



OAKLAND UNIFIED SCHOOL DISTRICT
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TO: Board of Education

FROM: Anthony Smith, Ph.D., Superintendent
 Gail Greely, Coordinator; Office of Charter Schools

DATE: April 4, 2012

RE: Conservatory of Vocal/instrumental Arts
 Charter Renewal Request

Legislative File
 File ID No.: 12-0455
 Introduction Date: 01/25/12
 Enactment No.: 12-1011
 Enactment Date: 4-4-12
 By: BJ

Certified:

 Edgar Rakestraw, Jr., Secretary
 Board of Education

ACTION REQUESTED:

Approve with conditions the Conservatory of Vocal/instrumental Arts' 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(b)(5), which governs charter school renewals. The findings outlined in this report provide evidence that petitioners have met the standards and expectations for charter renewal, and that the petitioners are therefore demonstrably likely to successfully implement the program as set forth in the petition. The approved charter is amended from the filed petition to incorporate the included text revisions, conditions, and deadlines below.

BACKGROUND:

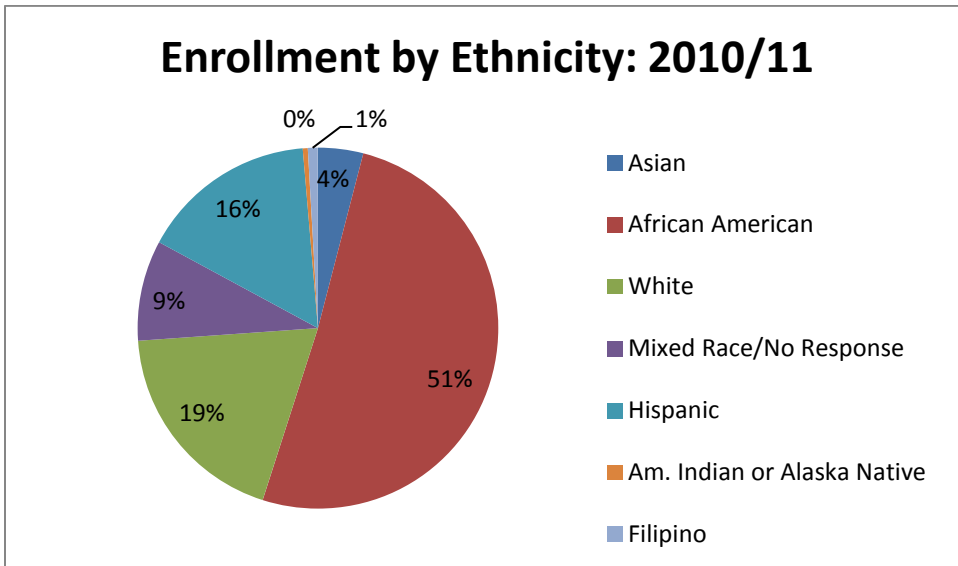
I. School Description and Key Program Elements:

Opening Year	7/1/2007	Grades	K-8
Term Approval	6/27/2007	Attendance Area	Skyline
Renewal Date	6/30/2012	Board District	6
Term	Second	Funding	Direct Funded
CMO School	No	Program Improvement	N/A

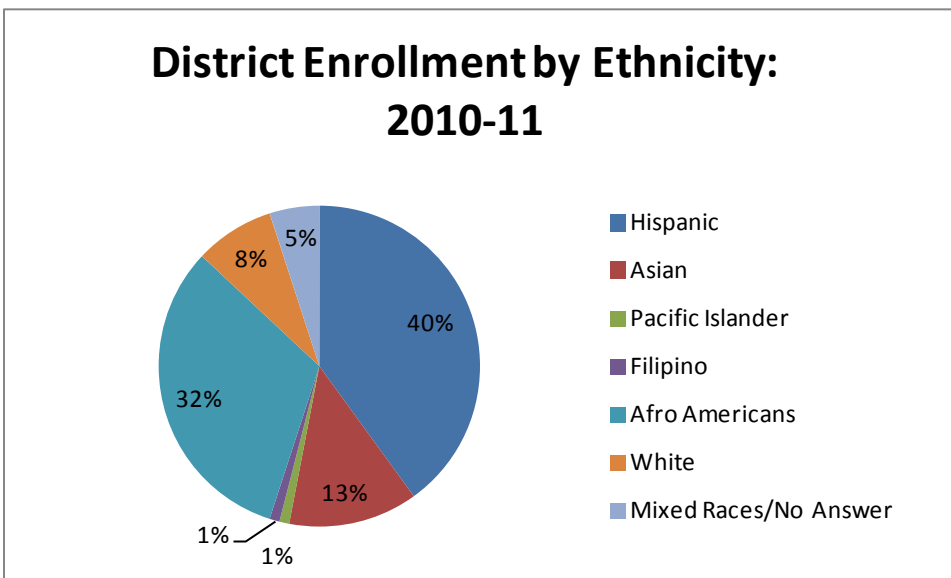
The following table describes the school's enrollment growth and projection:

<u>YEAR</u>	2007-08	2008-09	2009-10	2010-11	2011-12 (as of 3/2/12)
<u>GRADES</u>	1-8	K-8	K-8	K-8	K-8
<u>ENROLL</u>	43	132	175	222	234

The school's enrollment demographics are as follows:



The district's enrollment demographics are as follows:



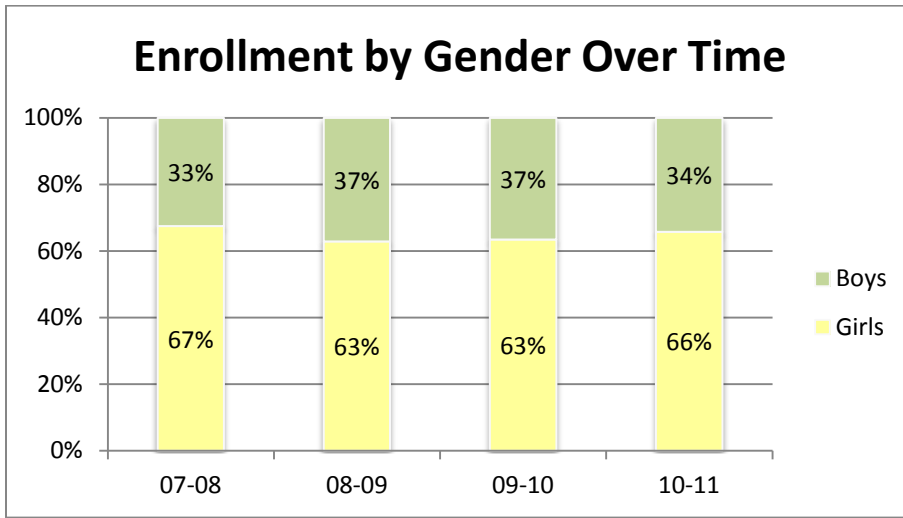
	2007-08	2008-09	2009-10	2010-11	2011-12
Free & Reduced Lunch *	N/A	70.1%	71.4%	69.9%	70%
Special Education	2	6	7	12	9
English Language Learners	0%	0%	0.6%	0%	0%

*NOTE: Schools have reported the free & reduced lunch percentages upon request, which are reproduced here. Charter schools are not required to report free and reduced lunch status, but are required to report poverty levels, which involves a slightly different matrix. Schools have also reported Special Education and English Language Learners as part of the Renewal Performance Report.

The District’s current special populations as a percent of enrollment are approximately (District and CDE data):

Oakland Unified School District	2011-12
Free & Reduced Lunch	70%
Special Education	13%
English Language Learners	29%

During the renewal site inspection, staff noted that COVA exhibits disparity in enrollment by gender. CDE data shows that this has been relatively constant over the charter term. (Oakland School for the Arts charter school exhibits a similar pattern of enrollment by gender.)



Program Summary:

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

The mission of is to serve the Oakland community’s diverse population through providing a rigorous educational program that prepares high school students for success in college and develops the technical skills and personal qualities necessary for a successful career in aviation and business. The Conservatory of Vocal/Instrumental Arts (COVA) provides structured music and performing arts training combined with a rigorous academic program designed to prepare students for academic, career and life success. COVA believes that through participation in music and performing arts, every student will develop greater self-discipline, confidence and sense of community. We provide music and performing arts training for students in elementary and middle-school grades inclined towards music instruction in a conservatory environment. COVA emphasizes academic achievement through a rigorous curriculum in preparation for high school and college success. COVA students will develop self-discipline, cooperation, teamwork, and perseverance through participation in music and performing groups.

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

The Conservatory of Vocal/Instrumental Arts is the only conservatory based Elementary/Middle school in Northern California. COVA offers strong academic instruction based on the California State Standards and a well-rounded arts curriculum with a focus on music and the performing arts. COVA students achieve and perform at their highest levels. Students in Kindergarten receive 45 minutes in music and the performing arts and up to 2 hours a day of music and performing arts in grades 1 – 8. COVA’s culture as a community endorses hard work, practice, cooperation, and support of each other regardless of socio-economic, ethnic identity, or gender identities.

GOVERNING LAW:

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

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

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

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

In addition to the requirements in the Act, the State Board of Education has adopted regulations governing charter renewal (effective November 23, 2011), as follows:

5 CCR §11966.4. Submission of a Charter School Renewal Petition to the Governing Board of a School District.

(a) A petition for renewal submitted pursuant to Education Code section 47607 shall be considered by the district governing board upon receipt of the petition with all of the requirements set forth in this subdivision:

- (1) Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b).
- (2) A copy of the renewal charter petition including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.

(A) The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.

(b)(1) ***When considering a petition for renewal, the district governing board shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.***

(2) The district governing board may deny a petition for renewal of a charter school only if the district governing board makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code section 47605(b) or facts to support a failure to meet one of the criteria set forth in Education Code section 47607(b).

(c) If within 60 days of its receipt of a petition for renewal, a district governing board has not made a written factual finding as mandated by Education Code section 47605(b), the absence of written factual findings shall be deemed an approval of the petition for renewal.

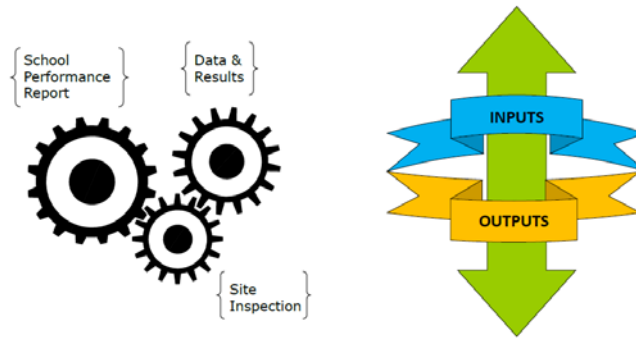
(1) The district governing board and charter petitioner may extend this date by an additional 30 days only by written mutual agreement.

PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

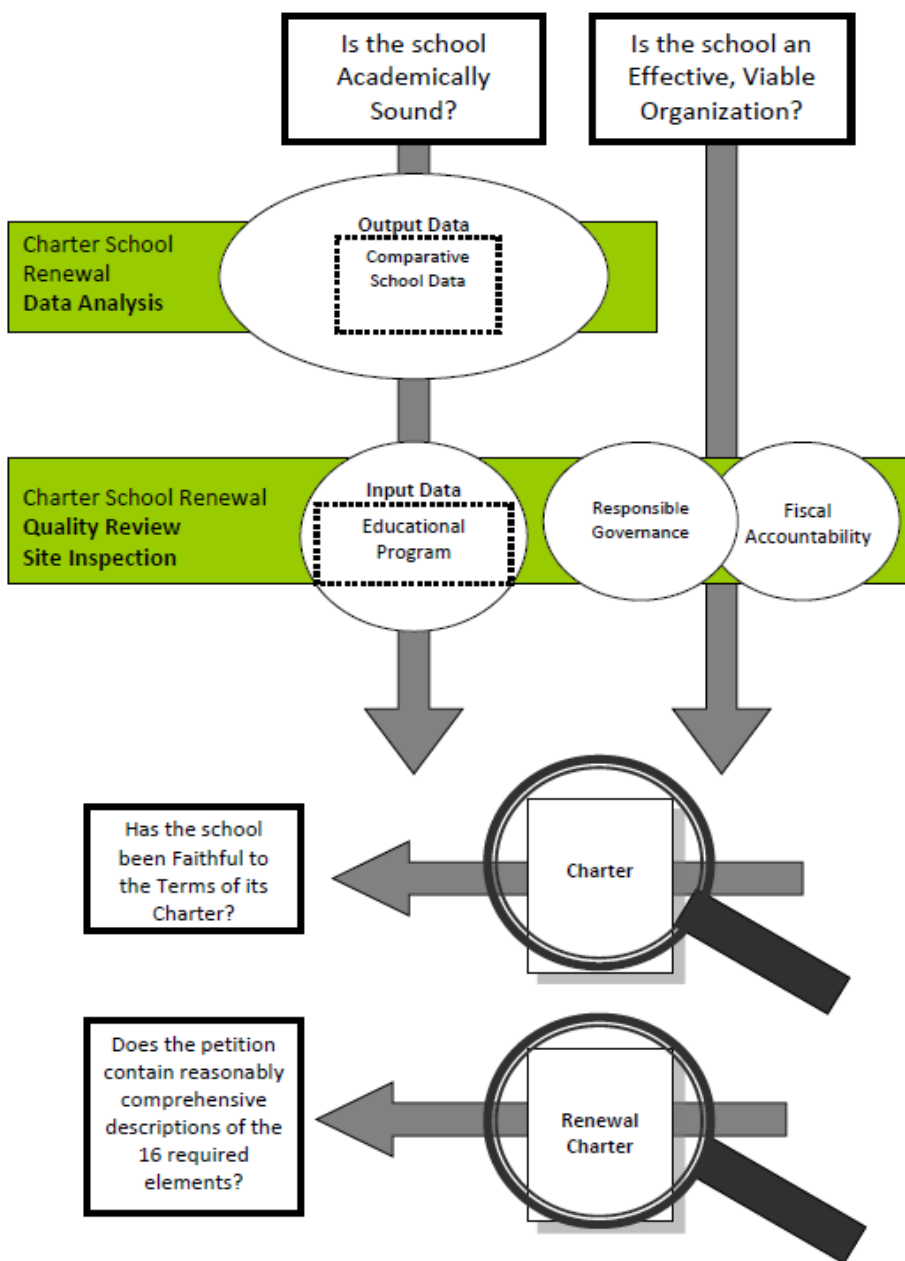
The Charter Schools Act establishes a prerequisite for charter renewal (AB1137) in which a charter school must meet **AT LEAST ONE CRITERIA** so that charter renewal **may be considered**.

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?	Y
Is the school ranked 4 or higher on API in two of last three years?	Y
3. API Similar Schools¹ Rank:	
Is the school ranked 4 or higher on API Similar Schools in prior year?	Y
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	Y
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Y
5. Has the school qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052 (Alternative School Accountability System – ASAM)?	n/a

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



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



*See Attachment II for an analysis of the school’s renewal petition.

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 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 school law, which states 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).

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

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

- The school presents an “unsound educational program”: Staff has **not** concluded that the school presents an unsound educational program.
- 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, but that certain practices undermine the effectiveness of implementation
- 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.

However, a recommendation for unconditional renewal at this time would ignore evidence of poor past performance in the realms of governance and operation that has put the school, and its students, at risk. Although some corrective steps have been taken, conditions on renewal will ensure that the school continues to progress toward becoming a fully effective and viable organization.

SUMMARY OF EVIDENCE IN SUPPORT OF CONDITIONAL APPROVAL RECOMMENDATION

Improving Student Achievement

- As a whole, the school’s students have performed well by standardized measures, with a current API of 868.
- The music component of the school program is strong, providing high quality preparation for and participation in musical performance.
- 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 performing arts mission.

Strong Leadership

- The governing board recognized the need to provide additional administrative support for the school’s founding director and recently hired an experienced Oakland educator as principal, Dr. Clifford Thompson.
- Professional development has become more focused and effective.

Continuous Improvement

- Professional development activities have become more focused.
- Analysis of student performance data has improved with the use of analytical tools. Data is being more effectively used by classroom teachers.

Responsible Governance

- New members have been recruited to the governing board and some board training has been initiated.
- The board has begun a strategic planning process to address long-term sustainability issues.
- Additional policies and procedures are in development.
- Parent leadership has been restructured to better engage parents in governance and efforts to support the school program.

Financial Accountability

- The school has changed accountants and will change auditors to improve the quality of its financial reporting and fiscal management. There has been a noticeable improvement in the timeliness and thoroughness of reports submitted since the change.
- The school has recovered from past deficit spending and cash flow challenges; it now maintains an adequate reserve.

CONDITIONS TO BE ESTABLISHED AS TERMS OF THE CHARTER

The charter sets forth Measurable Pupil Outcomes (MPOs) defined by the school, to which the school proposes to be held accountable. (These are revised MPOs based on discussions with the charter school, included in the charter text revisions attached to this report.) The pupil outcomes are supplemented by the conditions set forth below with respect to the governance and operations progress to be achieved by the school as a condition of charter renewal. **In addition, the conditions below are to be incorporated as terms of the charter upon approval.**

TABLE I: CONDITIONS

Outcome/Condition	Deadline
Completion of the proposed strategic plan for COVA to ensure the quality and sustainability of the charter school, consistent with the renewed charter. The plan will be subject to review by the District for quality and completeness.	December 1, 2012
Preparation of a board development plan to include short and long-term steps to recruit additional members with needed expertise (consistent with COVA's by-laws) and to increase the governance capacity of the board members. The plan will be subject to review by the District for quality and comprehensiveness.	December 1, 2012
All board members and school leaders will participate together in comprehensive training in quality charter school governance. Content will include, at a minimum, basic principles of effective board governance, relevant aspects of non-profit corporations law, conflict of interest, open meeting requirements, charter school finance, and principles of non-profit accounting. The agenda, outline of course content, and qualifications of the trainer will be submitted to the District for review and approval at least two (2) months prior to the date of the training.	September 1, 2013
Development of an administrative staffing plan with resources sufficient to ensure the effective operation of the charter school and timely, complete compliance with all charter and regulatory requirements. The plan will include an organization chart and narrative or matrix clearly delineating the roles and responsibilities of the members of the administrative team. The plan will be subject to review by the District for quality and completeness.	August 1, 2012
Consistent with the strategic plan and administrative staffing plan, the governing board will develop a succession plan for school leadership describing how the school will ensure a successful transition from the founder to her successor/s. The plan will be subject to review by the District for quality and completeness.	January 1, 2013
The school will revise its admissions and enrollment policy and practices to eliminate admission requirements such as interviews and essays that may be perceived as screening out students based on suitability for or "fit" with the program. Consistent with charter law, the policy shall ensure that the school admits all students who wish to attend the school, subject to a public random lottery in the event that the number of applicants exceeds the school's capacity. The new policy will be subject to review by the District and must in place for recruitment and enrollment activities for the 2013-2014 academic year.	October 1, 2012
The school will complete a review of its existing policies and other operational guidance documents and provide the District with a complete, updated set of board-approved policies and practices, including, but not limited to the following topics: parent, student and community complaints; board operations and meetings; conflict of interest; admission and enrollment; retention and promotion; fiscal management; students with disabilities (IDEA and 504); safety, health and medications; student discipline; student records; student attendance; independent study; field trips; technology use; personnel policies; child abuse reporting; visitors and volunteers; and emergency procedures.	July 1, 2013

In addition to the above conditions, it is also the recommendation of this report that the District appoint a non-voting representative to the COVA governing board (pursuant to Education Code §47604(b)), to serve as an observer and

advisor in support of COVA's compliance with the charter terms for a period of at least two (2) years. It is recommended that the individual selected have experience in public school administration and with music education.

The District will monitor the ongoing progress of COVA with respect to the school's stated MPOs and the conditions above. Should it be determined that the stated objectives are not being met, or reasonable progress is not being made toward those objectives by COVA, a Notice of Violation may be issued by the Board of Education pursuant to Education Code §47607(c)(1) (Committed a material violation of any of the conditions, standards, or procedures set forth 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 in the charter have subsequently been met following. If it is determined that COVA 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 COVA pursuant to applicable laws and regulations governing charter revocation.

PLEASE NOTE:

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

Renewal Standard I: Is the school Academically Sound?

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

MPO #1: The percentage of students scoring above the national average on the CAT/6 shall increase by 10% per year.
MET

Comment: Since the CAT/6 is no longer given, COVA has tried to align this MPO to the STAR assessments. However since the STAR is a California Assessment, we cannot make national comparisons. Therefore we have used the API to show a 10% increase in growth target each year based on the State identified Growth Target:

Measurable Pupil Outcome	Instrument	Target	2007-08 Results	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
1	CAT/6 replaced by CST	10% increase	837 Base Year	795 Growth Target: 5 Did not meet growth target**	847 Growth Target: A* Exceeded growth target	868 Growth Target: A* Exceeded growth target	NA

COVA’s API growth target in 2009 – 2010 was 5, but COVA achieved a growth of 55. In 2010 – 2011 there was no growth target since COVA exceeded the statewide score of 800 across all subgroups, however COVA’s gain was 21 points schoolwide, and 44 points in the African American subgroup. “A” means the school or subgroups scored at or above the statewide performance target of 800 in 2010. This indicates that there was no required growth number.

MPO #2: COVA will participate in standardized testing in reading and math at the beginning of each school year and the end of the first semester to measure individual growth. Seventy percent of COVA students will demonstrate month for month growth or better.

SIGNIFICANT PROGRESS TOWARDS MEETING

Comment: The State Standards testing gauges student growth not by monthly growth, but by score and category (Adv, Prof, Basic, BB, and FBB). COVA uses the Triand program to assess student mastery of the state standards. The Triand Standards testing is done at the beginning of the school year, the end of the first trimester, and the beginning of the third trimester.

Comparison 2009-10 and 2010 - 11

Total Number of students at COVA two years: N = 90
All grades 3 - 8

Subject	# of students w/growth	% of students w/growth
ELA	58	64%
Math	56	62%

Upper Elementary Grades 3 – 5: N = 35

Subject	# of students w/growth	% of students w/growth*
ELA	20	57%
Math	15	42%

Middle School Grades 6 – 8: N = 55

Subject	# of students w/growth	% of students w/growth
ELA	39	71%
Math	40	72%

MPO #3: The average time for re-designation of English Learners enrolled in COVA to English Proficient shall meet or exceed the District-wide average.

NOT APPLICABLE

In COVA’s first 4 years, all students who enrolled at COVA, who were EL, had already been re-designated as EL Proficient.

MPO #4: The percentage of COVA students scoring in the healthy fitness zone on the California Physical Fitness Test shall meet or exceed local district average in the first three years of operation. In all subsequent years of charter operation, COVA students will exceed the District-wide averages.

SIGNIFICANT PROGRESS TOWARDS MEETING

Year 2008 - 09	Grade 5 COVA	Grade 5 OUSD	Grade 7 COVA	Grade 7 OUSD
Aerobic Capacity	64.3	60.1	Less than 10 students, not statistically sig.	51.0
Body Composition	Test not done	65.1	“	64.4
Abdominal Strength	92.9	79.8	“	72.0
Trunk Extensor	85.7	90.2	“	87.2
Upper Body Strength	85.7	72.3	“	72.8
Flexibility	85.7	68.1	“	74.7
Year 2010-11	Grade 5 COVA	Grade 5 OUSD	Grade 7 COVA	Grade 7 OUSD
Aerobic Capacity	90.5	55.7	64.3	49.8
Body Composition	76.2	50.2	71.4	45.8
Abdominal Strength	95.2	77.7	78.6	73.8
Trunk Extensor	95.2	86.3	100.0	81.6
Upper Body Strength	81.0	70.8	46.4	73.3
Flexibility	76.2	68.6	78.6	74.0

Comment: The Fitness scores are not available for the 2009 – 2010 for COVA. For the 2008 – 09 year, COVA exceeded the District average in all areas except Trunk Extensor Strength at 5th grade. For 2010-2011, COVA exceeded the District average in all areas except Upper Body Strength at 7th grade.

MPO #5: COVA shall meet its Academic Performance Index (API) growth target as a whole and within reportable subgroups.

MET

Instrument	Target	2007-08 API	2008-09 API	2009-10 API	2010-11 API	2011-12 API
CST	Meet Growth Targets	837 Base Year	795 Growth Target: 5 Did not meet growth target**	847 Growth Target: A** Exceeded growth target by 50 points	868 Growth Target: A** No growth target Met Statewide requirements	NA
CST	Meet AYP in measureable subgroups - African American	Base Year	Met subgroup targets, but not school wide.	Met all subgroups AA: API 805 Econ: API 829	Met all subgroups* AA: 849 Econ: TBD	NA

COVA's API growth target in 2009 – 2010 was 5, but COVA achieved a growth of 55. In 2010 – 2011 there was no growth target since COVA exceeded the statewide score of 800 across all subgroups, however COVA's gain was 21 points schoolwide, and 44 points in the African American subgroup.

* COVA met all subgroups. Due to an error in reporting for 2011, COVA socio-economic data was not recorded. COVA has made the adjustment and this data will be available in spring 2012.

**"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2010. This indicates that there was no required growth number.

MPO #6: COVA shall demonstrate Adequate Yearly Progress as a whole and in all reported subgroups.

MET

Target	2007-08 AYP	2008-09 AYP	2009-10 AYP	2010-11 AYP	2011-12 AYP
Meet Growth Targets	837 Base Year	795 Met 5 of 5 criteria Met required Proficiency rate	Met 13 of 13 criteria ELA AYP Target: 56.8% Prof. ELA COVA: 64.7% MATH AYP Target: 58.0% MATH COVA: 65.4%	Met 9 of 9 criteria as a whole and across subgroups. ELA AYP Target: 67.6% Prof. ELA COVA: 66.3% MATH AYP Target: 68.5% MATH COVA: 73.1%	NA
Meet AYP in measureable subgroups ELA	Base Year	Met subgroup targets	% Met all subgroups – Proficient AA: 56.8% Hispanic: 68.4% Soc. Econ: 63.3%	% Met all subgroups - Proficient AA: 62.4% Hispanic: 72.4% Econ: TBD*	NA
Met APY in measurable subgroups Math	Base Year	Met subgroup targets	% Met by subgroups –Proficient AA: 67.9% Hispanic: 78.9% Soc. Econ: 56.7.3%	% Met by subgroup – Proficient AA: 67.9% Hispanic: 79.3% Soc. Econ: TBD*%	NA

MPO #7: At least 90% attendance for 90% of the pupils.

MET (ADA data does not match MPO as stated, but is an acceptable, easily-measured proxy.)

Target	2007-08	2008-09	2009-10	2010-11	2011-12
90% Attendance (P-2)	ADA: 93.2%	ADA: 94.1%	ADA: 95.1%	ADA: 96.9%	As of the 7 th statistical month: 97.9%

MPO #6: All COVA students will design and participate in at least three community performances and solo recitals annually demonstrating creative expression through various forms of music, drama and movement (dance). Strategies used to measure individual musical growth include: video and audio taping performances and recitals, evaluated by faculty to measure each student's increasing musical proficiency.

MET

Individual progress reports from music/performance teachers

- 2 Concerts per year – All students: December and May/June
- 1 Concert per year – All students: Community Fundraiser – Barnes and Noble
- 1 Talent Show – Volunteer performance opportunity
- 2 Solo and Ensemble Competitions – Self-selected students
- 1 Band Competition – Band participants

Community Performances for musical groups:

- Montclair Halloween Parade
- Concert Tours (upper grades): Circus, Circus – Reno, Montessori School – Sacramento, Great America, Catalina Island
- Cinco de Mayo Festival – Fruitvale
- Temescal Festival

MPO #9: Of the parents who completed the annual parent satisfaction survey, at least 90% report average or above average satisfaction; at least 75% of parents who complete the Parent Satisfaction Survey report above average satisfaction.

NOT MET (although not a measure of pupil outcomes)

COVA’s parent survey was not aligned with the stated MPO. Survey return rate was low – about 10% of families. However, the results provided are generally consistent with the targeted level of satisfaction. The relevant survey question and results are:

Overall, please rate the areas below; (5 being highest, 1 being lowest)

	1	2	3	4	5
Academics	4.0%	0.0%	12.0%	40.0%	44.0%
Music Instruction	0.0%	4.5%	13.6%	18.2%	63.6%
Concerts	4.8%	9.5%	33.3%	9.5%	42.9%

MPO #10: Student progress measured against the NCLB defined AMOs (35.2% Proficient in ELA, and 37% Proficient in Math).

MET

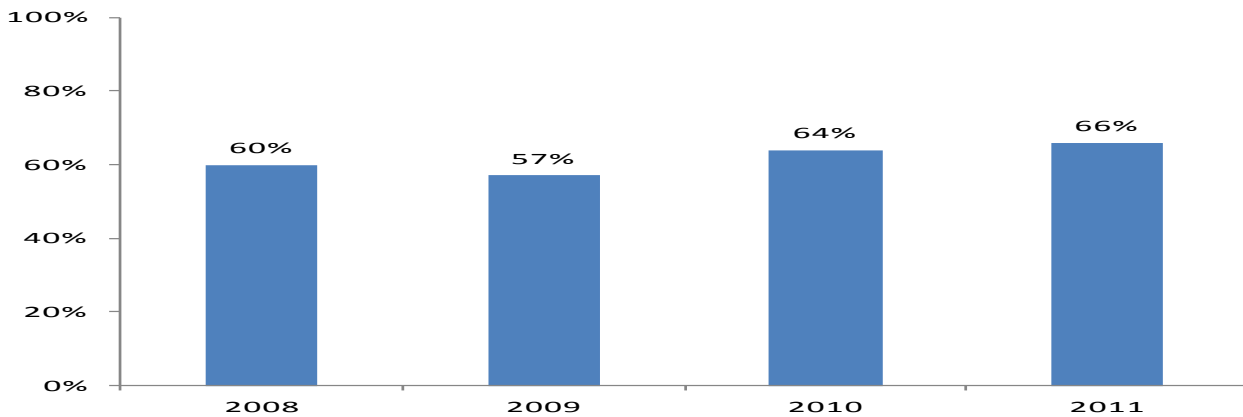
Target	2007-08 AMO	2008-09 AMO	2009-10 AMO	2010-11 AMO	2011-12 AMO
NCLB/COVA ELA	33.4/Base	44.5/56.7	55.6/64.7	66.7/66.3	NA
NCLB/COVA Math	32.2/Base	43.5/46.4	54.8/65.4	66.1/73.1	NA

STAR Testing Performance, API Results, & AYP Results

CST English Language Arts (Performance Over Time)

YEAR	Prof./Adv.
2008	60%
2009	57%
2010	64%
2011	66%

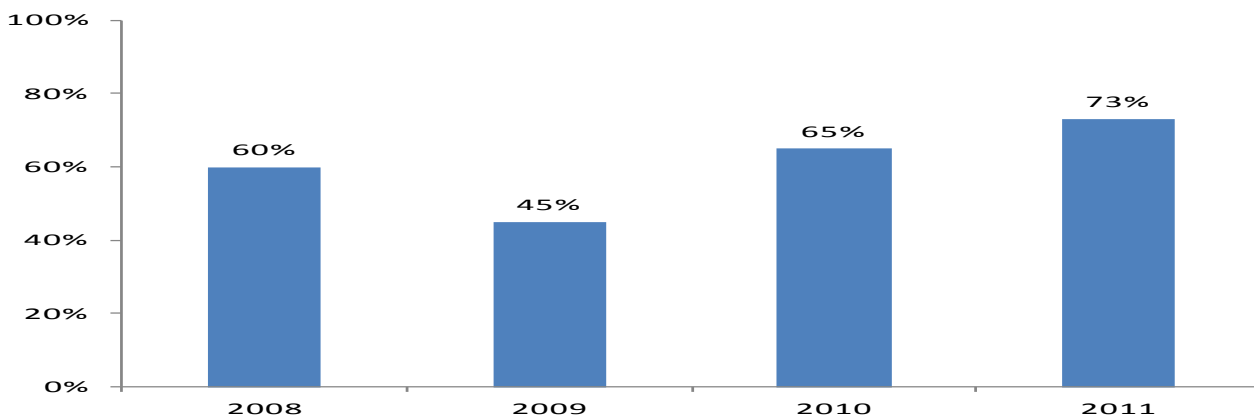
CST ELA



CST Mathematics (Performance Over Time)

YEAR	Prof./Adv.
2008	60%
2009	45%
2010	65%
2011	73%

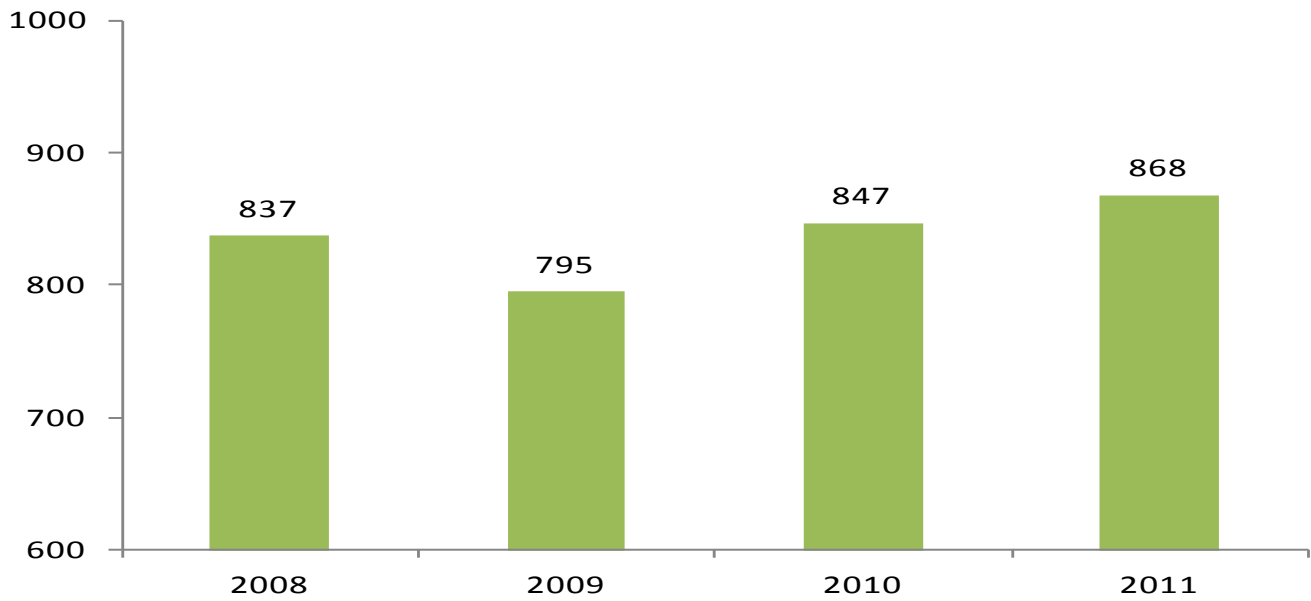
CST Math



API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2008	837	8	-
2009	795	5	-
2010	847	8	10
2011	868		
GROWTH	31 pts		

API



2010-2011 API SUBGROUP DATA

	<u>API Score</u>
Schoolwide	868
Black or African American	849
White	979
Hispanic or Latino	872
Socioeconomically Disadvantaged	-
English Learners	-

AYP (Performance Over Time)

	2008	2009	2010	2011
AYP Met?	YES	YES	YES	YES
AMO's	100%	100%	100%	100%

2010-2011 Percent Proficient-Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts			Mathematics		
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient
Schoolwide	175	116	66.3	175	128	73.1
Black or African American	109	68	62.4	109	74	67.9
Hispanic or Latino	29	21	72.4	29	23	79.3
White	23	17	73.9	23	22	95.7
Socioeconomically Disadvantaged	-	-	-	-	-	-
English Learners	-	-	-	-	-	-

- Conservatory of Vocal/instrumental Arts has demonstrated **growth in student CST performance** in English Language Arts or Math over the past three years,;
- Conservatory of Vocal/instrumental Arts opened in 2007. In **2008** the school API performance score was **837**. As of **2011**, the school API performance score was **868**. Over the prior four years, the school's API increased by **31** points.
- Conservatory of Vocal/instrumental Arts has **improved** its API score in **all** of the prior four years.
- Conservatory of Vocal/instrumental Arts has met its AYP targets for **four** of the past four years.
- From **2008 to 2011** the number of students performing at proficient and advanced levels has increased by **6%** in ELA. In 2011, 66% of students performed at proficient and advanced levels in ELA.
- From **2008 to 2011** the number of students performing at proficient and advanced levels has increased by **13%** in Math. In 2011, 73% of students performed at proficient and advanced levels in Math.
- Although examination of API by sub-group shows a gap between African-American and other student groups, all students are performing at relatively high levels on standardized measures.

COMPARISON ANALYSIS

Comparison Measure: **API**

➤ **Similar Grades Served: K-5 and K-8**



OAKLAND CHARTER SCHOOLS

Order rank based on 2011 API Score

School	Grades	2008	2009	2010	2011
KIPP Bridge Charter Academy	5-8	760	789	864	911
NOCCS	K-8	855	880	899	901
Conservatory Of Vocal/Instrumental Arts	K-8	837	795	847	868
Berkley Maynard Academy	K-8	769	817	825	841
World Academy	K-5	682	759	785	822
Achieve Academy	4-5	735	788	789	819
East Oakland Leadership Academy	K-8	715	709	747	805
Lighthouse Community Charter School	K-8	756	763	772	798
Monarch Academy	K-5	776	774	825	787
Civicorps Elementary	K-5	698	757	743	786
EC Reems	K-8	695	722	707	709

OUSD DISTRICT SCHOOLS

Order rank based on 2011 API Score

School	Grades	2008	2009	2010	2011
Lincoln Elementary	K-5	906	933	953	961
Peralta Elementary	K-5	863	892	910	937
Cleveland Elementary	K-5	864	886	911	918
Glenview Elementary	K-5	813	835	838	887
Kaiser Elementary	K-5	863	864	880	885
Conservatory Of Vocal/Instrumental Arts	K-8	837	795	847	868
Parker Elementary	K-5	752	765	790	847
Bella Vista Elementary	K-5	800	811	848	844
Burckhalter Elementary	K-5	696	790	821	842
La Escuelita Elementary	K-5	827	813	848	834
Laurel Elementary	K-5	780	802	828	829
Carl B. Munck Elementary	K-5	785	798	821	823
Sequoia Elementary	K-5	785	813	857	812
Howard Elementary	K-5	716	731	763	802
Grass Valley Elementary	K-5	810	824	791	793
Piedmont Avenue Elementary	K-5	750	744	795	780
Markham Elementary	K-5	701	713	791	774
Allendale Elementary	K-5	741	744	786	760

School	Grades	2008	2009	2010	2011
Lakeview Elementary	K-5	721	760	770	758
Santa Fe Elementary	K-5	690	686	667	723
Marshall Elementary	K-5	735	720	737	720
Emerson Elementary	K-5	694	725	737	714
Martin Luther King, Jr. Elementary	K-5	645	-	701	639

Comparison Measure: **CST ELA**

➤ **Similar Grades Served: K-5 and K-8**

CST-ELA

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	ELA 08	ELA 09	ELA 10	ELA 11
NOCCS	K-8	74%	71%	79%	79%
KIPP Bridge Charter Academy	5-8	45%	58%	67%	76%
Conservatory Of Vocal/Instrumental Arts	K-8	60%	57%	64%	66%
Berkley Maynard Academy	K-8	45%	57%	59%	64%
East Oakland Leadership Academy	K-8	31%	30%	42%	54%
Lighthouse Community Charter School	K-8	37%	48%	48%	53%
Achieve Academy	4-5	30%	45%	45%	51%
Civicorps Elementary	K-6	30%	39%	42%	49%
Monarch Academy	K-5	37%	47%	56%	48%
World Academy	K-5	21%	35%	38%	47%
Civicorps Middle	5-8	-	-	43%	42%
EC Reems	K-8	28%	37%	36%	37%

OUSD DISTRICT SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	ELA 08	ELA 09	ELA 10	ELA 11
Lincoln Elementary	K-5	77%	80%	85%	87%
Peralta Elementary	K-5	64%	73%	73%	84%
Cleveland Elementary	K-5	66%	73%	78%	81%
Kaiser Elementary	K-5	66%	69%	75%	73%
Glenview Elementary	K-5	54%	63%	59%	72%
Conservatory Of Vocal/Instrumental Arts	K-8	60%	57%	64%	66%
Bella Vista Elementary	K-5	47%	57%	64%	65%
Parker Elementary	K-5	41%	54%	53%	60%
Sequoia Elementary	K-5	46%	63%	72%	57%
Carl B. Munck Elementary	K-5	48%	54%	63%	56%
Laurel Elementary	K-5	41%	53%	58%	56%
Burckhalter Elementary	K-5	40%	47%	49%	55%
La Escuelita Elementary	K-5	45%	50%	54%	52%
Markham Elementary	K-5	34%	33%	55%	51%
Piedmont Avenue Elementary	K-5	40%	45%	49%	51%
Grass Valley Elementary	K-5	56%	58%	50%	49%
Howard Elementary	K-5	31%	38%	35%	45%
Marshall Elementary	K-5	40%	42%	38%	44%
Allendale Elementary	K-5	38%	42%	49%	42%
Lakeview Elementary	K-5	39%	40%	45%	40%

School	Grades	ELA 08	ELA 09	ELA 10	ELA 11
Emerson Elementary	K-5	28%	39%	52%	38%
Santa Fe Elementary	K-5	28%	31%	30%	35%
Martin Luther King, Jr. Elementary	K-5	22%	23%	39%	26%

Comparison Measure: **CST MATH**

➤ **Similar Grades Served: K-5 and K-8**

CST-MATH

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	Math 08	Math 09	Math 10	Math 11
KIPP Bridge Charter Academy	5-8	36%	42%	68%	82%
NOCCS	K-8	69%	78%	80%	79%
Achieve Academy	4-5	47%	66%	72%	74%
Conservatory Of Vocal/Instrumental Arts	K-8	60%	45%	65%	73%
World Academy	K-5	46%	65%	63%	73%
Berkley Maynard Academy	K-8	60%	68%	61%	65%
Lighthouse Community Charter School	K-8	45%	49%	54%	65%
Monarch Academy	K-5	75%	67%	77%	64%
Civicorps Elementary	K-6	34%	42%	49%	62%
East Oakland Leadership Academy	K-8	30%	40%	48%	55%
Civicorps Middle	5-8	-	-	29%	50%
EC Reems	K-8	25%	30%	34%	40%

OUSD DISTRICT SCHOOLS

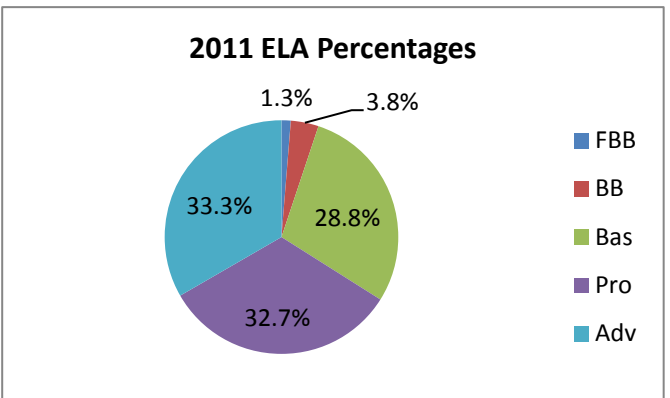
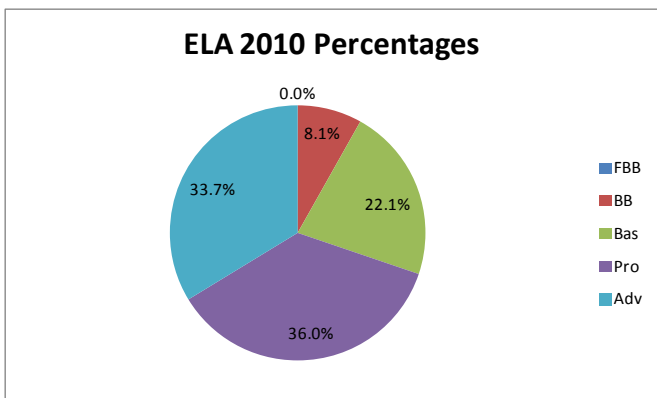
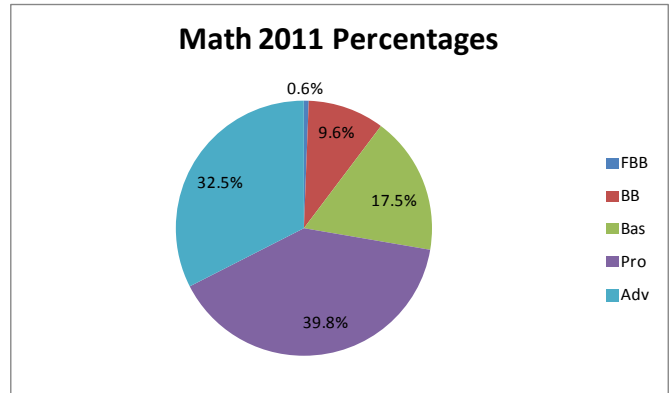
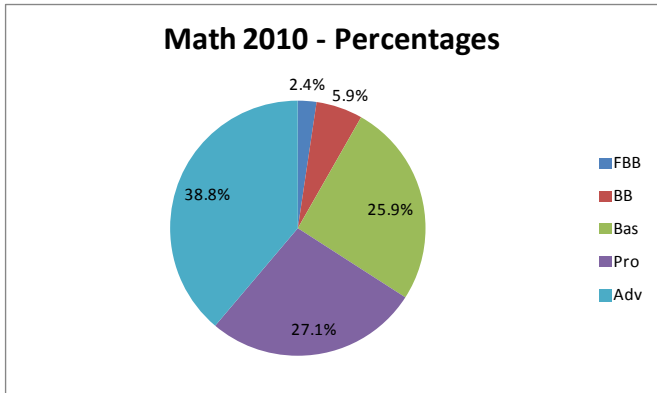
Order rank based on 2011 CST % Proficient/Advanced

School	Grades	Math 08	Math 09	Math 10	Math 11
Lincoln Elementary	K-5	80%	96%	97%	97%
Cleveland Elementary	K-5	78%	84%	86%	90%
Peralta Elementary	K-5	77%	79%	83%	88%
Glenview Elementary	K-5	59%	67%	68%	83%
Bella Vista Elementary	K-5	72%	78%	82%	78%
Kaiser Elementary	K-5	70%	76%	76%	78%
La Escuelita Elementary	K-5	77%	76%	77%	78%
Conservatory Of Vocal/Instrumental Arts	K-8	60%	45%	65%	73%
Parker Elementary	K-5	48%	52%	58%	73%
Burckhalter Elementary	K-5	27%	58%	71%	72%
Laurel Elementary	K-5	58%	66%	67%	72%
Carl B. Munck Elementary	K-5	59%	60%	63%	68%
Markham Elementary	K-5	41%	44%	60%	62%
Piedmont Avenue Elementary	K-5	48%	52%	67%	62%
Howard Elementary	K-5	45%	51%	63%	59%
Lakeview Elementary	K-5	49%	59%	57%	55%
Allendale Elementary	K-5	51%	51%	63%	53%
Marshall Elementary	K-5	50%	41%	58%	53%
Santa Fe Elementary	K-5	36%	44%	41%	53%

Sequoia Elementary	K-5	36%	44%	41%	53%
Grass Valley Elementary	K-5	62%	61%	58%	52%
Emerson Elementary	K-5	33%	50%	35%	43%
Martin Luther King, Jr. Elementary	K-5	22%	28%	35%	37%

ADDITIONAL DATA: MATCHED COHORT GROWTH

Based on data provided by COVA in its petition, staff analyzed growth in individual student performance on CST from the 2009-2010 to 2010-2011 school year. That analysis shows that a high percentage of COVA students perform at the proficient or advanced level and that a significant number of students advanced at least one CST band in that year.



MATH	Minus2	Minus1	NC	Plus1	Plus2	
FBB				1	1	2
BB			2	2	1	5
Basic		2	8	12		22
Pro		2	16	5		23
Adv	1	7	26			34
	1	11	52	20	2	86

ELA	Minus2	Minus1	NC	Plus1	Plus2	
FBB						
BB				5	1	6
Basic		1	13	5		19
Pro	1	5	14	11		31
Adv	2	2	25			29
	3	8	52	21	1	85

EDUCATIONAL PROGRAM: CHARTER SCHOOL RENEWAL QUALITY REVIEW

The quality of the school's educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on **November 14 and 15, 2011** by District staff. Office of Charter School staff were accompanied by an OUSD employee with expertise in music education, and his observations and evaluation are incorporated into this report. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- The school's students perform well on standardized measures, with growth exhibited by a significant percentage of students.
- COVA offers a high quality musical performance program; students are well-coached and well-prepared for competitions and public performances.
- The discipline and rigor of the music program supports the formation of strong habits for academic learning. Students' desire to continue to participate in musical events is a strong motivator.
- The school's "rotation" program offers a variety of enrichment opportunities as well as quality musical instruction and supervised practice.
- Professional development in the use of instructional strategies from Teach Like a Champion has been effective in changing classroom practice and routines. Teachers support each other in improving instruction.
- School's leader has been a strong advocate for students with special needs.

Challenges:

- Professional development efforts need continued refinement, including alignment of support and evaluation with the California Standards for the Teaching Profession.
- Teacher retention has been identified as a problem by the school. The school needs to identify strategies to develop a more experienced and stable faculty.
- Differentiation of instruction was not apparent in classroom visits, and intervention strategies for students who need additional support are limited.
- Staff and board members were heard to describe some students or families as "not a good fit" for the school because they disagreed with aspects of the school's rigorous conservatory approach. As a public school, COVA is challenged to develop its program to be able to successfully serve every student who enrolls.

Renewal Standard I:

Based on an analysis of COVA's performance outcomes and an evaluation of its educational program over the past four years, the school is deemed **academically sound** for the purposes of renewal.

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

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

The effectiveness and viability of the school has been evaluated, in part, through a two-day Site Inspection conducted on **November 14 and 16, 2010** by **District staff**. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- Board recognizes the need for a major transition from an insular founding group to a board with a broader range of expertise and community connections.
- COVA changed accountants in 2010, in response to a variety of concerns, and as a result, has significantly improved its financial reporting and management.
- The staff and a core group of parents exhibit dedication and commitment to the school's mission.

Challenges:

- Although the school is in its 5th year of operation, many aspects of the program and school operations remain undeveloped. As of the time of the staff site inspection, the board had failed to meet its responsibilities to:
 - Develop a strategic plan or other method for articulating the school's direction and goals
 - Develop a financial plan and closely monitor the school's financial condition
 - Develop and update policies and procedures for the effective and efficient operation of the school
 - Allocate resources sufficient to ensure effective management
 - Hold the school's leadership accountable for meeting established goals
 - Ensure compliance with applicable state and federal law, as well as with the terms of the charter
 - Grow its own capacity to address the school's governance needs
- To date the school has been unable to leverage its unique program and the high quality of student performance to access substantial philanthropic funding and community partnerships.
- The school is the subject of a disproportionate number of complaints to the Office of Charter Schools, which are often related to the manner in which complaints are handled by the school's director.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

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

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

Renewal Standard II:

Based on this analysis, with **implementation of the conditions listed above**, the school is deemed an **effective, viable organization** for the purposes of charter renewal.

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

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

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

The school has altered its proposed educational program in an area that is worth noting. The charter proposed to fully integrate musical education into core academics, but has been unable to sustain meaningful integration of musical concepts during its first charter term. The program was restructured to split the time for academics and music, and music integration is not an emphasis in the new charter petition.

With respect to compliance with regulatory elements, COVA has been challenged to ensure timely and accurate reporting to the Office of Charter Schools, both in the financial and operating realms. This appears to be the result of board decisions regarding administrative staffing and poor monitoring of the performance of the charter school's financial advisor and auditor. Financial reporting has improved substantially since the school changed service providers in 2010. The conditions included in the staff recommendation are intended to address the adequacy of administrative staffing.

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

Renewal Standard III:

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

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

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a “reasonably comprehensive” description of 16 elements related to a school’s operation, plus specific supplementary information on operations and finance. The following table summarizes the results of the Staff’s review of the charter petition’s content.

Element	Inadequate	Reasonably Comprehensive	Statutory Reference	Comments
Required signatures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(a)(1)	Sufficient teacher signatures were provided. However, new CDE charter renewal regulations effective November 23, 2011 eliminate the petition signature requirement for charter renewal.
Affirmations and assurances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(d)	
Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(A)	
Measurable pupil outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(B)	Revised Measurable Pupil Outcomes are included in the Required Text Revisions
Method by which pupil progress is to be measured	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(C)	
Governance structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(D)	
Qualifications to be met by individuals employed at the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(E)	
Procedures for ensuring health & safety of students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(F)	
Means for achieving racial and ethnic balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(G)	
Admission requirements, if applicable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(H)	To be revised per recommended conditions
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(I)	
Suspension and expulsion procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(J)	
Manner for covering staff members through the State Teachers’ Retirement System, the Public	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(K)	

Employees' Retirement System or federal social security				
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(L)	
Employee rights of return, if any	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(M)	
Dispute resolution procedure for school-authorizer issues related to the charter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(N)	
Statement regarding exclusive employer status of the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(O)	
Procedures for school closure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(P)	
Facilities to be utilized by school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Manner in which administrative services are to be provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Potential civil liability effects	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Proposed first year operational budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Cash flow and financial projections for 3 years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	

Renewal Standard IV:

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

RECOMMENDATION:

It is the recommendation of staff, based on its thorough analysis of the charter school's performance, to **approve with conditions** the charter renewal petition for Conservatory of Vocal/Instrumental Arts School, because the charter school has sufficiently met the standards and expectations set forth in the OUSD Charter Renewal Quality 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 with conditions the charter renewal petition for Conservatory of Vocal/Instrumental Arts for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2012 and expire on June 30, 2017. 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 and to incorporate as additional outcomes the conditions stated above. 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 Conservatory of Vocal/Instrumental Arts petition for charter renewal, under the California Charter Schools Act, and incorporating the text amendments attached to this Conservatory of Vocal/instrumental Arts- Charter Renewal

report. Staff recommends this approval based on factual findings, specific to this particular charter school and renewal petition. Be it here acknowledged, pursuant to the charter petition text submitted by the petitioner that if renewal is granted the petitioner opts to receive funding directly from the state.

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

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

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

Making Consistent Judgments

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

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

Criteria 1: Improving Student Achievement

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

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
1.1	Demonstrates high expectations for student achievement	3	
1.2	Provides a challenging and coherent curriculum for each individual student	3	Music program quality and curriculum are good, with differentiation and small group instruction. Academic program demonstrated little differentiation of instruction; some structures provide opportunities for advanced students.
1.3	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students	3	Music program has some strengths, but the design of the program doesn't match the charter: didn't do the music integration in to the academic program. Classroom engagement was mixed. Was better in the music program (enthusiastic students), but in academic area we observed disengaged students and students reported being bored of having colleagues who were not engaged.
1.4	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	3	Music program had sufficient materials, instruments, and staffing – prioritized spending on music. Academic side – limited PD, instructional coaching or curriculum support; inadequate administrative staffing
1.5	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	3	Didn't examples of academic discourse, little student discussion; discipline policies and practices are inconsistent (default is to send students to the office). There is a sense of community; site is safe; adequate supervision; no bullying issues evident.
1.6	Productively engages parental and community involvement as a part of the school's student support system	3	Small cadre of active parents during focus group; some community partnerships (i.e. contracts for enrichment programs) – but limited effort to grow/cultivate community partnerships. Parents were defensive about parent complaints and identify a kind of student and parent who "fits".
1.7	Shares its vision among the school community and demonstrates its mission in daily action and practice	3	Narrower mission than the charter because of the lack of music integration, but the "mission in practice" is shared
1.8	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process	2	No real program evaluation process except for benchmarks data distributed to teachers and CST reporting; 1 parent teacher conference per year unless requested; limited evaluation of the music program. As a conservatory the program has not developed rigorous, common measures to determine growth of students as musicians.

Criteria 2: Strong Leadership

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

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.1	Effectively communicates and engages stakeholders in the vision/mission of the school	2	Board is poorly informed; communication covers “nuts and bolts” rather than vision and mission.
2.2	Consistently puts into practice the educational program outlined in its charter.	3	Variations from the charter with respect to educational program, including music integration in academics and curricular choices. Policies and procedures related to the educational program are lacking.
2.3	Generates and sustains a school culture conducive to staff professional growth	3	Professional development is limited; some implementation of Lemov strategies in current year and introducing benchmarking and data analysis work with teachers. Significant staff turnover; no professional goals for teachers; not all staff included in development activities (rotations and musicians).
2.4	Actively monitors and evaluates the success of the school’s program	2	School beginning to develop overall goals and measures.
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	3	No regular processes and measures for communicating achievement in academic areas are evident; board is developing an understanding of assessment results.
2.6	Treats all individuals with fairness, dignity and respect	2	Parent complaints disproportionately relate to school leader’s communications style
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	2	Administrative staffing of school has limited ability of the leader to stay current and connected to larger charter community.
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	4	Very strong focus on quality of the music program.
2.9	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	2	School leader frequently expresses frustration with parents whose students are not a good “fit” for the program and believes the school should not have to adapt the program to all students who wish to attend.
2.10	Engages community involvement in the school	3	School’s musical performances benefit the broader community; efforts to bring community supports and organizations into the school have been less successful.

Criteria 3: A Focus on Continuous Improvement

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

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	3	Beginning effort to collect and analyze data on student academic achievement; very limited data collection on music education (portfolios are sporadic and not standardized)
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction	3	Tools for monitoring progress are limited, but expanding through new systems going into place; currently not systematic or tied to larger goals or decision-making on curriculum and instruction
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter	2	Limited range of goals established; should be part of revised MPOs
3.4	Uses student assessment results to improve curriculum and instruction	3	Addressing some elements of instructional quality; data analysis in early stages
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	3	Have used data analysis to identify needed changes in math instruction and curriculum ; not clear how budget priorities are tied to performance data

Criteria 4: Responsible Governance

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

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.1	Ensure that policies and practices are implemented in a fair and consistent manner	2	School does not have a complete set of key policies, resulting in varying practice (attendance, discipline, dress code, etc.)
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	2	Governing board members are new and not well-informed on charter school law and policy
4.3	Seek input from impacted stakeholders	3	There are opportunities for parent communication being developed through a revamped parent group
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	1	Admission policies in charter create perception of screening of applicants; parents are told their students don't "fit"
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	2	Required reporting has frequently late or incomplete, including during renewal process
4.6	Establishes and maintains a safe environment for students, staff, and community stakeholders	4	Safety procedures are in place
4.7	Consistently engages in timely reporting or required information to the District, the County, and the State	3	Financial reporting has been late and incomplete; change of financial services provider has substantially improved reporting
4.8	Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders	3	Decision-making appears to reside solely with the current school leader, so it is clear but not inclusive
4.9	Maintains effective and active control of the charter school	2	Board defers to the school leader; members have limited understanding of larger charter school context and the extent of regulatory requirements
4.10	Abstains from any decision involving a potential or actual conflict of interest	2	Has not regularly comply with Political Reform Act as stated in charter; low awareness of potential for conflict
4.11	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plan, and as defined by statute and regulation	2	Recruitment steps have not consistent with the previous charter; process for upper grades has not been random public drawing, as required
4.12	Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations	2	Rigorous evaluation of school leader against clear school goals and objectives has not been in place
4.13	Implements an accountability process for the school's academic results and operates with a clear set of goals for the school, and has developed a set of tools for understanding progress towards meeting those goals	2	Board understanding of MPOs and other measures is limited; no systems in place for regular progress reporting against agreed metrics

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.14	Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.	3	Parents are generally satisfied, as determined through survey and events; potential for parents to connect school to larger community resources has not been explored

Criteria 5: Fiscal Accountability

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

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>	<i>Comments</i>
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability	3	Financial management and reporting has improved; explicit tie to program effectiveness not yet developed
5.2	Conducts an annual financial audit which is made public	3	Previous audits were poor quality; change of auditor underway; board lacks a treasurer and needs to develop capacity to understand financial reports
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	3	Fiscal policies now in development
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals	4	School leadership clearly focuses resources on music and academic program
5.5	Managing cash flow	4	School has recovered from cash shortfall in prior years
5.6	Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget.	4	Projections are reasonable; budget and cash flow materials well-prepared

ATTACHMENT II: CHARTER TEXT REVISIONS

Oakland Unified School District
Office of Charter Schools

CHARTER TEXT REVISIONS – Conservatory of Vocal/Instrumental Arts

REQUIRED CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools a revised charter to include all revisions outlined below in one hard copy and one electronic copy in *WORD* format on a CD or via email of no later than **5pm on June 1, 2012**.

Charter Text	Text Reference	Revision
<u>Assurances</u>	Preface	<u>Submit a complete, updated and signed set of required charter assurances and affirmations.</u>
<u>Governance</u>	Page 18	<i>“COVA/Conservatory of Vocal/Instrumental Arts 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>
<u>Student Admissions Policies and Procedures</u>	Page 21	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>The Conservatory of Vocal/Instrumental Arts shall not be sectarian</i> <i>will be nonsectarian</i> in its programs, admission policies, employment practices, or any <i>and all other operations or function of the school.</i> <i>It will, and will not charge tuition or nor discriminate on the basis of race, ethnicity, national origin, sexual orientation, religious or spiritual practice or disability. the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).</i></p> <p><i>As part of the Fall Information Update, Conservatory of Vocal/Instrumental Arts will notify the District in writing of the application deadline and proposed lottery date. Conservatory of Vocal/Instrumental Arts will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.”</i></p>
<u>Public Records</u>	Page 30	<i>“Conservatory of Vocal/Instrumental Arts acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Conservatory of</i>

		<i>Vocal/Instrumental Arts to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Conservatory of Vocal/Instrumental Arts and of the District. Conservatory of Vocal/Instrumental Arts 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 Conservatory of Vocal/Instrumental Arts does not have that Conservatory of Vocal/Instrumental Arts needs in order to meet its obligations, the District shall provide the same to Conservatory of Vocal/Instrumental Arts in a reasonably timely manner upon request.”</i>
<u>Reporting and Accountability</u>	Page 31	<i>“If Conservatory of Vocal/Instrumental Arts does not test (i.e., STAR) with the District, Conservatory of Vocal/Instrumental Arts 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. 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>
<u>External Reporting</u>	Page 32	<i>“Conservatory of Vocal/Instrumental Arts will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.”</i>
<u>Governance Structure of the School</u>	Pages 23	<i>“Conservatory of Vocal/Instrumental Arts, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Conservatory of Vocal/Instrumental Arts acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Conservatory of Vocal/Instrumental Arts, 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 Conservatory of Vocal/Instrumental Arts by law or charter provisions.”</i>
<u>Governance Structure</u>	Page 18	<i>A “Members of Conservatory of Vocal/Instrumental Arts 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</i>

		<p><i>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>Conservatory of Vocal/Instrumental Arts 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>Page 31</p>	<p><i>Conservatory of Vocal/Instrumental Arts will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Conservatory of Vocal/Instrumental Arts will not, at any time, refer complaints to the District.</i></p> <p><i>The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.</i></p> <p><i>Conservatory of Vocal/Instrumental Arts 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 Conservatory of Vocal/Instrumental Arts alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Conservatory of Vocal/Instrumental Arts 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>Conservatory of Vocal/Instrumental Arts 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>Conservatory of Vocal/Instrumental Arts 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</i></p>

		<i>of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.”</i>
<u>Health and Safety Procedures</u>	Page 20	<i>“Conservatory of Vocal/Instrumental Arts shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.”</i>
<u>Dispute Resolutions Procedures</u>	Page 28	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The staff and Governing Board members of Conservatory of Vocal/Instrumental Arts agree to attempt to resolve all disputes between the District and Conservatory of Vocal/Instrumental Arts 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 Conservatory of Vocal/Instrumental Arts, 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: Conservatory of Vocal/Instrumental Arts</i></p> <p><i>To Coordinator, Office of Charter Schools: Tilden Education Complex 4551 Steele Street, Room 11</i></p>

Oakland, California 94619

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

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

(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

Suspension and Expulsion

Pages 24

Add the following text and remove any text to the contrary:

“Conservatory of Vocal/Instrumental Arts shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Conservatory of Vocal/Instrumental Arts without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. Conservatory of Vocal/Instrumental Arts shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of

		grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."
<u>Suspension and Expulsion: Due Process for Students with Disabilities</u>	Pages 26	<i>"In the case of a special education student, or a student who receives 504 accommodations, Conservatory of Vocal/Instrumental Arts 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>
<u>Independent Fiscal Audits</u>	Page 24	<p><i>"To the extent that Conservatory of Vocal/Instrumental Arts is a recipient of federal funds, including federal Title I, Part A funds, Conservatory of Vocal/Instrumental Arts 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. Conservatory of Vocal/Instrumental Arts agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:</i></p> <ul style="list-style-type: none"> <i>• Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.</i> <i>• Develop jointly with, and distribute to, parents of participating children, a school-parent compact.</i> <i>• Hold an annual Title I meeting for parents of participating Title I students.</i> <i>• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent</i>

		<p><i>involvement policy.</i></p> <p><i>Conservatory of Vocal/Instrumental Arts 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>
<u>Facilities</u>	Page 33	<p><i>“If Conservatory of Vocal/Instrumental Arts 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 Conservatory of Vocal/Instrumental Arts moves or expands to another facility during the term of this charter, Conservatory of Vocal/Instrumental Arts 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. Conservatory of Vocal/Instrumental Arts shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”</i></p>
<u>District Fee for Oversight</u>	Page 32	<p><i>“The District may charge for the actual costs of supervisorial oversight of Conservatory of Vocal/Instrumental Arts 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 Conservatory of Vocal/Instrumental Arts 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>Miscellaneous Charter-Related Issues</u>	Page 33	<p><i>“Conservatory of Vocal/Instrumental Arts must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools...”</i></p>
<u>Miscellaneous Charter-Related Issues</u>	Page 33	<p><i>“The District may revoke the charter of Conservatory of Vocal/Instrumental Arts in accordance with Education Code</i></p>

		<i>Section 47607 any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.</i>
<u>Impact on Charter Authorizer</u>	Page 34	<p>In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;</p> <ul style="list-style-type: none"> ○ September 1 – Final Unaudited Financial Report for Prior Year ○ December 1 – Final Audited Financial Report for Prior Year ○ December 1 – First Interim Financial Report for Current Year ○ March 1 – Second Interim Financial Report for Current Year ○ June 15 – Preliminary Budget for Subsequent Year
<u>Impact on Charter Authorizer</u>	Page 34	<p><u>Add the following text and remove any text to the contrary:</u></p> <p>1-<i>“Conservatory of Vocal/Instrumental Arts 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"> • 2-<i>Conservatory of Vocal/Instrumental Arts is subject to District oversight.</i> • 3-<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 Conservatory of Vocal/Instrumental Arts.</i> • 4-<i>The District is authorized to revoke this charter for, among other reasons, the failure of Conservatory of Vocal/Instrumental Arts 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 Conservatory of Vocal/Instrumental Arts 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>

		<ul style="list-style-type: none"> • <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>Practices,</i> • <i>Compliance with safety plans and procedures, and</i> • <i>Compliance with applicable grant requirements.</i> <p><i>Conservatory of Vocal/Instrumental Arts shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to Conservatory of Vocal/Instrumental Arts. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.</i></p> <p><i>In addition, if an allegation of waste, fraud or abuse related to Conservatory of Vocal/Instrumental Arts operations is received by the District, the Conservatory of Vocal/Instrumental Arts 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 Conservatory of Vocal/Instrumental Arts by law or charter provisions."</i></p>
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