, it will increase facility with differentiation.

Summary of observations:

- More targeted instruction addressing specific needs and mitigations or enhancements
- Beginning of dialogue around differentiation (which students to target, why and how)
- More targeted and specific feedback in areas of focus for individual teachers and grade levels
- Plans and decisions that are made based on a deeper analysis of the data
- Reflection on the strengths of core curriculum and program components that need to be strategically enhanced
- Increased knowledge about how to assess our students so effectively it reflects the level of learning
- Student data-based observation

Continuous improvement

The staff at Cox Academy is a group of educators who are committed to helping the children in our community be successful. There is a common understanding that there must be continuous refinement of our practice as educators to realize this goal. The quality of teacher collaboration is evidence of the teachers' willingness and readiness to reflect, learn and grow as professionals.

Consistent with the ideals of EFC, the administrative team is dedicated to continuous improvement. At the first meeting with teachers, it was shared that we are reflection oriented. That said, we are committed to a cycle of improvement that includes planning, data collection, reflection and refinement.

Summary of observations:

- More open dialogue with staff and parents
- Increased transparency
- Continuous refinement of systems within the site base on data including staff input

Culture & climate

Setting clear expectations, bonding and establishing open lines of communication with students was the first key step in improving the climate and culture at Cox Academy. Students have been extremely responsive to the administrators' continuous engagement and interest in them as students and people. Since the beginning of the school year, there has been a dramatic increase of parent participation in meetings, workshops and school events. Additionally, the physical environment has been greatly enhanced after the summer remodel and high level of expectations for current, quality student work to fill the campus. For these reasons the school feels warm and inviting. We have gotten significant feedback on how our visibility and consistency enhance the climate and culture of Cox Academy.

Summary of observations:

- Parent Survey results that show an over 90% approval/satisfaction rating
- Increased attendance at Parent meetings, workshops and events
- Development of Student Council
- Newsletters
- School events
- Transparent learning environment – student work samples in halls, etc
- Harmonious environment – quiet hallways, smooth transitions
- Comments on GreatSchools.net (see below)

Posted November 24, 2009

The teachers are the same but the principals are new and they are great! The teachers were already awesome and now with new principals this school will surely be the best it can be! I feel good to be a Cox Parent!

Submitted by a parent

Posted November 24, 2009

I have gone to all of the parent meetings this year. The principals and teachers really know their stuff and are on the ball for kids. The school improved over 50 points on the state test. I wish there were more events and activities for the kids but I am fine that they are focusing on the academics and helping these students read!

Submitted by a parent



Posted November 24, 2009

My kids are excited for this year. They love to go to school at Cox. The principal and vice principal are new, young and energetic. Best of all, they seem to be very smart and know about running a school, discipline, working with parents and teaching.

Submitted by a parent



Posted September 15, 2009

Cox is improving in all materials. The teachers are really great and have high expectations. My son is doing Great because teachers at COX CARE.

Submitted by a parent

Cox Academy within the larger context of Oakland Public Schools

The administrative team is new to the Oakland School Community. However, the importance for students to be involved in and connected to grade level peers and the greater educational community is clear. The team has begun to network with other Oakland Schools (at the elementary and middle school level). The site shares a campus with REACH Academy which lends itself to collaboration between schools. The administrative teams from each site met before the school year began and continue to meet on a regular basis to ensure that the two schools work as one community.

In addition, the Cox team plans to pursue opportunities for learning from other successful schools in Oakland and beyond, be they traditional public schools or charters. As professionals dedicated to ensuring the highest levels of achievement at Cox, we realize the importance of being continuous learners and looking for opportunities to engage in discussion and inquiry with our colleagues.

Summary of observations:

- School visitations
- Cox participating in OUSD Spelling Bee
- Cox hosting a Middle School Options Fair with several Oakland Public and Charter Middle Schools
- Partnership and Collaboration with REACH Academy (staff mixers, collaboration, etc)

EDUCATION FOR CHANGE: ACCOUNTABILITY

Site Leadership

What can be expected of the leadership change going forward?

Goal(s) to improve and positively impact <i>Instruction</i>	Specific Actions towards goal	Person Responsible	Means of Evaluation: <i>Authentic Assessment and Monitoring</i>
<p>Students will be actively engaged in instruction</p> <p>Use active student engagement strategies & interactive learning strategies on a consistent basis in all classes.</p> <p>Mathematics....</p> <ul style="list-style-type: none"> • Continue to deepen students' engagement in meta-cognitive and algorithmic mathematics by being asked to explain their thinking and steps taken when obtaining answers to problems. • Increase students opportunities to actively be engaged in productive group work - (i.e. students speaking to other students about how they solved the problem) • Refine routines and procedures to promote increased rigor and active student engagement- (i.e during the warm up activities teachers will address review questions/ current problems/ a CST released question or preview an upcoming topic.) • Increase students' use of math vocabulary and multiple representations to express an idea (solve problems) and explain their thinking <p>English Language Arts....</p> <ul style="list-style-type: none"> • Refine routines and procedures to promote increased rigor and active student engagement • Increase students' opportunities to actively engage in productive group - (i.e. students are speaking to other students about the text) • Continue to increase students' ability to make connections (text-to-text, text-to-self, text-to-world) expanding the use of these core skills across all disciplines • Continue to deepen students' ability to engage in higher level thinking and discussion around text through text analysis • Students will be provided with many more opportunities to independently apply reading skills and strategies in a variety of projects including those focused on inquiry 	<p>Professional development focus on student engagement and higher order thinking using Marzano's framework as outlined in the charter petition</p> <p>Lesson planning and collaboration with teachers</p> <p>Model lessons</p> <p>Frequent observation and feedback</p> <p>Provide professional development to support regular and consistent use of inquiry</p>	<ul style="list-style-type: none"> • Site administration • Coaches • Demo Teachers 	<p>Observations and walk-throughs</p> <p>Student work samples</p> <p>Students will be able to articulate what they are learning, why they are learning it, and how they know when they're doing it right.</p> <p>Increased student usage of academic language</p>

<p>Other curricular areas....</p> <ul style="list-style-type: none"> • Ensure routines and procedures are embedded that promote rigor and active student engagement • Ensure all students approach various content areas with appropriate academic language and content specific vocabulary 			
<p>All students have access to grade level core as well as multiple opportunities for differentiation</p> <ul style="list-style-type: none"> • Develop teachers' ability to differentiate while presenting new concepts via direct instruction • Provide all students with targeted instruction/support at their level each day • Ensure students have multiple opportunities to apply learning and demonstrate understanding on a regular basis 	<p>Differentiated PD for teachers to appropriately develop instructional skills</p>	<ul style="list-style-type: none"> • Professional development team • Teachers 	<p>Observations</p> <p>Workshop plans</p> <p>Agendas</p> <p>Student work samples</p>
<p>Goal(s) to Improve and positively impact</p> <p><i>Instruction (continued)</i></p>	<p>Specific Actions towards goal</p>	<p>Person Responsible</p>	<p>Means of Evaluation:</p> <p><i>Authentic Assessment and Monitoring</i></p>
<p>Students will be provided a 'well-rounded' curriculum which includes the arts, sciences, technology and social studies</p> <ul style="list-style-type: none"> • Areas in math and reading curriculum that address these content areas will be highlighted and reviewed to ensure alignment with current standards • Those content area standards which are not addressed in the core curriculum will be identified and plans for instruction will be developed • These areas will be targeted during Prep periods and afterschool programs to enhance and extend the core instruction that will be provided as a part of our base program 	<p>Technology will be incorporated into the curriculum, i.e. research, projects, word processing, and reports</p> <p>Provide PD targeting integration of arts, sciences, social studies, and technology</p> <p>Collaboration regarding cross-curricular instruction</p>	<ul style="list-style-type: none"> • Site administrators • Teachers 	<p>Grade level weekly instructional plan</p> <p>Enrichment schedule</p> <p>Prep schedule</p> <p>Student work samples/projects</p>
<p>Develop a formal detailed plan to focus on ensuring the academic success and achievement of the African American students attending Cox Academy</p> <ul style="list-style-type: none"> • Focus specifically on increasing academic success of African American students 	<p>Consult with a variety of professionals with proven track record in this area</p>	<ul style="list-style-type: none"> • Site administrators • Teachers • CAO 	<p>Benchmark data</p>

<p>and improving communication and level of engagement with students and their parents/guardians</p> <ul style="list-style-type: none"> • Monitor implementation of plan quarterly 	<p>Goal setting with and for students and parents</p>		<p>CST data</p> <p>Instructional plans</p> <p>Increased participation and quality of work product of AA students</p>
<p>Teachers will use a variety of strategies to Check for Understanding both in the course of instruction and after instruction</p>	<p>Professional development focusing on multiple ways to check for understanding</p>	<ul style="list-style-type: none"> • Professional development team • Site administrators • Teachers 	<p>Observations and walk-throughs</p> <p>Lesson planning</p> <p>Frequent observation and feedback</p>
<p>Students will frequently engage in critical thinking activities and learning that reflects all levels of Bloom's Taxonomy especially those that are considered higher order skills</p>	<p>Student centered and student led classroom discussions</p> <p>Classroom assignments focused on process as well as product</p>		<p>Students will be able to explain and apply learning using graphic organizers, reflective journals, etc.</p>
<p>Goal(s) to Improve and positively impact</p> <p><i>Assessment</i></p>	<p>Specific Actions towards goal</p>	<p>Person(s) Responsible</p>	<p>Means of Evaluation:</p> <p><i>Authentic Assessment and Monitoring</i></p>
<p>Teachers will disaggregate and analyze data to monitor progress of specific subgroups</p> <ul style="list-style-type: none"> • Routinely disaggregate data to monitor progress of subgroups including Hispanic students, students with disabilities, English learners and African American students. 	<p>Data summits</p> <p>Grade level data talks</p>	<ul style="list-style-type: none"> • Site administrators • CAO • Coaches • Teachers 	<p>Data analysis forms</p>

<p>Teachers will use formal and informal data to more actively inform instruction</p> <ul style="list-style-type: none"> • Teachers will use a variety of strategies to Check for Understanding during the course of instruction • Collaboratively analyze student work product and develop action plans to address specific needs • Teachers will constantly monitor student engagement and learning and adjust instruction accordingly • Teachers will regularly provide 'workshop' or 'universal access' time to students differentiated based on data 	<p>Data summits</p> <p>Grade level data talks</p> <p>Observations and walk-throughs</p>	<ul style="list-style-type: none"> • Coaches • Site administrators • Teachers 	<p>Observations and walk-throughs</p> <p>Teacher monitoring tools</p>
<p>Teachers develop a deep understanding of grade level standards and means to help students master these standards (creating enhancements and mitigations to the current curriculum when necessary)</p>	<p>On-going training on core curriculum and content standards</p> <p>Periodic review of blueprint</p> <p>GL collaboration around mitigations and enhancements</p> <p>Teacher Observations</p>	<ul style="list-style-type: none"> • Teachers • Coaches • Site Administrators • CAO 	<p>Mitigation and enhancements within lessons</p> <p>GL notes</p>
<p>Teachers will review benchmark data and set individual goals for students who are not meeting the benchmark</p> <ul style="list-style-type: none"> • Identify strategies to be implemented to help students achieve benchmark goals • Share student growth targets/goals with students and parents. • Track and monitor student response identified strategies • Identify students that fall into subgroups. Specifically monitor the progress of these students monthly. 	<p>Data summits</p> <p>Grade level data talks</p>	<ul style="list-style-type: none"> • Coaches • Site administrators • Teachers 	<p>Data analysis forms</p> <p>Individual and sub-group progress reports</p>

Goal(s) towards Continuous Improvement	Specific Actions towards goal	Person Responsible	Means of Evaluation: Authentic Assessment and Monitoring
Cox Academy will continue to strengthen a culture in which teachers feel efficacious and actively participate in the continuous improvement of the school	<p>Forums for specific, honest feedback from teachers</p> <p>Opportunities for leadership capacity among teachers</p>	<ul style="list-style-type: none"> • Site administrators • Home office team • Teachers 	<p>Increased teacher participation and input in areas outside of the classroom</p> <p>Events/project facilitated by teacher leaders</p> <p>Teacher Survey</p>
The Cox Administrative team will regularly formally evaluate their progress towards these goals and the mission/vision of the charter to monitor for alignment and areas needing refinement	<p>Monthly principals' meetings</p> <p>Gather feedback from stakeholders</p>	<ul style="list-style-type: none"> • Site administrators • Home office team 	<p>Notes from meetings</p> <p>Staff survey data</p> <p>Charter Implementation Tracking Form</p>
Parents, Staff and Students will be provided with increased opportunities to give feedback on the school community and ways to improve	<p>Monthly PLC (parent leadership committee) meetings</p> <p>Monthly grade level meetings for parents</p> <p>Town Hall Meetings</p> <p>On site board meetings</p>	<ul style="list-style-type: none"> • Site administrators • Coaches 	<p>Parent and staff survey data</p> <p>Feedback Forums and evaluations from workshops, professional development and other forums for key stakeholders</p> <p>Public Feedback at Board and Town Hall Meetings</p>

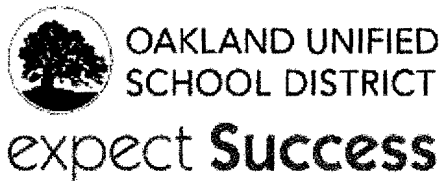
	<p>Educating parents regarding our mission and vision</p> <p>Regular informational meetings for parents on data</p> <p>Triennial surveys</p> <p>Give feedback forms for parent meetings</p>		
<p>Goal(s) to Improve and positively impact Culture and Climate</p>	<p>Specific Actions towards goal</p>	<p>Person Responsible</p>	<p>Means of Evaluation: Authentic Assessment and Monitoring</p>
<p>The Cox School community will be a more transparent learning environment</p>	<p>Hallway bulletin boards will reflect student learning</p> <p>Key stakeholders will be provided regular updates on changes, important decisions, forums for input, plans (short and long term), data, etc.</p> <p>Parent Data Bulletins (following the benchmark assessment calendar)</p>	<ul style="list-style-type: none"> • Site administrators • Teachers 	<p>Student Work Samples</p> <p>Classroom and School physical environment</p> <p>Meeting notes and agendas/powerpoints</p> <p>Newsletters and other community (staff/parent) communication</p>
<p>Students will have increased opportunities to use and develop their capacities outside of the classroom</p>	<p>Student Council (a leadership program)</p>	<ul style="list-style-type: none"> • Site administrators • Select teachers and school staff 	<p>Student Council events</p> <p>Products and programs from</p>

	<p>Student leading meetings and making presentations/announcements for school</p> <p>Student newspaper</p>		<p>student events</p> <p>Student surveys</p>
<p>Parents will actively participate and have multiple opportunities to engage in the school community, the education of their child(ren), and their voice will be reflected in school events, decisions and community (as valued stakeholders)</p>	<p>Monthly Parent Leadership Council Meetings</p> <p>Parent Grade Level Meetings</p> <p>Parent Workshops</p> <p>Adult English Classes</p> <p>Parent Focus Groups</p> <p>Parent Conferences</p>	<ul style="list-style-type: none"> • Site administrators • Select teachers and school staff 	<p>Notes, agendas and presentation materials</p> <p>Parent Sign in sheets</p> <p>Feedback/Evaluation Forms</p> <p>Flyers</p> <p>Qualitative Data: Increased Parent Participation, input and presence</p>
<p>Goal(s) to Improve</p> <p>Cox Academy within the larger Oakland Public Schools</p>	<p>Specific Actions towards goal</p>	<p>Person Responsible</p>	<p>Means of Evaluation: Authentic Assessment and Monitoring</p>
<p>Increased participation in OUSD events as well as informal and formal opportunities share learnings around practice</p>	<p>Network with OUSD charter department and schools to stay aware of events in the district and opportunities for cross school/program collaboration</p>	<ul style="list-style-type: none"> • Site Administrators 	<p>Evidence (hard copy and qualitative) of participation and collaboration with other schools</p>

<ul style="list-style-type: none"> • Participation in OUSD’s events which provide our students with additional value experiences • Partnerships and ‘competitions’ with other OUSD schools (i.e. ‘math Olympics with REACH academy, with whom we share a campus) • Middle School fairs, presentations and visits to expose parents and students to options • 	<p>and events</p>		<p>Administrative representation at OUSD events</p> <p>Report lessons learned as a part of our regular review of progress</p>
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ATTACHMENT VII: CHARTER SCHOOL RENEWAL QUALITY REVIEW

Oakland Unified School District



Charter Renewal Site Visit Review Report

EFC Cox Academy

**Sunnyside Street
Oakland
CA 94603**

Principal: Enikia Ford Morthel

Dates of review: October 15 - 16, 2009

Lead Reviewer: Christina Lewis

Cambridge Education (LLC)

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

Strengths
Challenges

Part 3: Main findings

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

Part 4: School Quality Criteria Summary

Part 1: The School Context

Information about the school

Education for Change (EFC) Cox Academy serves approximately 552 students in kindergarten through grade 5. The school is a conversion charter in its fifth year of operations and under a new principal this year, the third in the short time the school converted to a charter school. Cox Academy's diverse student population is approximately 66 percent Hispanic/Latino, 28 percent African American, 4 percent Pacific Islander, and 2 percent Asian. About 60 percent of the students are English learners. Students with disabilities represent approximately 7 percent of the student population, most having specific learning disabilities or speech or language impairments. Approximately 93 percent of the students qualify free or reduced-price meals, which is substantially above the state averages. Of the enrolled students, the breakdown between males and females is almost equal. The average attendance is 95 percent which is the same as State average.

The school is in purpose built premises that have been undergoing refurbishment. Many classes are outside in modular buildings. The school shares the site with an OUSD school that is currently having a new building constructed on the site. This has led to organizational issues due to shared facilities such as the playground and cafeteria. The school has recently had a room converted to hold a computer suite.

The school's 2009 growth API of 665 reflects a gain of 78 points from the 2008 base. Although substantially exceeding its 2008 growth target, the school still failed to make AYP because insufficient students reached proficiency in English language arts. The school retained its former Program Improvement (PI) status before its conversion to a charter school and so is now in PI Year 4. Despite last year's API gain, the school remains in the lowest fifth of the 67 elementary schools in the Oakland Unified School District

Part 2: Overview

School Strengths:

- In a relatively short time the new administration has had a positive impact on improving school culture, and in promoting a safe learning environment for students.
- The administration collects and analyzes a wide range of data in order to understand its strengths and the challenges facing the school.
- The strong sense of teamwork and collaboration between all members of staff has led to a more consistent and stable workforce.
- The school has good links with parents and effectively supports the academic, social, and emotional needs of students and their families.
- Students enjoy school and are positive about their learning.
- Planned professional development gives teachers opportunities to improve their practice and develop their teaching skills.
- Financial audits indicate that the organization uses funds appropriately.

School Challenges:

- In spite of an increase in student achievement, the school is still underperforming when compared to surrounding schools.
- The lack of a clear understanding of the under achievement of different subgroups within the school, particularly Black Americans, hampers the school's efforts in planning to meet the needs of these students.
- There is little evidence to indicate that lessons are differentiated in order to meet the learning needs of lower and higher achieving students.
- There is inconsistency in teachers' use of higher ordering questioning skills that promote critical thinking.
- Breadth and balance in the curriculum is limited and most students do not have access to visual or performing arts in line with the original Charter agreement.
- Parents do not have an active voice in the strategic management or decision making process of the school's CMO or leadership team.
- The Charter Management Organization does not involve the school community in decision-making and has yet to develop a long-term strategic plan to secure the future improvement of the school.

Part 3: Main Findings

Overall Evaluation: The school's overall performance.

This is an underdeveloped school.

Is the School An Academic Success?

The school successfully increased its Academic Performance Index by a total of 78 points going from 587 to 665. In math, most grades increased their scores by 10 or 20 percent: Grade 2 results rose from 31 percent proficiency to 42 percent, grade 3 from 21 percent to 42 percent, grade 4 from 29 percent to 42 percent and fifth grade from 25 percent to 32. However, in spite of the gains, these results continue to be below State averages. In English language arts there are similar increases in achievement with grade 2 and grade 4 moving the greatest number of points, while grade 3 made some gains moving from 4 percent to 15 percent, grade 5 remained static at 21 percent. Tracking student progress shows that students in grades 4 and 5 maintained and increased their proficiency levels from the previous year. However, the overall scores for English Language Arts show that only 27 percent of all students in the school are proficient in this subject. Although an improvement, these results are well below State averages and similar school in the District and as a result, the school remains among the lowest performing schools in the area. Because of these results, the school failed to make Adequate Yearly Progress in either math or English language arts. In science, grade 5 proficiency is 11 percent; this is also lower than State or district averages.

Is the School an Effective, Viable Organization?

Cox Academy functions efficiently on a day-to-day basis. The new administration has introduced effective systems and procedures that ensure the school is well organized. For example, the principal has liaised with the other school on site to ensure that use of the shared facilities is scheduled to allow best use for each school. The new principal and her assistant principal are firmly committed to raising standards and increasing student achievement. They see themselves as instructional leaders and have already spent time in the classroom modeling best practices, in addition to observing and providing feedback to teachers. Their vision is that 'Every child deserves the best' and they are slowly beginning to make this vision a reality. Good collaboration, teamwork, and a high level of support and professional development from the charter management organization (CMO) have encouraged teachers to stay at the school. In the past two years, this has led to a more stable workforce, who knows the students well and understand the school's strengths and weaknesses. They show a high level of commitment and dedication to improving their practice and student's learning. Parents value the support they receive on their children's progress and how they can help at home. The school regularly seeks parents' views and concerns and acts on them if appropriate. Parents are invited to share the school and students' successes through weekly Monday morning Meetings celebrations.

The CMO Home Office supports the school on a day-to-day basis in areas of finance, staff development, and curriculum matters. However, the board is in the process of regeneration and has yet to take on its roles and responsibilities more effectively. Currently there is no long-term strategic plan for the organization or the means to monitor the school's effectiveness in raising student achievement. The school has effective fiscal controls and budget monitoring in place that ensures resources are used to improve student outcomes. The CMO Home Office has a finance director who ensures that financial operation run efficiently. However, the board has yet to develop a more rigorous overview of financial matters. The lack of a long-term strategic plan hampers the monitoring of finances and the sustainability of the organization's financial commitment.

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

The school remains faithful to its charter in the areas relating to fiscal accountability and its clear focus on student achievement. The Cox Academy is a safe secure environment that is supportive and enables learning. There is alignment in the charter petition to the school's instructional model of a solid research based curriculum for English and math that is aligned to State standards. However, evidence shows these programs do not fully support the charter's emphasis of a differentiated curriculum to meet each students needs and deliver a more personalized and effective curriculum for every student. The school has yet to address the achievement gap of African Americans who make less progress than the other subgroups within the school population. A new English language development (ELD) program with daily instruction for English language learners as set out in the charter has yet to be implemented. Although data indicates that this subgroup perform better than the other groups within the school, overall English language arts results are low and 73 percent of the students have yet to gain proficiency.

Under the terms of the charter, students in the higher grades are taught science. However, they have limited access to the visual and performing arts. Although the school has recently installed a computer suite, students only use this as part of the after school enrichment program. It is not yet fully utilized to enhance student learning or develop their technological skills. In theory the English program is supposed to integrate other subjects in the reading program. However, there is very limited evidence to suggest that this happens consistently in all grades. The school currently has no library on site. This limits students' exposure to a wide range of literature, non-fiction books, and materials.

The school provides a varied menu of extended day opportunities in line with its charter that include homework help sessions, small group intervention and a limited range of extra curricular activities. However, spaces are limited and this program is not available to all students.

The school fulfills its charter in the high level of professional development and coaching it provides for teachers based on school need, perceived Education For Change (EFC) organization need and individual need. As a result, there is strong collaboration and teamwork among staff within the school and across the organization as a whole. This has been successful in encouraging teachers to become reflective in their work and in develop their teaching skills. At Cox Academy, this has led to a less transient staff population that gives the school more stability.

The school has strong links with its parents and community but there are no opportunities for parents or community organizations to take an active part in the decision making process or the school strategic planning as stated in the charter. The board has yet to develop full responsibility and fidelity to the terms of the school's charter.

Criterion 1: Improving Student Achievement

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

This area of the school's work is underdeveloped.

The Cox Academy made some progress in 2009 on the California State tests, improving the API score from 587 to 665. However, this falls below State average and the results of many other schools in the local area. The school has not set out clear measurable goals or developed an action plan with performance indicators, to address how it will continue to improve student achievement and close the achievement gap for all students in English language arts. Additionally, the administration has not yet developed strategies to address the significant under achievement of African American students. Student achievement in math has improved noticeably with more than percent of students gaining proficiency in 2008/2009 test results. This improvement has been attributed to the new math program introduced in 2007 which staff and students agree has a positive impact on developing students mathematical skills and concepts. In spite of gains in students' achievement in grade 2 English language arts, many of the grade 3 students failed to make proficiency or to maintain their proficiency levels from the previous year. In all grades, African Americans performed considerably lower than other groups in the school population. While the administration is concerned about this, there is a lack of urgency across the EFC organization in planning strategies to address these issues effectively. The current professional development focus on reading fluency and student engagement have yet to have a positive impact on students' learning and effectively meet the needs of this sub groups.

The CMO, school leaders and teachers recognize the importance of high expectations and as a result have adopted a very structured curriculum program in both English and math that is sequenced grade by grade. The success of the new math program is evident in the improved scores. The English program is effective for teaching decoding, writing and spelling skills in the early years or those just beginning to read. However, it lacks the potential to develop students as independent learners or critical thinkers once they have mastered these skills. There is limited access to a wide range of rich reading material or for students to make choices in their learning. The rigid structure of the program also limits the teachers' ability to use differentiation effectively in the classroom to meet the needs of different learners and cater for different learning styles. Because of the emphasis on teacher directed activities, students have little opportunity to collaborate with their peers or to be actively engaged in their learning. In some grade 4 and 5 classes, where teachers do not adhere so closely to the program script, there is evidence of students working in groups and developing their skills through discussion and presentations. For example, in one class, groups of students were finding out about slavery, as an extension to their reading, and presenting their findings to the class. Students were animated and engaged in their work and as a result made progress in developing their learning skills. However, this is not consistent practice and many lessons lack challenge for high achievers and, offer little support for under achieving students. There are adequate resources to support a limited curriculum, however students do not have access to art or music to enhance their learning experience.

The school runs an extended day program that provides small group intervention classes for under achieving students through grades two to five. The school is currently developing an enrichment program and offers students opportunities to participate in art, technology and other activities, however spaces are limited. School leaders recognize the need to make this program available to all students as requested by parents and students who are particularly very enthusiastic about developing their computer skills.

Under the new leadership, the school is developing a better sense of community by reaching out to parents and listening to their views and concerns. Generally, students feel safe and cared for. New discipline polices are applied fairly and consistently based on the school's positive behavior program. As a result, parents and students agree the school is a calmer, more positive environment this year. Students behave well and enjoy coming to school. Attendance figures at 95 percent are inline with State and district. The learning environment is clean and functional and promotes students' health and well-being. The new principal and assistant principal are vey visible around the school and parents find

this adds to the community atmosphere of the school. A high level of respect and support makes the school a welcoming place.

The parents' resource center actively encourages family involvement in the school and offers many workshops and supports to parents to enhance their understanding of the school and to help them in good parenting. For example, each grade holds a parents meeting to involve parents in the work of the grade, to set out expectations and how they can help at home. Parents speak highly of the accessibility of the new principal and staff and value the information they receive. The center also offers help and advice on employment, housing, and offers recreational activities. The school informs parents of their children's progress through formal progress report cards and informal notes home. The school is beginning to celebrate students' successes and parents are part of these celebrations. However, the school does not share its explicit academic goals with parents apart from wanting all students to achieve proficiency.

The school's partnerships with outside community organizations to enhance and support the work of the school have yet to be developed.

Criterion 2: Strong Leadership

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

This area of the school's work is underdeveloped.

The new leadership / administration team have already had a positive impact on the culture of the school in a relatively short time. Their initial priority was to develop processes and procedures to enable the school to function effectively. This they have achieved successfully and as result the school runs very smoothly and is a safe place. Their high expectations of behavior and the new behavior policy and character development focus have been instrumental in creating a positive respectful learning environment where students can flourish. Their focus on student achievement and analysis of test data shows that they have a clear understanding of the school's strengths and weaknesses. However, it is early days and while they have been spending time gathering information and observing teaching and learning throughout the school, they have yet to develop strategies and action to address areas of under achievement. The school is well organized and has good procedures and policies in place to ensure it runs smoothly and safely. There is open communication and collaboration among staff and the leadership team. Staff value the support they receive from the leadership team and agree that it makes their role much easier when prompt actions are taken to address their concerns. The school treats stakeholders with dignity and respect.

The school communicates effectively with parents enabling them to support their children's learning through regular progress reports and parent meetings. Parents particularly appreciate the workshops that help them gain a better understanding of the work of the school. However, there are too few opportunities for parents to participate in the school's and EFC's strategic planning and decision-making.

The school's academic program is not aligned to its original charter. There is a strong focus on math and English language arts. As a result, there are limited opportunities for students to develop skills in visual and performing arts, and music. Science has recently been added to the grade 4 and 5 curriculum program and the school has yet to develop a curriculum plan for technology in order to fully access the new computer suite. The school is in the beginning stages of implementing an English language development program to support the identified needs of English language learners. They have yet to explore ways to address the achievement gap of African Americans and more effectively meet this group's need. The school has adequate provision for students with learning disabilities that enables them to make progress in their learning. The English and math programs are very structured and the use of differentiation is minimal. As result, there is little academic challenge for high achieving students and low achieving students struggle with some lesson content. The program's heavily scripted

delivery hampers the students' development of independent learning or critical thinking. Teachers are developing their use of higher order questioning skills but this is not yet consistent school wide practice

The charter management organization and leadership provides all EFC schools with professional development opportunities based on developing the effective of teaching and learning within the chosen programs for literacy and math, professional development is rarely focused on individual school need. The EFC school wide focus for improvement is on reading fluency and strategies to improve student engagement. However, these strategies are not used widely enough to have a positive impact on student achievement. Teachers at Cox Academy value the level of professional development that encourages them to improve and be reflective about their practice. They agree that this has created a strong sense of collaboration and teamwork between all staff at EFC.

Criterion 3: A Focus on Continuous Improvement

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

This area of the school's work is underdeveloped.

The school administration effectively collects and analyzes a wide range of data in order to improve outcomes for students and begin to evaluate its practice. As a result, they know the strengths and understand what has to be done to bring about school improvement and raise student achievement. However, they have yet to develop to effective action plans and strategies to address these areas of improvement in a timely way. For example, the program to support the needs of English language learners has yet to be implemented. Teachers assess and review students' progress regularly through the year, by interim benchmark assessments in English and Math and additional class assessments. School leadership monitors these interim assessments and adjusts provision accordingly. The school implements intervention programs and student based support services as necessary. In addition, in house professional development, provided by the coaches is aligned to improving teaching and learning.

As a result, of the data analysis, EFC has identified two priorities that all schools in the organization are currently focusing on to improve student achievement: student engagement and reading fluency. Data is not yet available to indicate the success of this focus on students' fluency levels. In addition, the professional development strategies designed to improve student engagement are undeveloped and demonstrate a lack of understanding as to what really engages students in their learning. As a result, there is little evidence of impact on student achievement.

The CMO organization has set ambitious goals for school improvement but the school has not developed action plans with measurable outcome or success criteria to indicate the school's progress through the year towards meeting these goals. In addition, goals are not widely shared among the school community. As a result, leaders and teachers are unclear as to what improvement in students' performance they are expected to achieve, and students have no idea of personal goals or targets. Teachers use data to identify the achievements of their students but they have yet to develop action plans or use differentiation consistently and effectively to address individual needs.

Criterion 4: Criterion 4: Responsible Governance

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

This area of the school's work is inadequate

The new school's administration is in the early days of understanding and following the policies regarding the bylaws of charter school governance. The CMO Home Office effectively provides support in these areas of management. However, policies are not always available or easily accessible to

stakeholders or the public. Board representation is limited and there are currently few opportunities for board members to take part in professional development, seek information regarding charter operations, or keep up to date with trends and issues in that effect charter schools.

EFC board meeting are not widely publicized. There are teacher representatives on the board but the board does not provide regular opportunities for students or their parents to participate or become involved in the school decision-making. As a result, parents are unaware of the role of the CMO in the management of the school or how to contact them. The board rarely communicates directly with parents. The school is beginning to hold parent leadership meetings where it actively seeks parents' views and carries out regular surveys.

The school consistently adheres to clear policies regarding the diversity of students and staff population, equal opportunities, and harassment issues. The school has clear open enrollment procedures that are consistent with the school's charter. There is effective two-way communication between the EFC CMO and the school. As result, CMO Home Office actively engages in monitoring the school's educational program and fiscal status. The school indicates that it receives a high level of support from the CMO in areas of fiscal management, professional development and academic support. However, this is generally global throughout the whole organization rather than differentiated to meet the school's individual need

Criterion 5: Fiscal Accountability

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

This area of the school's work is underdeveloped.

In the absence of any long-term strategic plan, the school projects its budget on a yearly basis. As a result, the sustainability and financial stability of the CMO, and hence the school, are unknown quantities. Annual reviews of expenditure are shared with those in the organization who make budget decisions. The principal is able to indentify major operating costs and plans expenditure over the year for staffing costs, resources and building needs.

The school receives an annual audit that confirms that the school finances are managed in accordance with generally accepted accounting principles and practice. However, there is no evidence to suggest that the organization makes these annual audits available or accessible to members of the school community or stakeholders.

Fiscal policies are not readily accessible. However, the school has a general understanding of policies and procedures but they are generally vague and uncertain as to how these work in practice. Much of the planning, monitoring and reviewing of the budget is carried out by the home office financial director. The principal ensures that the financial resources are directly related to the school's purpose of improving students' achievement. The school prioritizes funds to provide and maintain a clean safe learning environment. Adequate materials and equipment are available to support student learning. Evidence suggests that most financial decisions are based on well-identified school wide needs and priorities. For example, the school's purchase of computers and the setting up of a computer suite is in response to an identified need for students to have greater access to technology as part of their learning experience.

School name: EFC Cox Academy

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

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

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

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

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

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